Report

Preliminary Team Meeting, 28 & 29 September 2017
Australasian College for Emergency Medicine

College submission

The assessment team has reviewed the College's accreditation submission and commends the College on the comprehensive document and the work that has gone into providing it. The team has requested further information, as detailed below, structured according to the approved accreditation standards. The team has also identified areas to be explored in further detail during the assessment visit, and these are also noted below.

Please provide the additional information to the AMC by 6 November 2017.

Scope of the 2017 accreditation:

The team is conducting a full reaccreditation assessment of the training program leading to fellowship of the Australasian College for Emergency Medicine (FACEM). The accreditation assessment will address all the accreditation standards; the College's training program, its processes for assessing specialist international medical graduates and its continuing professional development program.

The College provides a dual training pathway in Emergency and Intensive Care Medicine in conjunction with the College of Intensive Care Medicine (CICM), and a joint training program in Paediatric Emergency Medicine in conjunction with the Royal Australasian College of Physicians (RACP). The team will undertake a review of both this pathway and program as part of the assessment.

The College also provides training programs leading to the awarding of a Certificate in Emergency Medicine and a Diploma in Emergency Medicine. The College is also developing a training program in the area of Pre-hospital and Retrieval Medicine which will lead to a Diploma qualification that will be awarded by ACEM, the Australian and New Zealand College of Anaesthetists, the Australian College of Rural and Remote Medicine, CICM and RACP under a conjoint arrangement hosted by ACEM. Although these programs do not lead to a qualification for practice in a recognised medical specialty, the AMC will undertake a limited assessment of these programs, in relation to the accreditation standards around governance, college purpose, program management and jurisdictional relationships.

> Standard 1. The context of education and training (governance; program management; reconsideration, review and appeal processes; educational expertise and exchange; educational resources; interaction with the health sector; continuous renewal)

Additional information:

- The Expert Advisory Group on Discrimination in relation to the College's examinations is due to submit its final report to the ACEM Board in October 2017. The ACEM Board will consider the report at its 9 October meeting. Please provide a copy of the report and the Board's response to the report.

- All individuals involved in College activities were asked to return an updated Declaration of Conflict of Interest to ensure ongoing participation in College activities by 23 June 2017 (College submission p. 26). Please provide details regarding progress in this area.

- In relation to the College's Reconsideration, Review and Appeal Policy, please clarify whether the appellant has the right to challenge the membership of the Appeals Committee.

<u>Assessment visit:</u>

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team commends the College's governance review. The team will explore the College's approach to achieving diversity in its governance.

- The team will seek an update on the appointment of jurisdictional members (College submission p. 49) and health consumer members (p. 53) to various committees. The College indicated that a recent expression of interest process was conducted for health consumer members. The team will wish to meet community representatives on College committees during the assessment visit.

- The team will seek an update on the review of the structure of entities reporting to Council of Advocacy, Practice and Partnerships (CAPP). The College indicated that further work is to be undertaken by the review Working Group and recommendations considered later in 2017.

- Given the large number of College committees, the team will explore the effectiveness and efficiency of delegations in decision-making.

- The team will explore the governance of the dual training pathway in Emergency and Intensive Care Medicine provided in conjunction with CICM and of the joint training program in Paediatric Emergency Medicine provided in conjunction with RACP.

- The team will explore the resourcing available to the regional faculties and to New Zealand.

- The team commends the College on the development and launch of the Innovate Reconciliation Action Plan (RAP). The team will seek an update on the College's activities for the Māori context.

- The team will wish to meet with the Indigenous Health Subcommittee to explore its role in College governance.

- The team will wish to meet with the College's education staff during the assessment visit. The team will explore the resources available, including non-human resources including ICT and records systems, and physical facilities. The team will also explore the impact of the new Executive Director of Education and Training position on educational strategic planning.

- The team will explore the College's approach to managing the potential risk that pro bono contributions to the College may decline.

- The team will explore the role of the Joint Consultative Committee in Emergency Medicine (JCCEM). The team will also explore whether the JCCEM collaborates with the Royal New Zealand College of General Practitioners and/or the Royal New Zealand College of Urgent Care in New Zealand.

- The team will explore with the jurisdictions the College's interactions with the health sector, especially in relation to workforce 'oversupply' and 'maldistribution'. The team will also seek jurisdictional views on the new training site accreditation requirements and selection process.

Standard 2. The outcomes of specialist training and education (educational purpose; program outcomes; graduate outcomes)

<u>Additional information:</u>

- Nil

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- With regard to standard 2.1.1, the team will explore how the College has identified a role in improving health outcomes by reducing inequity in areas relevant to emergency medicine.

- The team will seek an update on the formal review of the curriculum framework flagged for 2017 including specific details of the stakeholder input.

- The team will explore how the graduate outcomes are aligned to the curriculum including the assessments.

- The team will explore how the College determines if its graduates are fit for purpose

- The team will explore the College's Certificate and Diploma programs during the assessment visit.

> Standard 3. The specialist medical training and education framework (curriculum framework; content; continuum of training, education and practice; structure of the curriculum)

Additional information:

- Please provide further information on how the curriculum addresses accreditation standard 3.2.3, 3.2.4 and 3.2.6.

- Does the joint training program in Paediatric Emergency Medicine provided in conjunction with the RACP use the ACEM curriculum framework?

- For the recognition of prior learning applications in 2016 (College submission p. 81, table 3.1.1), please provide a summary of the reasons why an application was not granted and why some were awarded in part and not in full.

- Please provide commentary on how the College addresses the New Zealand Curriculum Framework for Prevocational Medical Training in relation to accreditation standard 3.3.1.

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team commends the introduction of the revised training program and workplace-based assessments. The team will explore the implementation with trainees, supervisors and other key stakeholders.

- The team will explore with trainees and supervisors how the curriculum develops a substantive understanding of Aboriginal and Torres Strait Islander health, history and cultures in Australia and Māori health, history and cultures in New Zealand.

- The team will seek further information from the New Zealand Committee on how it addresses cultural competence in New Zealand.

- The team will explore the trainee research requirement with trainees and supervisors. The team notes the low uptake of alternative pathways to the trainee research requirement and will explore whether the aims of this component are being achieved (College submission p. 107).

- The team will seek more information on the uptake of academic roles in emergency medicine.

- The team will seek an update on the implementation of RPL and credit transfer for certificate and diploma programs (College submission p. 81, Appendix 3.3.1).

- At the site visits, the team will explore how flexible training works in practice (College submission pp. 84-85).

- The team will explore the statement, 'the structure of the program as currently operating is not optimal and there is a need for changes to be considered and appropriately addressed (College submission p. 88).'

- The team will explore whether the three-month FTE minimum placement duration in advanced training creates any issues for part-time trainees (College submission p. 84, training handbook pp. 9–10).

- The team will explore the issue of flexibility for the joint training pathway and joint training program (College submission p. 86–87).

Standard 4. Teaching and learning (teaching and learning approach; teaching and learning methods)

<u>Additional information:</u>
- Nil

<u>Assessment visit:</u>

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team commends the Educational Resources Strategic Plan 2017–18 including the link to the overall strategic plan and the promotion of support for rural and regional practitioners (College submission p.91, Appendix 4.1.2). The team will seek an update on progress.

- The team will explore the progress and effectiveness of the new eLearning modules.

- The team will request a demonstration of the eLearning platform during the visit.

- The team will explore the enhancements to the online portal in relation to training program management (College submission p. 57).

- Training is appropriately centred 'on the floor' of the emergency department, with extension into other parts of the health system. The team will seek feedback from trainees regarding the rotations outside of the emergency department.

- The team will explore trainee access to structured education programs.

- The team will explore with trainees and supervisors the availability of simulation training.

Standard 5. Assessment of learning (assessment approach; assessment methods; performance feedback; assessment quality)

Additional information:

- Do DEMTs have access to trainee examination feedback or do they rely on the individual trainee to provide it to them (College submission p. 111)?

- Please clarify if the learning needs analysis (LNA) is mandatory only for trainees undergoing remediation.

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will explore the views of trainees and supervisors regarding the balance of the formative and summative assessments.

- The team will explore how the assessments inform progression decisions.

- The team will explore the use of workplace-based assessment (WBAs) in the training program and will seek trainee and supervisor feedback.

- The team will explore how WBAs are linked to graduate outcomes.

- The team will seek an update on progress regarding the inclusion of teaching skills in WBA tools (College submission p. 79).

- The team will explore the role of regional WBA Panels and the standardisation of assessments across training sites.

- The team will explore the WBA process for trainees moving between sites and changing supervisors.

- On page 119 of the College's submission, the College acknowledges concerns with the current In-Training Assessment (ITA) form and advises that a small working group has been formed to review the ITA. The team will seek an update on progress in this area.

- The team will explore progress with the development of eLearning modules for assessing cultural competence, due for release in July 2017 (College submission p. 112).

- On page 11 of the Training Handbook, the College states that structured references, which are completed by a trainee's DEMT and two ACEM fellows who have supervised the trainee, are confidential and not available to the trainee. The team will explore the reasons for this confidentiality.

- The team will seek an update on the College's processes for evaluating the revised written component of the Primary Examination introduced from 2017.

- The team will wish to observe the College's Fellowship Examination on 31 October 2017 at the AMC's National Test Centre.

- The team will explore the statement in the College's submission, 'the provision of feedback on performance in the revised Fellowship Examination has been the subject of much discussion and feedback to the College, and ACEM is continuing to refine the feedback provided in order to meet candidate expectations and best practice' (College submission p. 111).

- The team will seek feedback from trainees and supervisors regarding performance feedback.

- The team will explore the process and effectiveness of remediation during training including the justification that a trainee may have two remediation periods in each of the various components of training (College submission p. 112).

- The team will seek further information on the outcomes of those trainees who have undergone remediation (College submission p. 124, Table 5.4.1).

- The College reports there is a large number of withdrawals from the FACEM training program (680 over five years (College submission p. 115), noting that many of these occur at the PT stage. The team will wish to explore the reasons for this.

- The team will explore the low reliability of the Select Choice Question Paper in the written component of the Fellowship Examination and the College's progress in addressing this issue (College submission p. 134).

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Standard 6. Monitoring and Evaluation (monitoring; evaluation; feedback, reporting and action)

Additional information:

- What process is followed by the College if a trainee fails to complete a placement survey? Is there a significant consequence for the trainee and his/her training?

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team commends the College's Education and Training Evaluation Framework. The team will seek an update on future plans in relation to monitoring, evaluation and feedback.

- The team will explore in further detail how external stakeholders contribute to the evaluation of program and graduate outcomes.

- The team will explore how survey results are disseminated, both within the College and externally, and acted upon.

- The team will explore with trainees and supervisors whether they consider they have adequate opportunity to contribute to monitoring and evaluation.

- The team will seek an update on the critical care requirement (CCR) review, in particular the process for stakeholder consultation (College submission p. 146).

- The team will seek further information on the development of the Communications Plan specifically in relation to engaging stakeholders (College submission p. 141), including employers and consumers (p. 150).

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Standard 7. Trainees (admission policy and selection; trainee participation in education provider governance; communication with trainees, trainee wellbeing; resolution of training problems and disputes)

Additional information:

- Please provide some de-identified examples of how the College has dealt with and resolved individual training problems and disputes.

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will discuss the revised trainee selection process, including the work of the Selection into Fellowship Training Working Group and the 2017 consultation process (College submission p. 155–6).

- The team will wish to meet with Aboriginal and Torres Strait Islander trainees and Māori trainees during the site visits. The team will explore the support mechanisms available to these trainees.

- The team will wish to meet with the College's Trainee Committee and trainees on College education committees to discuss their participation in College governance. The team will explore how metropolitan and regional trainees are included and whether all Australian states are represented.

- The team will explore the effectiveness of the College's communication mechanisms with trainees.

- The team will explore how existing trainees have been managed in light of the recent training program changes.

- The team will explore what career information is promulgated.

- The team will seek an update on the review of the ACEM Trainee Agreement (College submission p. 163).

- The team will explore how the role of Trainee Advocate operates in practice (College submission p. 163). The team will wish to meet the Trainee Advocate during the assessment visit.

- The team will explore how the College collaborates with other stakeholders, especially employers, to identify and support trainees who are experiencing personal and/or professional difficulties that may affect their training.

- The team commends the mentoring framework. The team will explore whether it is supported by training and other resources. The team will also explore the uptake of the mentoring program with trainees and fellows.

- The team will wish to meet the Discrimination, Bullying and Sexual Harassment Working Group during the assessment visit. The team is interested in an update on the discrimination, bullying and harassment project (College submission, p. 50). The team will seek an update on the College consideration of mandating completion of the RACS modules on Discrimination, Bullying and Harassment (College submission p. 175).

- The team will explore how the College deals with a complaint by a trainee about their supervisor (College submission p. 167). The team will also explore this process with trainees during the visit.

> Standard 8. Implementing the program – delivery of educational and accreditation of training sites (supervisory and educational roles; training sites and posts)

8.1 Supervisory and educational roles

Additional information:

- Nil

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will seek an update on the various workshops and resources in development (College submission p. 174).

- The team will explore how examiners and assessors are trained.

- The team will explore with supervisors whether the WBA workload on supervisors is affecting the quality of the assessments (College submission p. 135).

- The team will wish to meet the WBA coordinators during the site visits.

- The team will explore the reasons why 19% of WBA coordinators have not undertaken the online training (College submission p. 174) which is noted as compulsory in their role description (Appendix 8.1.2).

- The College acknowledges the need to be more systematic in evaluating the effectiveness of its supervisors (College submission p. 193). The team will seek an update on the College's approach to systematic evaluation.

8.2 Training sites and posts

Additional information:

- Please provide information on how many training sites are involved in training networks.

Assessment visit:

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will seek an update on the College's consideration of limiting the time that trainees may spend at each training site for Provisional Training (College submission p. 180).

- The team commends the College's consultation process when developing new accreditation criteria (College submission, Appendix 8.2.2). The team will explore the new accreditation criteria with trainees, supervisors and hospital administrators during the assessment visit.

- The team will explore with the New Zealand Committee the reason for requiring that the Director of Emergency Medicine must be an ACEM fellow rather than vocationally registered within the specialty (College submission, Appendix 8.2.3).

- The team will explore the College's mechanisms for effectively monitoring non-emergency department rotations.

- The team will explore the process for accrediting simulation centres/training.

> Standard 9. Continuing professional development, further training and remediation (continuing professional development; further training of individual specialists; remediation)

Additional information:

- Table 9.1.4 in the College submission (p. 203) reports that fellows in New Zealand are both 98.8% compliant and non-compliant with CPD which is assumed to be a typo. Please provide the correct non-compliant data.

- Provide a de-identified example (if available) of how the College has responded to a request for retraining that does not involve re-entry after a period of absence.

- Provide a copy of the policy and procedure for how the College responds to requests for remediation.

- Please provide de-identified examples (if available) of how the College has dealt with individual case for remediation in Australia and New Zealand.

<u>Assessment visit:</u>

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will wish to see a demonstration of the CPD online platform.

- The team will explore with the CPD committee how the MBA, the MCNZ and other stakeholders were consulted in determining requirements.

- The team will explore why the College has moved from awarding points to hours.

- The College acknowledges that it could improve vertical integration of the CPD Program Framework to mirror the Curriculum Framework; it is planned that this work will occur following the outcome of the curriculum review (College submission p. 80). The team will seek an update on this work from the CPD Committee.

- The team will seek feedback from fellows on the effectiveness of the CPD program.

> Standard 10. Assessment of specialist international medical graduates (assessment framework, assessment methods; assessment decision; communication with specialist international medical graduate applicants)

<u>Additional information:</u>

- Nil

<u>Assessment visit:</u>

As well as addressing the broad issues relating to these standards, the team highlights the following specific issues for discussion:

- The team will seek an update on the development of the SIMG portal.

- The College acknowledges 'that further initiatives in relation to systematic evaluation of SIMG assessment outcomes will need to be developed and incorporated into the ACEM Education and Training Evaluation Framework.' (College submission p. 214) The team will explore the College's reasons for this acknowledgement.

- The team will explore the rationale for why there are no external assessment components (i.e. only work performance reports and the three structured references at the conclusion of the period of supervised practice) to ensure those specialist international medicine graduates who are assessed as either substantially comparable or partially comparable are demonstrating the required competencies. (Standard 10.2.1). The team will also explore what processes are in place to mediate and/or reassess a specialist international medical graduate when there is not unanimous agreement between the three referees. (Standard 10.3)

- The team will seek further information on Vocational Practice Assessment for New Zealand applicants.

- During the site visits, the team will discuss the College's assessment and communication processes with specialist international medical graduates.