

Australasian College for Emergency Medicine

Expert Advisory Group on Discrimination

Action Plan Progress Report
November 2018



Expert Advisory Group on Discrimination Action Plan Progress Report

Message from the Chair

As Chair of the Expert Advisory Group (EAG) Implementation Steering Group (the Steering Group), I am pleased to present the accompanying Progress Report. The Steering Group is charged with overseeing the implementation of the Action Plan, which brings together relevant recommendations from the report of the EAG into allegations of discrimination in the College's examinations processes.

This Progress report provides an overview of the work the College has undertaken throughout the year, as part of its commitment to the implementation of the EAG Action Plan. As the Progress Report demonstrates, the College has made significant progress, with over 90% of all actions now complete.

- Achievements include:
- Development of new resources to assist trainees with their understanding of the examinations process;
- Piloting a new OSCE Preparation Workshop, for those trainees who have had multiple attempts at the OSCE;
- Development of resources to assist trainees in understanding how the domains of the ACEM Curriculum are assessed within the OSCE;
- Implementation of a requirement for all Fellows to complete training in cultural competence;
- Reviewing ACEM policies in relation to reconsideration, reviews and appeals and exceptional circumstances; and
- The establishment of a new role – an Independent External Reviewer – to provide additional independent oversight of College complaints and the whistle-blower handling process.

The College will continue work on implementation of the Action Plan over the coming year, with a view to completing all outstanding actions prescribed within the EAG Action Plan in the first half of 2019.

The EAG has been an important process for the College. Our response, alongside other work such as the Discrimination, Bullying and Sexual Harassment Action Plan, will help the College to ensure that as an organisation we are able to critically assess our functions, so that we are in the best possible position to meet the challenges of the future. I am very proud of all ACEM members, trainees and staff for the work they have undertaken in order to progress these activities, and I look forward to providing you with further updates on the progress of this work in the near future.



Professor Anthony Lawler

Chair

Expert Advisory Group on Discrimination

Implementation Steering Group

November 2018

Background

The Expert Advisory Group (EAG) on Discrimination was put in place by the Board of the Australasian College for Emergency Medicine (ACEM; the College) in February 2017 following the receipt of a complaint from an anonymous group of trainees undertaking the FACEM Training Program alleging that results of the 2016.2 Fellowship Clinical Examination (OSCE) indicated that the examination was racially biased and seeking remedies, including the adjustment of examination scores to take account of that bias.

The EAG was Chaired by Dr Helen Szoke, CEO of Oxfam, former Australian Race Discrimination Commissioner and Commissioner with the Victorian Equal Opportunity and Human Rights Commission. The Deputy Chair of the EAG was Professor Ron Paterson, Professor of Law at the University of Auckland and Distinguished Visiting fellow at the University of Melbourne. Professor Paterson is a former New Zealand Parliamentary Ombudsman and New Zealand Health and Disability Commissioner.

The EAG issued an Interim Report in July 2017, followed by a Final Report in October 2017 (both available [here](#)). The Final Report contained a total of 11 recommendations in relation to remedies for the complainants (s3.47 to s3.49, inclusive, of the Final Report) and 55 recommendations in relation to a range of areas (s8.1 to s8.39, inclusive of the Final Report). The Final Report was considered by the ACEM Board at its meeting of 9 October 2017. In response to the recommendations in the EAG Final Report, ACEM developed the EAG on Discrimination Action Plan (EAG Action Plan) (available [here](#)).

This Action Plan contains seventy-four (74) actions, which address the recommendations made by the EAG. To oversee and monitor the progress of the Action Plan's implementation, the EAG Implementation Steering Group (the Steering Group) was established. The Steering Group has been Chaired by Professor Anthony Lawler, Immediate Past-President of ACEM.

The Steering Group members are:

- Professor Anthony Lawler (Chair)
- Dr John Bonning (NZ) (President-Elect)
- Dr Sarabjit Saggu (SA)
- Dr Swaroop Valluri (VIC) (Trainee Representative)
- Mr Michael Gorton AM

For any queries related to the EAG or implementation of the Action Plan, please contact the College on diversity@acem.org.au

Summary of Actions Completed

Within this document, actions have been marked according to the following:

- Completed = an activity that has been completed, and, where relevant, incorporated into the day to day business activities of the College.
- In progress = an activity that is currently in progress, and yet to be completed and/or implemented.

To date, 83% of all actions have been completed. The following sections provides further detail of the work completed (Section 4) and/or in progress (Section 5) against each specific action.

Status of EAG on Discrimination actions

Actions	No.
Completed	70
In progress	4
Total	74

Completed Actions

Recommended remedies for complainants

3.47.1 An apology from the College for the unintended systemic racial discrimination associated with the introduction of the Fellowship OSCE in 2015, and for the inadequate feedback they received on their OSCE results				
#	ACTION	STATUS	DUE	COMPLETED
3.47.1(i)	Public announcement by the President on the Release of the EAG Final Report, repeated by the President at the 2017 ASM in Sydney, with the Apology referenced in initial response to the complainants' legal representative.	<u>COMPLETE</u> Various communications (including all member email, video) completed and distributed to members and trainees, and external stakeholders. All communications are available on ACEM website here .	February 2018	February 2018
3.47.1(ii)	Apology to be reiterated upon release of this Action Plan and directly reference on the College website.			
To aid those attempting contemplating a further attempt at the OSCE: (a) Extend the time for completion of training, particularly to those who are nearly time expired (b) Provided tailored and structured formative feedback on past examination attempts, to the extent that it is able to (c) Offer a College run or endorsed OSCE preparation training, including examination psychology preparation (d) Consider videoing subsequent attempts and providing feedback using video footage (e) Allow extension of time for formal requests for review and/or appeal from complainants, notwithstanding that time limits may have expired				
#	ACTION	PROGRESS	DUE BY	COMPLETED
3.47.3(a)	Trainees who failed the 2016.2 OSCE to be granted an additional 12 calendar months to the timeframe available for either the completion of the Advanced Training component of FACEM training or the timeframe available for the completion of all requirements of the FACEM Training Program (as applicable).	<u>COMPLETE</u> All trainees were notified of the granting of an additional 12 months, in order to complete the requirements of the FACEM Training Program requirements.	Communications and administrative processes in place for 2018.1 OSCE	March 2018
3.47.3(b)	Feedback provided as a matter of course for the OSCE, to be monitored and reviewed to ensure relevant, meaningful and graduated feedback to candidates.	<u>COMPLETE</u> A new feedback model was developed and trialled with limited stations at 2018.1 OSCE. The new feedback model is aligned with domain criteria of 'minimally competent' a candidate is required to satisfactorily achieve. This model was approved by the Council of Education (COE), for implementation at the 2018.2 OSCE for all stations.	Communications and administrative processes in place for 2018.1 OSCE	Implementation for 2018.2 OSCE

To aid those attempting contemplating a further attempt at the OSCE:

- 3.47.3
- (a) Extend the time for completion of training, particularly to those who are nearly time expired
 - (b) Provided tailored and structured formative feedback on past examination attempts, to the extent that it is able to
 - (c) Offer a College run or endorsed OSCE preparation training, including examination psychology preparation
 - (d) Consider videoing subsequent attempts and providing feedback using video footage
 - (e) Allow extension of time for formal requests for review and/or appeal from complainants, notwithstanding that time limits may have expired

#	ACTION	PROGRESS	DUE BY	COMPLETED
3.47.3(c)(i)	COE to consider offering increased support to training sites coordinating trial OSCEs to better ensure quality with OSCE preparation of trainees, or the provision of College-run trial OSCEs on a Regional basis, utilising ACEM resources to ensure they meet the requirements associated with the Fellowship Clinical Examination in terms of governance, structure and conduct. In considering both mechanisms, COE must also include providing preparatory sessions to individuals functioning as examiners in the trial examinations.	<p><u>COMPLETE</u></p> <p>ACEM has reviewed external OSCE preparation courses, in order to inform the feasibility of Regional Faculties providing College preparation courses.</p> <p>A large number of OSCE preparation/trial courses are already provided, the majority of which have significant FACEM involvement.</p> <p>A proposal for offering College support to Faculties gained in-principle support from the Faculty Chairs.</p> <p>This will include: ACEM to develop Good Practice Guidelines for the conduct of OSCE preparation courses.</p> <p>Appropriate materials developed for the OSCE Pilot Preparation Course, to be shared for use by Faculties in any local courses.</p>	Recommendations to COE for consideration by mid-2018, for implementation by 2019.1 OSCE	September 2018
3.47.3(c)(ii)	Availability of courses relating to examination psychology preparation to be ascertained and recommendations considered by COE in relation to the most practical manner in which these may be offered to and accessed by trainees; e.g. whether as part of trial examinations, or as separate outsourced workshops on a regional or central basis.	<p><u>COMPLETE</u></p> <p>Following research and discussion, the College is trialling an ACEM OSCE Preparation Workshop (refer to Action 8.20(i)). The first pilot workshop has been completed – and was held at ACEM 5th September 2018. These workshops focus on candidates who were unsuccessful at 2016.2 OSCE and / or have been unsuccessful at the OSCE two or more times.</p> <p>Another pilot workshop will be offered for eligible candidates in December 2018. Both pilot workshops contain a session focused on the psychological preparation for an OSCE, and will be delivered by psychologists. Following positive feedback from workshop attendees to the session on psychological preparation for examinations, the College will consider development of future workshops which focus solely on this aspect.</p>	Implementation by 2019.1 OSCE	September 2018 and ongoing
3.47.3(d)	COE to consider the role of the use of examination recording in feedback to examination candidates, in the context of the maximum of three attempts available at the examination from 2018. Consideration to encompass all aspects of possible use, including those such as cost, legal issues (e.g. privacy, consent) and use of footage in the context of examination results (borderline candidates), feedback and review.	<p><u>COMPLETE</u></p> <p>A review of the cost, legal and privacy issues, and use of footage has been completed and presented to COE. In-principle approval has been provided, which will inform the final process for feedback purposes, in the context of the recent decision to increase the number of OSCE attempts allowed.</p>	Recommendations to COE for consideration by mid-2018	September 2018

3.47.4	To aid those contemplating leaving or who have left the training program: (a) Provide career counselling (b) Offer the pathway to qualification for the Diploma in EM through recognition of prior learning pursuant to the applicable College policy.			
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#	ACTION	PROGRESS	DUE BY	COMPLETED BY
3.47.4(a)(i)	Mechanism by which trainees who failed the 2016.2 OSCE and have left the FACEM Training Program are to be afforded the opportunity to discuss future work options with designated individuals and one-off external career counselling with designated provider(s) to be investigated and considered by STAC, and recommended to COE for approval.	<u>COMPLETE</u> This cohort of trainees have been offered and referred to Converge International (ACEM employee and member assistance program) and their Career Assist program.	Recommendations to COE by mid-2018	Recommendation provided to COE in July 2018.
3.47.4(a)(ii)	Opportunity to discuss future work options with designated individuals and one-off external career counselling with designated provider(s) as approved by COE, to be made available to trainees who failed the 2016.2 OSCE and have left the FACEM Training Program.	<u>COMPLETE</u> Has been actioned as per 3.47.4(a)(i) above.	January 2019	August 2018
3.47.4(b)(i)	Pathways to EMC and EMD to be publicised through ACEM channels.	<u>COMPLETE</u> EMC and EMD training pathways have been included in all communication channels. The Recognition of Prior Learning Policy has also been updated (January 2018). This information is now available here .	February 2018	February 2018

3.49	Although the complainants are a smaller group, they are representative of trainees impacted by the College's transition to the Fellowship OSCE. Accordingly, the EAG suggests that the College consider extending the remedies proposed for the complainants to all affected candidates for the 2016.2 OSCE.			
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#	ACTION	PROGRESS	DUE BY	COMPLETED BY
3.49	Remedies set out in the EAG Action Plan to be offered to all who failed the 2016.2 OSCE, rather than simply the complainants	<u>COMPLETE</u> All candidates in the examination, regardless of their current status (Fellow, trainee, former trainee) received correspondence from the College President at the time of release of the Action Plan, with refund cheques distributed by mail to all 2016.2 OSCE candidates.	February 2018	February 2018

Recommendations dealing with legacy issues

8.6.1 Reviewing the requirements and selection criteria (already underway) for entry into the FACEM Training Program				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.6.1	Selection into FACEM Training Program (SIFT) processes to be in place, publicised to all trainees and operational to enable selection of trainees in 2018 for entry to the FACEM Training Program in 2019.	<u>COMPLETE</u> Revised selection process implemented. Applications for NSW and New Zealand applicants have been completed, with all other jurisdictions currently in the process of applying.	Completed with ongoing monitoring.	End 2017

Recommendations aimed at continuous improvement of the examination process: Conduct of the examination

8.10	The standard required for a pass (i.e. just at standard) in every station should be clearly articulated prior to the examination being undertaken. This will require the marking of criteria for each domain tested at each station, discussed at the outset of calibration (and documented whether by checklist or an agreed documented standard) in order for examiners to consistently apply the standard to marking throughout the duration of the examination. This should extend to all domains, not just medical expertise, with priority given to standardising an agreed standard expected in the domains of communication, leadership and management, and scholarship and teaching.			
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.10	Policy and processes for setting the standard required for a pass in every station and each domain to be developed, documented, implemented and publicised.	<p><u>COMPLETE</u></p> <p>The procedure Standard Setting for the Fellowship Examination, has been approved and published.</p> <p>The process for determining the criteria a candidate must achieve in each domain to be considered 'minimally competent' is in place in examiner instructions and a procedures document has also been approved and published. Both documents are now available on ACEM's Educational Resources website here (login required).</p>	By and for 2018.2 OSCE	August 2018
8.11	Where possible, utilise/expand the use of multiple examiners to increase the number of observations to re-establish the integrity and validity of examinations with external stakeholders			
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.11(i)	Issues of multiple examiners to be fully considered by ESC and recommendations forwarded to COE by April 2018. Considerations must include literature base regarding effect(s) on reliability and feasibility. As with Action 3.47.3(d), to enable the preparation of a College Budget for 2018/19 Financial Year, this must involve a consideration of the cost of running the OSCE and the fees to be charged to candidates per examination in order for the College's examination to be affordable for candidates and economically viable for the College.	<p><u>COMPLETE</u></p> <p>Currently there are two examiners at each station. The College routinely allocates two examiners per station with Peer Support Examiners, and other measures also adopted as required.</p>	By end April 2018	End 2017
8.11(ii)	Modifications to the use of multiple examiners, Peers Support Examiners and other mechanisms as approved by COE and appropriately budgeted to be documented, publicised and implemented.	<p><u>COMPLETE</u></p> <p>As per Action 8.11(i)</p>	By and for 2018.1 OSCE	End 2017

8.13	Implement a process whereby candidates can provide feedback on examiners, confederates and actors, noting that such a process should not be disclosed to examiners until marks are received and collated. Feedback sought should also elicit commentary and suggestions for improvement of the process overall.			
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#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.13(i)	Policy and processes associated with the OSCE Candidate Survey to be documented and available/publicised as necessary.	<u>COMPLETE</u> Policy and processes, as well as the most recent candidate survey (2018.1 OSCE) were summarised and published in July 2018, along with the College's response. This document is available on ACEM's Education Resources website here (login required).	Policy and processes to be approved, in place and publicised as necessary by and for 2018.2 OSCE	August 2018
8.13(ii)	Efficacy of and improvements to the OSCE Candidate Survey to be routinely monitored and reviewed, and evaluated in line with the ACEM Quality Evaluation Framework applicable to all ACEM educational activities.	<u>COMPLETE</u> As per Action 8.13(i). The current survey will continue to be reviewed, evaluated and updated in line with the Quality Evaluation Framework.	Ongoing	N/A

8.14	Explore ways to develop a more diverse group of examiner and confederate backgrounds and apply these various examiner and confederate demographics (e.g. male/female, Caucasian/non-Caucasian, local graduates/IMGs, older clinicians/younger clinicians) as fairly as possible across OSCE administrations. This may necessitate a review of the Terms of Reference of the Court of Examiners and any associated policy(ies).			
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#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.14(i)	Terms of Reference of the Court of Examiners to be reviewed, with a particular focus on eligibility criteria, tenure, formative and summative assessment performance and commitment to ongoing examiner training.	<u>COMPLETE</u> The Terms of Reference have been updated, to align with recommendations from the EAG.	April 2018	July 2018
8.14(ii)	Development of a process that enables an audit of members of the Court of Examiners in line with the revised Terms of Reference, in time for a call(s) for applications of new examiners for 2019.	<u>COMPLETE</u> These records are regularly reviewed by ESC for audit purposes. Audit process has been documented and approved by COE.	Second half of 2018	August 2018
8.14(iii)	Development and implementation of a policy and associated processes regarding the selection, ongoing training and appraisal of OSCE confederates in order to enable availability / participation of a greater diversity of confederate cohort in any given OSCE.	<u>COMPLETE</u> Policies and processes have been developed, including an appraisal process for both OSCE confederates and role players, in time for implementation in 2019. N.B. Confederates and role players are continually assessed for their appropriateness, during the OSCE process.	Prior to the end of 2018 for implementation in 2019	October 2018

8.15 Ensure that all examiners and simulated patients/actors have cultural diversity training.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.15	Processes by which cultural diversity training for examiners, confederates and simulated patients/actors can be implemented to be developed, having regard to considerations of feasibility and cost, and documented.	<p><u>COMPLETE</u> A plan for the implementation of required examiner training, via the completion of Assessing Cultural Competence e-learning modules (3 modules in total) was approved by the Examinations Sub-Committee (ESC) in March 2018 and COE in April 2018.</p> <p>Completion of these module is now required for appointment to the Court of Examiners, from 1st July 2018.</p> <p>Existing members of the Court of Examiners and FACEM confederates, and role players are require to complete the first module prior to participating at their next examination (from July 1 2018).</p> <p>ALL examiners are to have completed all three modules by 31st December, 2018.</p> <p>All examiners, confederates and role players were advised of these requirements in May 2018.</p>	Recommendations to COE by mid-2018	April 2018
8.15(ii)	Cultural diversity training as approved by COE, to be implemented for all examiners, confederates and simulated patients/actors.	<p><u>COMPLETE</u> As per Action 8.15(i) above.</p>	Not later than 2018.2 OSCE	May 2018
8.16 Examiners should continue to receive regular feedback on their performance, including marking performance and feedback provided through candidate review forms.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.16(i)	Process by which all examiners undertake robust and regular calibration, to be developed by ESC and recommended to COE for adoption.	<p><u>COMPLETE</u> Examiner calibration commenced in 2017 via comparison of the ranges and means of candidate scores, awarded by an examiner (and the station cohort's examiner).</p>	Recommendations to COE by mid-2018	September 2018
8.16(ii)	Processes by which all confederates and simulated patients/actors undertake robust and regular calibration, to be developed by ESC and recommended to COE for adoption.	<p><u>COMPLETE</u> As per processes outlined above.</p>	Implementation with 2018.2 OSCE	October 2018
8.16(iii)	Regular and robust calibration, as approved by COE, to be implemented for all examiners confederates and simulated patients/actors.	<p><u>COMPLETE</u> As per processes outlined above.</p>	Implementation with 2018.2 OSCE	October 2018

8.17 Examiners should continue to receive regular feedback on their performance, including marking performance and feedback provided through candidate review forms.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.17(i)	External expert advice to be obtained in order to ensure a robust approach to the provision of feedback to examiners on their performance, including marking performance is developed and recommended for adoption.	<p><u>COMPLETE</u></p> <p>Feedback is currently provided to examiners that gives comparison of marking data with those of co-markers and the station cohort. Candidates also provide feedback on stations and examinations processes, including actions of examiners and other personnel.</p> <p>External advice (consultant) was commissioned in April 2018, and the current feedback provided has been deemed appropriate.</p> <p>The proposed process moving forward will include a longitudinal study of examiner data over several examinations.</p>	To enable timeframe for Action 8.17(ii)	June 2018
8.17(ii)	Informed by external expert advice, policy and modified processes for providing routine and regular feedback to examiners on their performance, including marking performance to be developed for the consideration and approval of COE	<p><u>COMPLETE</u></p> <p>The feedback process has been modified to include the following:</p> <p>Where issues are identified or examiners are assessed as outside the defined performance criteria, a Peer Support examiner and/or experienced co-examiner will be assigned at the next examination to provide support (from 2018.2 OSCE)</p>	Recommendations to COE for consideration by May 2018	August 2018
8.17(iii)	Modified feedback to examiners on their performance, including marking performance, as approved by COE, to be implemented for all examiners.	<p><u>COMPLETE</u></p> <p>See Actions 8.17(i) and 8.17(ii) above.</p>	Implemented for 2018.2 OSCE	Ready for implementation at 2018.2 OSCE (November)
8.18 In relation to scoring and adjustment of scoring in examinations, ensure that there is appropriate standard setting and ensure greater transparency is utilised in publishing examination pass/fail statistics, including in relation to specific domains, publishing sample questions and answers, and providing examination candidates with an overview of the stations and domains to be tested, including spread of marks for relevant domains.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.18(i)	Information regarding the accepted and robust standard setting process, including the application of one (1) Standard Error of Measurement (SEM) employed by the College, to be further publicised to trainees and College members.	<p><u>COMPLETE</u></p> <p>The standard setting model and SEM component is publicised on published reports for all examinations.</p> <p>The College has prepared a specific document providing a further breakdown of the standard setting process. This has now been published and the Standard Setting for the Fellowship Examination document is available on the Colleges Educational Resources site here.</p>	For 2018.1 OSCE	July 2018

8.18 In relation to scoring and adjustment of scoring in examinations, ensure that there is appropriate standard setting and ensure greater transparency is utilised in publishing examination pass/fail statistics, including in relation to specific domains, publishing sample questions and answers, and providing examination candidates with an overview of the stations and domains to be tested, including spread of marks for relevant domains.

#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.18(ii)	Formal examination reports that cover the information referred to above to continue to be produced and promulgated as a matter of course, with ongoing monitoring and review in order for improvements to be considered and introduced as necessary.	<u>COMPLETE</u> Formal examination reports are published for all examinations as a matter of course. This process will continue to be reviewed and modified, as required. These are published on the College's Educational Resources site here .	Ongoing	Ongoing
8.18(iii)	Materials (complete set: candidate information, role player instructions, mark sheet etc.) released and published on the College website on an annual basis.	<u>COMPLETE</u> Two selected questions across 2018.1 and 2018.2 OSCE are now published and available for candidates on the College's Educational Resources site here .	Selected OSCE station materials to be published no later than 31 December each year	Ongoing

Recommendations aimed at continuous improvement of the examination process – Support for examiners

8.19 Provide examiners with structured training support on:				
1. Cultural awareness and unconscious bias in examination marking;				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.19.1(i)	Cultural awareness and unconscious bias included as part of the OSCE examiner briefing.	<u>COMPLETE</u> These aspects are included in the examiner briefing.	Ongoing	Ongoing
8.19.1(ii)	Training in cultural awareness and unconscious bias, and the requirements of this training to be reviewed to ensure confidence that appropriate levels of knowledge and awareness possessed by all examiners throughout the period of their appointment.	<u>COMPLETE</u> Examiner training in relation to assessing cultural competence has now been mandated, with all examiners to have completed all three e-learning modules by 31 st December 2018. All examiners have been informed of this requirement.	Implementation by 2018.2 OSCE	April 2018
2. How to conduct calibration of 'just at standard' for assessing domains; and				
8.19.2	Resources and processes to enable calibration of 'just at standard' for assessed domains to be developed, documented and implemented.	<u>COMPLETE</u> Training on calibrating 'just at standard' performance presented at all examination workshops – commenced in 2017. In addition, new resources have been developed, including resources related to domain criteria, a comprehensive station writing template to include definitions of the requirements for 'just at standard' (introduced for 2018.1 OSCE). These resources have been finalised and were approved by COE in August 2018 for implementation.	For implementation with 2018.2 OSCE	August 2018
3. Examiner performance.				
8.19.3	Examiner training and orientation to incorporate Recommendations 8.13, 8.17 and 8.19.2.	<u>COMPLETE</u> <ul style="list-style-type: none"> • Examiner training now includes: • Candidate feedback to examiners • Examiner feedback on performance • Calibrating to 'just at standard' • Unconscious bias 	For implementation by 2018.2 OSCE	August 2018

Recommendations aimed at continuous improvement of the examination process: Trainee preparation

8.20 Consider development and implementation (or contracting) of a training program to assist trainees who have experienced difficulties with the Fellowship examinations, to acquire experience in preparation for and performance in OSCEs.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.20(i)	Examination preparation programs currently available through a range of providers to be evaluated for possible utilisation by the College, including due consideration of feasibility and associated costs.	<u>COMPLETE</u> Available programs were assessed for the suitability. Following research and further discussion, ACEM determined to trial an ACEM OSCE Preparation Workshop. Refer to Action 8.20(ii)	For consideration by mid-2018	June 2018
8.20 (ii)	Examination preparation program(s), as approved by COE to be implemented for trainees experiencing difficulty with passing the OSCE.	<u>COMPLETE</u> ACEM has developed and is currently implementing an ACEM OSCE Preparation Workshop. The first of these workshops was held at ACEM's Melbourne offices on 5th September, 2018. The second workshop is scheduled to be held December 2018. Following consideration, COE has approved the conduct of two further OSCE Preparation Programs for 2019, as well as the development of a specific workshop in relation to 'resilience and the growth mindset'.	For 2019.1 OSCE	September 2018
8.21 Provide trainees with resources for training preparation in each domain.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.21(i)	Resources to assist trainee preparation in relation to each domain of the ACEM Curriculum Framework, to be developed.	<u>COMPLETE</u> Resources in relation to each of the curriculum's eight (8) domains have now been completed, and published on the College's Educational Resources site here .	Implemented by 2019.1 OSCE	August 2018
8.21(ii)	Resources that explain what the OSCE is intended to assess, compared to ITAs and other WBAs, and with references to the ACEM Curriculum Framework, to be developed.	<u>COMPLETE</u> Resources have been completed, and published on the College's Educational Resources site here .	Completed for 2018.2 OSCE	August 2018
8.21(iii)	Revised ITAs and other WBAs to be appropriately leveraged to ensure value-adding to these assessments through assistance to trainees at the local level, where specific issues are identified.	<u>COMPLETE</u> Revised and specific ITAs have been developed and released for: <ul style="list-style-type: none"> • Each phase of training; • Non-ED terms; and • Critical care terms (ICU and Anaesthetics). This has included mapping each specific ITA to the domains of the critical and their high-level descriptors. Revised ITAs can be found here .	Completed as part of FACEM Training Program Review	Ongoing

Recommendations aimed at continuous improvement of the examination process: Examination feedback

#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.24	Return to publishing all examination reports with details of station contents and commentary on candidate performance, to enable unsuccessful candidates to understand how they performed in comparison to other candidates attempting the same OSCE.			
8.24	Content of examination reports to be periodically reviewed to ensure recommendation continues to be met, while balancing information released and the ability to bank and re-use stations following development and analysis of station performance.	<u>COMPLETE</u> Examination reports continue to be reviewed regularly, prior to publication.	Ongoing	Ongoing

Recommendations aimed at continuous improvement of the examination process: Review of results

#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.26.1	Beyond the standard reliability and psychometric assessments, the College consider periodical audits of examination results in terms of: (1) Comparison of station/examiner marks for Group A and Group B to monitor ongoing issues; (2) The extent of correlation between candidates examination results against WBAs; and (3) To assess both the quality of the examination process and the training program and various assessments.			
8.26.1(a)	Comparison of station/examiner marks for Group A and Group B candidates to continue to be undertaken and published as a matter of course, with ongoing review of outcomes.	<u>COMPLETE</u> Current process to be ongoing.	Ongoing	Ongoing
8.26.1(b)(i)	Mechanism(s) available to enable periodical audit of the extent of correlation between candidate examination results against WBAs to be investigated, with external expertise to be engaged if required.	<u>COMPLETE</u> It has been determined that ACEM has sufficient internal capacity with which to complete the correlation study described.	Report to COE by mid-2018	August 2018
8.26.1(b)(ii)	Subject to availability, mechanism(s) to enable periodical audit of the extent of correlation between candidate examinations results against WBAs, to be evaluated for possible implementation, including consideration of feasibility of cost.	<u>COMPLETE</u> Initial audit completed, between the number of times placed into remediation and the number of OSCE attempts. The data analysed to date (since the commencement of the revised training program in 2015) demonstrates an inverse relationship between periods of remediation (i.e. performance in WBAs) and success at the OSCEs.	By early 2019	September 2019 (and ongoing)
8.26.1(c)	Changes to be incorporated if and as recommended through the Australian Medical Council's Reaccreditation Report (due April 2018).	<u>COMPLETE</u> Reaccreditation report was received in July 2018, with associated conditions and recommendations and specified timeframes for completion and reporting.	Proposals for consideration by mid-2018	As specified in the outcome report for individual conditions.

Recommendations aimed at continuous improvement of the examination process: Associated College processes

8.28	The EAG found that while Reconsideration, Review and Appeals Policy is in place, it is not examination specific, and as such, does not clearly articulate what applicants can expect from a review. The EAG recommends the policy be reviewed and revised to ensure that it clearly described the parameters of review for examination candidates, its limitations and that such an avenue cannot lead to a change in results.			
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.28(i)	Amendments to the Reconsideration, Review and Appeals Policy and Exceptional Circumstances and Special Consideration Policy to be developed by the CEO and Executive Director of Education and Training in relation to specific requirements, with the Governance Committee, to recommend amendments for consideration and approval by the Board.	<u>COMPLETE</u> Revisions to the Exceptional Circumstances and Circumstance and Special Consideration Policy, approved by COE at its meeting 14th March 2018, and these were further endorsed by the Board in 2018. The policy is available on the College website here .	Revised policies implemented by 2018.1 OSCE	March 2018
8.28(ii)	Purpose and applicability of revised Reconsideration, Review and Appeals Policy and Exceptional Circumstances and Special Consideration Policy to be communicated extensively to trainees and the wider ACEM community.	<u>COMPLETE</u> Circulated in communiques, ACEM Bulletin, Trainee Newsletter and other College communication platforms.	For 2018.1 OSCE	March 2018
8.29.1	Increase trainee diversity and new FACEM participation in ACEM decision-making, including encouraging trainees who have not previously been involved to participate.			
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.29.1(i)	Communication of available opportunities to emphasise avenues such as the Trainee Committee, Regional Faculties and the meetings of new Fellows.	<u>COMPLETE</u> Expressions of Interest (EOIs) for relevant trainee positions on various College entities are promoted through all College communication platforms, including the ACEM Bulletin, Trainee Newsletter, Trainee Committee etc.	Ongoing	Ongoing
8.29.1(ii)	Terms and Reference and Position Descriptions to be reviewed to remove restrictive eligibility requirements, and encourage involvement of trainees and new FACEMs.	<u>COMPLETE</u> In relation to the matter of trainee eligibility for the Board, this was considered by in April 2018, and current eligibility requirements were determined to be appropriate; there are broad criteria which encourages applications from all trainees. All relevant ToRs have now been reviewed, and will continue to be monitored and updated as required. As part of the CAPP entities review, new ToRs have also been established, for both new and existing entities, to ensure consistency across College governance. Consistent terminology is now also being utilised across all College communications and member engagement.	Ongoing	

8.29.2 Increase cultural awareness and cultural diversity within formal College positions and decision-making roles.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.29.2(i)	Entity composition to be monitored to ensure appropriate diversity of membership composition.	<u>COMPLETE</u> Composition of entities will be monitored on an ongoing basis, and reported to CAPP, COE and the Board. In addition, the College is undertaking a member consultation in relation to diversity in College governance, in an effort to better understand the nature of any barriers that exist, which may be preventing increased diversity across College entities.	Ongoing	Ongoing
8.29.2(ii)	Completion of cultural awareness/cultural diversity education for all members of ACEM entities to be implemented, with relevant policy(ies)/regulations to be developed/revised as required. Refer also to 8.15, 8.29.1.	<u>COMPLETE</u> Completion of cultural competence training is now compulsory for all participants in the ACEM Specialist CPD Program, through the introduction of a new CPD requirement, approved by the Board in June 2018. All members must now complete some iteration of cultural competence training within the CPD cycle.	Ongoing	June 2018 and ongoing

Recommendations aimed at continuous improvement of the examination process: Complaints policy

8.31 The College should review its Complaints Policy, as it currently has limited application and utility – to ensure the process is transparent, adequately acknowledge potential outcomes and resolution processes, and accords with best practice.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.31	Complaints policy to be reviewed and revised.	<u>COMPLETE</u> Following review, revisions to the policy were approved by the Board. Policy is available here . In addition, a new document – COR656 Procedures for submission and resolution of complaints – has now been developed and implemented (the Procedures for Resolving Discrimination, Bullying and Sexual Harassment Complaints has subsequently been rescinded and replaced with COR656).	First quarter of 2018	August 2018
8.32 The review should consider how the policy applies and can be utilised by complainants to achieve an outcome. It should also look at the transparency of the policy, including the possible outcomes of a complaint and the general complaints process.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.32	Review of the Complaints Policy to include consideration of its application and utilisation by complainants to achieve an outcome, and transparency of the complaints process and possible outcomes.	<u>COMPLETE</u> Refer to Action 8.32 above.	First quarter of 2018	August 2018

8.33 The College should consider outsourcing handling of the whistle-blowers framework to an independent third party, to ensure whistle-blower protections are implemented, and to reduce concerns about retribution.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.33(i)	Outsourcing of handling of whistle-blower framework to be investigated, informed by considerations of aspects such as feasibility, and recommendation forwarded to the Board.	<u>COMPLETE</u> The Board approved the Independent External Reviewer Policy in June 2018. The establishment of this role is to provide independent oversight of College complaints and whistle-blower handling processes (though it does not replace usual College processes regarding complaints). This policy will be implemented pending recruitment of the Independent External Reviewer.	First quarter of 2018	August 2018

Recommendations aimed at continuous improvement of the examination process: In-Training Assessments and Workplace Based Assessments

8.34.1 Consider utilising WBA and ITA process as a method to determine preparedness to undertake the Fellowship examinations, including whether formal feedback meetings ought to be held with candidates to provide feedback on their preparedness.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.34.1(i)	ITA for Advanced Training Stage 3 (AT3) to be revised to include statement (tick-box completion) as to whether preparedness to sit in the OSCE has been discussed by the DEMENT and trainee in the period covered by the ITA.	<u>COMPLETE</u> This has now been incorporated into the My ACEM portal. All revised ITAs are ready for use in the second half of 2018.	First quarter of 2018	April 2018
8.34.1(ii)	Possible development of a 'preparedness-to-sit' checklist to be considered, having regard to a range of matters including utility to trainees, feasibility for DEMENT involvement, training in its use, future requirements regarding examination eligibility (from 2019 intake).	<u>COMPLETE</u> A checklist has been developed, and approved by COE for publication.	Third quarter of 2018	October 2018
8.34.2 Give trainee the option of a support person when they receive feedback on WBAs				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.34.2(i)	Documented process/guidelines regarding the involvement of a support person for trainees when discussing an ITA with their DEMENT to be developed, having regard to the mechanisms by which a support person might participate (e.g. in person, telephone or other electronic means), not necessarily delaying the scheduling of a meeting and other related considerations.	<u>COMPLETE</u> Guidelines for involving a support person in a feedback meeting (TA645) were approved by COE in August 2018. The guideline can be accessed here .	Recommendation to COE by April 2018	August 2018
8.34.2(ii)	Documented processes/guidelines regarding the involvement of a support person for trainees when discussing an ITA with their DEMENT to be communicated to trainees, DEMENTs and more broadly once approved.	<u>COMPLETE</u> Following approval by COE, the new guideline has been promulgated via all College communication platforms (e.g. bulletin, DEMENT forum, Trainee newsletter)	Mid-2018	August 2018

8.34.3 Ensure that outcomes are discussed with each trainee by their DEMENT to ensure feedback is provided				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.34.3	Written report on revised ITAs and their implementation to be provided by COE for the information of the Board.	<u>COMPLETE</u> Revised ITAs have undergone stakeholder consultation, and have now been incorporated into My ACEM portal accordingly.	April 2018	April 2018
8.34.4 Review feedback mechanisms, particularly following WBAs, and explicit feedback on areas for improvement				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.34.4	STAC to review feedback mechanisms and document/forward necessary revisions to COE for consideration, followed by promulgation.	<u>COMPLETE</u> This item is being addressed within the new FACEM Training Supervisor workshops. 'Providing feedback' workshops are now provided to all FACEMs and DEMENTs involved in completing WBAs. This will be an ongoing activity.	First half of 2018	April 2018
8.34.5 Consider ways to alleviate conflict between WBAs and workforce considerations, including the need for greater transparency in these processes.				
#	ACTION	PROGRESS	DUE	COMPLETED
8.34.5	STAC and COE to consider mechanisms to alleviate tensions, including consideration of training and accreditation processes.	<u>COMPLETE</u> Calibration workshops for WBA assessors have recently commenced, and will continue to be delivered to training sites. Site Accreditation Standards are also being utilised to ensure training sites are allocating adequate clinical support time to facilitate completion of WBAs. WBA Panels are utilised to assess for major disparities between WBA assessor and DEMENT's assessment. Work is also being undertaken to revise WBAs so that assessments are tailored for a trainees' stage of training and the introduction of different nomenclature is anticipated to go some way to alleviating those tensions. These will be ongoing activities.	By end of 2018	October 2018 and ongoing

Recommendations aimed at continuous improvement of the examination process: In-Training Supervision

8.35.2 Ensure that trainee employment exit interviews (i.e. when moving from one hospital to another) are conducted by a person other than the trainees' DMT and/or member(s) of the Court of Examiners.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.35.2	Statement supporting the practice of routine employment exit interviews, conducted by those without a direct conflict of interest (e.g. DMT, member of the Court of Examiners) to be developed and published.	<u>COMPLETE</u> A new guideline, Guideline on ACEM trainee employment exit interviews (COR655), has been developed, and was approved by COE in August 2018. It is available on the College website here .	First half of 2018	August 2018
8.35.4 Provide additional guidance and training for DMTs and examiners on cultural awareness and diversity.				
#	ACTION	PROGRESS	DUE BY	COMPLETED
8.35.4(i)	Arrangements to facilitate compulsory completion of assessing cultural competence e-learning modules by DMTs and examiners, to be finalised and implemented.	<u>COMPLETE</u> This has now been communicated to all parties, and with the completion of all three Assessing Cultural Competence modules required by 31 st December 2018.	First half of 2018	April 2018
8.35.4(ii)	DMT training workshops to include cultural awareness and diversity training, with frequency at which attendances is required to be determined.	<u>COMPLETE</u> Revised DMT workshops include training on unconscious bias. In addition, completion of Assessing Cultural Competence e-learning modules is no required for all DMTs, by no later than 31 st December 2018.	First half of 2018	April 2018

Recommendations aimed at continuous improvement of the examination process: Support for trainees

8.36 Introduce a trainee mentoring program to assist all FACEM Training Program trainees throughout their training.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.36	Expectations regarding uptake of Trainee Mentoring Program, incorporated as part of revised Specialist Training Program Site Accreditation Requirements, for implementation in 2018.	<u>COMPLETE</u> A standard is now included within ACEM's site accreditation requirements, that hospitals must provide a mentoring program for trainees. For sites not complying, it will be added by ACEM as a condition to their ongoing accreditation status.	First half of 2018	April 2018
8.37 Introduce an IMG trainee coordinator (either at the College or individual training hospitals) for a period of two years to provide trainees with assistance, whilst other measures are being put in place to manage the cohort of trainees.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.37(i)	Executive Director of Education and Training and CEO to consider further, and outline to COE and the ACEM Board.	<u>COMPLETE</u> The College has appointed additional staff to assist the Trainee Advocate in providing support to IMG trainees (as well as all other trainees).	First half of 2018	February 2018
8.38 Encourage employer and support DEMTs to provide individualised training and support for trainees who are deficient in particular areas identified through ITAs or through OSCEs.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.38	Expectations, policies and processes relevant to <i>Policy on Supporting the Trainee in Difficulty</i> , to be communicated to trainees and DEMTs	<u>COMPLETE</u> This is now included in Supervisor workshops and trainee communications.	First half of 2018	February 2018 (and ongoing)

Recommendations aimed at continuous improvement of the examination process: Culture of the College

8.39.4 The College work with employers including training hospitals to develop partnerships to ensure these issues are addressed in the employment setting.				
#	ACTION	PROGRESS	DUE BY	COMPLETED BY
8.39.4	Role of training site accreditation processes to be considered as one mechanisms of effecting change and addressing cultures of bullying in the employment setting.	<u>COMPLETE</u> The College, in conjunction with local Faculties, is utilising the site accreditation requirements to facilitate discussions with health services, where trainee reports have indicated that workplace culture issues exist.	First half of 2018	February 2018 (and ongoing)

Actions in Progress

Recommendations aimed at continuous improvement of the examination process: Review of Results

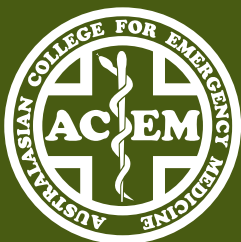
8.26.2 Consider implementation of automatic trigger for review of marks where a candidate is identified as a borderline fail.			
#	ACTION	PROGRESS	DUE
8.26.2	Mechanism(s) to facilitate review of marks by candidates within one (1) SEM of the examination Pass Mark to be evaluated, having regard to considerations of feasibility, cost and timeframe, for consideration by COE and implementation if/as determined.	<u>IN PROGRESS</u> Following preliminary consideration by ESC and informed by action 3.47.3(d), the matter is to be further considered by COE in early 2019.	Implementation of agreed policy by 2019.1 OSCE

Recommendations aimed at continuous improvement of the examination process: Complaints Policy

8.33 The College should consider outsourcing handling of the whistle-blowers framework to an independent third party, to ensure whistle-blower protections are implemented, and to reduce concerns about retribution.			
#	ACTION	PROGRESS	DUE
8.33(ii)	Depending on Action 8.33(i), outsourced handling of whistle-blower framework as approved by the Board, to be implemented.	<u>IN PROGRESS</u> Following approval of the Independent External Review Policy COR642 (Action 8.33(i)) and the associated position description, the College has received applications, which are being reviewed.	Third quarter of 2018
8.33(iii)	Depending on Actions 8.33(i) and 8.33(ii), outsourced handling of whistle-blower framework to be publicised to trainees and the wider College membership.	<u>IN PROGRESS</u> In progress, pending completion of Action 8.33(ii) above.	Third quarter of 2018

Recommendations aimed at continuous improvement of the examination process: In-Training Assessments Supervision

8.35.1 Develop and implement a process to support Advanced trainees who are struggling in the program, which identifies areas for improvement and how improvement can be achieved.			
#	ACTION	PROGRESS	DUE
8.35.1	Policies and processes and resources available to trainees in difficulty to be communicated to trainees, DEMTs and more broadly, with Specialist Training and Assessment Committee (STAC) to confirm clear, stepwise process available to enable support for Advanced trainees in difficulty.	<u>IN PROGRESS</u> ACEM's <i>Trainee in Difficulty Policy (TA545)</i> is being reviewed and updated to ensure steps are further clarified and the pathways to support for Advanced trainees are clear. In addition, a new <i>Trainee Orientation Resource</i> is in development, which will also clearly articulate support pathways for trainees.	First half of 2018



Australasian College for Emergency Medicine
34 Jeffcott St
West Melbourne VIC 3003
Australia

+61 3 9320 0444
diversity@acem.org.au

acem.org.au