



Stakeholder commentary from the Australasian College for Emergency Medicine (ACEM) on the accreditation submission of Australasian College of Sports Physicians (ACSP)

Submitted to the Australian Medical Council

October 2011

General comments:

The ACSP has actively engaged in a change agenda that is aligned with the direction set by the AMC. Their report demonstrates a wide range of educational endeavour and this includes the development of online resources (for supervisors and trainees) and demonstrating perseverance where this is required (e.g. unsuccessful DoHA funding application).

A broad range of strategies have been put in place to ensure that stakeholder engagement is appropriate and maintained. This includes purposeful efforts in relation to broad communication such as the weekly electronic bulletin which must be a major undertaking for a small College.

The ACSP submission has been able to address all AMC accreditation standards to an extent which seems appropriate to the size of the College and the resources available.

Responses to specific AMC Feedback:

ACSP have responded to the specific requests from the AMC in their 2010 report. This response appears to have comprehensively addressed the areas highlighted. In particular, the following initiatives are noted:

- Strategic planning;
 - A comprehensive strategic plan has been developed for the period 2011 – 2015. A five year cycle has been implemented. It is stated that ongoing annual updates to the plan will occur. Is this in fact an annual monitoring of targets met towards the strategic goals along the way? In relation to the areas highlighted referring to 'Training and Education,' 'Assessment' and 'Maintaining Standards of Clinical Practice' these are very extensive and the timelines very short. A significant amount of resource will be required to enable the College to meet these targets.
- Terms of Reference for committees and position descriptions for office bearers;
 - These have been developed including stated efforts to ensure stakeholder engagement and diversity in representation. A community representative position on Council is established. The current Registrar representative is female. A suitable review cycle has been established for most of the Terms of Reference. Have the College considered including more junior representation in their MOPs committee to assist in planning Continuing Professional Development that is relevant for Fellows at all stages of their career including the early transition to specialty practice? Appendix Cb appears to be incomplete so this position was difficult to assess.
- Policy on Harassment and bullying;
 - A policy has been developed and a plan for evaluation is suggested. Extensive stakeholder contributions appear to have been made in the formulation of this document.

- Cultural awareness;
 - It is positive to see this area highlighted in the curriculum. For supervisors this is integrated into the online supervisor training module which is positive. Means to address within the training programme (in terms of both teaching and assessment activities) may also be considered.
- Trainee engagement;
 - The level of engagement trainees is high. All 34 trainees are able to attend bi-annual events on a face-to-face basis. Representation within the committee structure is becoming more embedded and it will be interesting to see this develop.

The Strategies for ongoing educational development are broad. The appointment of a new staff member should greatly assist in supporting the hard work of the Fellows. The specific role of the staff member was not clear from the report and whether the appointee would be predominantly administrative or educational was unclear.

Commendations

The ACSP are excelling in a number of educational areas. Commendations are made on the following in particular:

- *Articulation of the training outcomes undertaken as part of the curriculum development process.* (Unfortunately Appendix I was unavailable and could not therefore be reviewed in detail).
- *A consistent tutorial series that has been agreed by a broad group of stakeholders.* This will be reviewed as part of the ongoing monitoring and evaluation of the curriculum. The non-medical expert roles within the curriculum are not emphasised in this series and appear to be relegated to the last session at present. This may be an area for future consideration and development. Incorporating a case-based approach to the tutorial structure may be a practical means to achieve this type of integration. This is mentioned in the report as a possibility and / or current consideration.
- *Integration of non-medical expertise into assessment tasks:* These areas have been incorporated very effectively into some of the assessment tasks – particularly the event and sporting team assessment tasks. This is evident in the Macro Blueprint for assessments. The time required to change assessment tasks is acknowledged. Are there any longer term plans to introduce WBA as a summative component of the assessment package at the ACSP?
- *Online modules under development with the University of Canberra.* It is reported that one of these modules has been piloted.
- *Current online trainee evaluation is in place and occurs regularly.* Critically, review and action of the results is listed for future implementation.
- *Efforts to train teachers.* Work has been conducted to create written materials to train and orientate supervisors to their roles as teachers and assessors. Unfortunately, Appendix G wasn't available and so could not be reviewed in detail.
- *Work on website redevelopment:* Extensive work on the redevelopment of the website is outlined. This includes extensive commitment to providing additional educational functionality (e.g. provision of training modules, training resources and feedback on trainee status). This is a significant undertaking on the part of the College.

Specific Feedback requested

1. The interactions between Fellows of ACEM and Fellows of ACSP.

- Interactions are predominantly at an informal level.
 - The ACSP was asked to contribute to the ASM of the ACEM in 2011.
2. Comments on any perceived areas where the College's education and training efforts could be improved and / or any particular areas of excellence
- Several areas of excellence have already been noted in the 'Commendations' section above.
 - The website initiative will clearly be a major driver for change and educational innovation into the short and mid-term future. This is a major investment by the College in terms of planning, development and implementation. It will be of interest to review the progress with this important and timely initiative. Utilising this for both trainees and Fellows (as CPD) will be important.
3. Comments on specific interactions between Fellows of ACEM and Fellows of ACSP on matters related to training, such as joint training programmes;
- ACSP have reported a high degree of representation and engagement at fora with which ACEM also engage. Examples include AMC conferences and workshops.
 - Participation as observer members of groups such as the Network for College Medical educators (NCME) may facilitate identification of greater opportunities to interact over educational initiatives.
4. Comments on the College's CPD programme:
- ACEM and ACSP are both in the process of reviewing and redeveloping CPD provision. This will require intensive input and resource. There are opportunities for collaboration in this respect. Granting ACSP observer status at the College's CPD Managers' Group may facilitate this.
 - Increasing online journal availability as outlined will be a significant enhancement for Fellows and trainees alike.
 - Compliance levels appear to be satisfactory.