



GUIDELINES FOR ASSESSING SIMG RESEARCH EXPERIENCE

1. PURPOSE & SCOPE

These Guidelines are intended for Specialist International Medical Graduates (SIMG) being assessed at interview for the purposes of determining their comparability / equivalence to an Australasian-trained specialist in emergency medicine (FACEM) as well as the members of the ACEM SIMG Panel of Assessors, and provide guidance in relation to the type and nature of research training and/or experience that may be considered to meet the College's requirement for trainees in the Specialist Training Program.

2. LEARNING OBJECTIVES

The assessment is to be made referencing the Scholarship and Teaching domain within the ACEM *Curriculum Framework* (available online at: <https://acem.org.au/Education-Training/Specialist-Training/Curriculum-Framework.aspx>). While also encompassing teaching, this domain has been defined by the College as 'a FACEM maintains and enhances their professional activities through a lifelong commitment to education and research'.

Specifically, at the completion of the Specialist Training Program (i.e. when the trainee is elected to Fellowship) the ACEM *Curriculum Framework* provides:

... a FACEM will be able to make sound judgements regarding the creation, translation, application and dissemination of medical knowledge. They will be committed and are able to independently advance and maintain their own professional skills and knowledge, as well as contributing to teaching others.

Within the domain, the relevant sub-topics are:

- Finding and Critically Appraising the Evidence
- Applying Academic Knowledge to Emergency Medicine Practice
- Basic Elements of Creating Research: Academic writing and research presentation

Reference should be made to the ACEM Curriculum Framework for the learning outcomes of each sub-topic.

3. RESEARCH REQUIREMENT

Regulation B4 sets out the research requirement of the College's Specialist (FACEM) Training Program and includes specific information in relation to each of the three (3) avenues by which the requirement may be met.

It must be noted that, in addition to the three (3) avenues associated with the FACEM Training Program, attainment of the learning outcomes associated with research, as set out in the Scholarship and Teaching domain within the ACEM *Curriculum Framework*, may also be demonstrated through other avenues that include, but are not limited to the following:

- (a) presentation to a national or international meeting as principal author, albeit with no requirement regarding adjudication;

- (b) clinical topic review projects completed for the FCEM (UK with a Certificate of Completion of Training), where there is a substantial literature appraisal and a peer review process.

Thus, it is incumbent on assessors to assess the capacity of the SIMG to demonstrate the possession of the learning outcomes expected of a FCEM in regard to research, rather than determine whether, or not, the individual has met one of the specific requirements prescribed for ACEM trainees in the FCEM Training Program Regulations.

As with all aspects of the assessment of an SIMG applicant, assessors must be able to justify their decision where it is decided that an individual requires further training in relation to the required outcomes of the Scholarship and Teaching domain (in this case, specifically in regard to Research).

4. DOCUMENT REVIEW

Timeframe for review: every two (2) years, or earlier if required.

4.1 Responsibilities

Document authorisation: Council of Education
Document implementation: Director, Education / relevant Unit Manager
Document maintenance: Manager, Standards

4.2 Revision History

Version	Date of Version	Pages revised / Brief Explanation of Revision
v1	Jul-2016	Approved by Council of Education