

# Conducting assessment in a changing environment

**Workshop Session 2: The case for change**

**2:00pm – 4:00pm AEST, Tuesday 20 April 2021**



# Contents

|                                                     |    |
|-----------------------------------------------------|----|
| Acknowledgement of Country.....                     | 3  |
| Purpose of this booklet .....                       | 3  |
| Workshop platform.....                              | 3  |
| Etiquette .....                                     | 4  |
| AMC contact.....                                    | 4  |
| Overview of the assessment workshop series .....    | 5  |
| <b>Summary of previous sessions</b> .....           | 5  |
| Session 2 objectives.....                           | 6  |
| <b>Session 2 Program</b> .....                      | 6  |
| <b>Session Chair</b> .....                          | 8  |
| <b>Presenters</b> .....                             | 8  |
| Background reading and resources.....               | 9  |
| Next Steps .....                                    | 11 |
| Appendix 1: Assessment Workshop Planning Group..... | 12 |
| Appendix 2: About the AMC .....                     | 13 |

# Acknowledgement of Country



The Australian Medical Council (AMC) acknowledges the Aboriginal and Torres Strait Islander Peoples as the original Australians, and the Māori People as the original Peoples of New Zealand.

We pay respect to these Peoples, the traditional custodians of all the lands on which workshop participants will be based and, recognise their ongoing connection to the land, water and sky.

We recognise the Elders of all these Nations both past, present and emerging, and honour them as the traditional custodians of knowledge for these lands

## Purpose of this booklet

This booklet sets out the key speakers, program, focus activities and background reading for Session 2 of the AMC's Assessment Workshop series. Participants are encouraged to read this booklet as a means of guiding them in how the workshop session will be structured and to maximise opportunities for engagement during the session.

### Prior to Attending Session 2

- ☒ Read this booklet
- ☒ Visit the Virtual Attendee Hub to see all your workshop sessions, access resources, and watch any previous recordings
- ☒ Get ready to engage in online discussions on 20 April 2021 from 2.00 – 4.00 pm AEST

## Workshop platform

To access the workshop sessions please visit the [workshop site](#)

- Click the "Virtual Attendee Hub" button
- You will receive a code on the mobile and email you used to register
- Enter the code to continue to the hub
- On the hub, you can see your schedule and sessions - click join session to participate.
- Any issues? Email us at: [accreditation@amc.org.au](mailto:accreditation@amc.org.au) We will be monitoring this inbox during the workshop sessions

# Etiquette

Participants are asked to please observe the following:

- During presentations and whole of workshop sessions:
  - Use the Q&A function to ask questions - the Q&A button can be found to the right of the workshop live stream.
- During the Breakout sessions
  - Microphones muted unless you are speaking
  - Camera to remain on if possible
  - Participants to identify themselves on screen by first and last name and organisation
  - Use the raise hand function to ask a question or comment
  - Use the zoom chat function to make comments
  - We recommend gallery view so you can see everyone in your group

## AMC contact

Karen Rocca

Email: [accreditation@amc.org.au](mailto:accreditation@amc.org.au)

# Overview of the assessment workshop series

Building on earlier AMC workshops on moving to online examinations (2020), and programmatic assessment (2017), this workshop series aims to provide participants with opportunities to engage in discussions about how to develop their assessment programs. The workshop series will provide opportunities to explore the need for change and some of the barriers, highlight some common challenges experienced in meeting current AMC standards in assessment, balancing assessment methods, share good practice examples, and discuss barriers and enablers in implementing change.

The workshop sessions will support education providers to:

- develop outcomes based training programs, where those outcomes describe the specialists the community wants
- consider assessment approaches for specialty registration and the value proposition for these
- design programs of assessment that balance workplace-based assessments with other methods, are aligned to the training program, and are accessible, relevant and sustainable.
- manage change to current assessments to achieve aligned programs of assessment that use methods fit for purpose
- identify needs for ongoing AMC support in assessment – possible future masterclass workshops

## Summary of previous sessions

### Session 1 - Current state of assessment in Australian and New Zealand Medical Training

The first session of the workshop, held on 30 March 2021, focussed on the current state of assessment in Australian and New Zealand medical training. It acknowledged the disruption that the global pandemic caused to longstanding assessment practices in specialty medical training contexts, and the opportunities arising from necessary changes to these practices in 2020. The session included insights about the experiences and opportunities of the COVID-19 pandemic for assessment in the UK context, the trainee experience of assessment in Australian and New Zealand specialty training and issues that became evident in the 2020 pandemic, and insights into assessment in specialty medical training in Australia and New Zealand from the AMC perspective.

In breakout groups, participants considered fundamental questions relating to assessment in medical training. The diversity of the participant group allowing multiple stakeholder perspectives in the conversation. The following themes emerged from those discussions:

- ‘good practice assessments’ were ones that responded to community expectations, were embedded within practice and delivered safe practitioners who embraced life-long learning/CPD.
- The need to be clearer about how programs of assessment drive learning (for learning) and distinguished trainees who are not safe to be included on the specialist register (of learning).
- Desire to move towards a greater proportion of work place based assessment but recognise challenges related to training and calibration of assessors/supervisors and trainee concerns about bias.
- Some practical issues related to the pandemic (moving clinical exams online and/or regionally) eg easier to get supervisors together once or twice for big OSCEs than to get buy-in for multiple online or regional exams

## Session 2 objectives

The aim of *Session 2: the case for change* is to discuss the drivers for change and opportunities for improving medical training assessments.

The session will highlight how the reliance on 'large scale', infrequently held very high stakes assessments to determine progression or graduation may no longer be the best approach, and provide participants with the opportunity to discuss the potential risks associated with this approach and the possible alternatives.

This session will:

- Share examples of dissonance between current medical training assessment practice/methods and developing thinking on 'good' or 'better' practice approaches
- Discuss some of the potential risks to education providers in continued reliance on large scale very high stakes
- Consider how to design a system of assessment for specialty medical training conceptually aligned with current thinking on assessment practice

## Session 2 Program

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2:00pm | <b>Workshop Opens</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2:00   | <b>Welcome and session overview from the Chair</b><br><i>Professor Stephen Tobin, Associate Dean and Professor of Clinical Education, Western Sydney University. Member, AMC's Progress Reports Sub Committee</i>                                                                                                                                                                                                                                                                                                                        |
| 2:05   | <b>Presentations</b><br><br>What does 'good' and 'better' look like in contemporary medical training assessment practice<br><i>Professor Lambert Schuwirth, Professor of Medical Education, and Director, Prideaux Research Centre</i><br><br>Making the change in assessment approach<br><i>Mr Chris Mirner, Assistant Director for Postgraduate Training, Royal College of General Practitioners</i>                                                                                                                                   |
| 2:45   | <b>Introduction to the Case Study</b><br><br>Workshop participants will now begin to focus on a case study to explore setting up the new college of <i>Australian and New Zealand College of Medical Mountain Climbers</i> . Over the remaining sessions participants will explore how the new College can work through issues with developing an assessment program to meet AMC standards, managing change, barriers and enablers<br><br>Professor Stephen Tobin will present slides to introduce workshop participants to the College. |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2:55   | <b>Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3:00   | <b>Group activity</b> <p>Participants will break into groups and will work through one topic each in relation to the case study slides:</p> <p><b>Group 1:</b> Organisational risk and governance aspects of assessment, including risk mitigation</p> <p><b>Group 2:</b> Trainee wellbeing, progression and programming of assessment throughout training</p> <p><b>Group 3:</b> Mitigating false positives and false negatives in assessment program outcome of admission to fellowship</p> <p><b>Group 4:</b> Systems approach and programs of assessment</p> <p><b>Group 5:</b> The value proposition for assessment</p> <p><i>An overview of the AMC standards are provided as background reading to assist with this activity on pages 10-11 of this booklet</i></p> |
| 3:30   | <b>Feedback from the group activity</b> <p>Coming back together, the summarised key points from the group work will be presented to the workshop</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3:40   | <b>Presenter Q &amp; A</b> <p>The presenters will respond to questions sent in by participants during their presentations earlier in the session and reflect on points raised in the group activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3:55   | <b>Session wrap-up and next steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4:00pm | <b>Workshop closes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

# Session Chair



## **Professor Stephen Tobin**

Associate Dean and Professor of Clinical Education, Western Sydney University.  
Member, AMC's Progress Reports Sub Committee

Professor Stephen Tobin trained in general and colorectal surgery, practising in Ballarat, Victoria for over 25 years. During this time, he led medical education activities for medical students, residents and surgical trainees. Professor Tobin was lead supervisor for general surgery in Ballarat for 8 years. He was involved with the establishment of the Ballarat Clinical Schools of Deakin University and the University of Notre Dame, Sydney.

Professor Tobin completed Clinical Education studies at UNSW and became RACS Dean of Education in 2012. He has published book chapters and papers related to medical and surgical education. He was extensively involved in the RACS Building Respect, Improving Patient Safety action plan and associated courses on education, professional behaviours and leadership.

In 2018 he left RACS and started a new role as Associate Dean, Clinical Education, School of Medicine at Western Sydney University in 2019.

Professor Tobin has been a member of multiple AMC accreditation teams, and is currently a member of the Progress Reports Sub Committee.

# Presenters



## **Professor Lambert Schuwirth**

*Professor of Medical Education, and Director, Prideaux Research Centre*

Professor Schuwirth obtained his MD from Maastricht University, the Netherlands. He has been involved in medical education and medical education research for 30 years with his main interest being assessment of medical competence and performance, both in undergraduate and postgraduate training settings. He has been an advisor on assessment to various medical education programs in the Netherlands, UK and Australia. Professor Schuwirth's current role is Strategic Professor in Medical Education, College of Medicine and Public Health, and Director of Prideaux Centre for Research in Health Professions Education, Flinders University.

## **Mr Chris Mirner**

*Assistant Director for Postgraduate Training, Royal College of General Practitioners*

Chris Mirner joined the RCGP eight years ago. He is currently the Assistant Director for Postgraduate Training, but this is only the latest of several roles he has had overseeing and managing the College's work on GPs' speciality training.

He has built up nearly twenty years of experience in assessments, education and training, since he first started working on National Curriculum Tests in 2001. Since then he worked for the UK's qualifications regulator Ofqual, and also run qualifications and membership assessments for a professional body (the Chartered Quality Institute, or CQI), so quality and standards in qualifications have been at the core of his work throughout this time.



# Background reading and resources

## Session 2: The case for change

### Resources from the Programmatic Assessment Workshop 2017

The AMC held a previous workshop in 2017 on the topic of programmatic assessment, with Professors Cees Van Der Vleuten and Lambert Schuwirth as presenters. The aim of the workshop were to give participants an opportunity to:

- Gain an understanding of the fundamentals of Programmatic Assessment. Review common problems and innovations in assessment across the medical continuum and at the AMC to understand the alignment with programmatic assessment concepts and AMC standards.
- Share good ideas and ask burning questions about assessment from experts and peers.
- Gain practical strategies for how to design and implement a programmatic approach to assessment. Share information about a range of pilots of National and International innovations in assessment across the medical continuum and at the AMC relating to programmatic assessment.
- Reflect on how to further improve assessment practices in their training program and future directions for review of AMC standards on Assessment.

Resources generated from the Programmatic Assessment Workshop include the workshop report and case studies about implementing programmatic assessment across the continuum of medical education, and these can be found in the 'resources' section on the event website [here](#).

### AMC Accreditation standards

The AMC is the accreditation authority for the medical profession under the Health Practitioner Regulation National Law as in force in each state and territory (the National Law). Under the National Law, an *accreditation standard*, for a health profession, means a standard used to assess whether a program of study, and the education provider that provides the program of study, provide persons who complete the program with the knowledge, skills and professional attributes necessary to practice the profession in Australia.

The AMC develops accreditation standards for all phases of medical training and education. The standards follow similar structure and formatting but are customised to the requirements of the stage of training and education. The Medical Board of Australia approves accreditation standards for the medical profession. The accreditation standards and the AMC's accreditation processes are also relied upon by the Medical Council of New Zealand in relation to primary medical qualifications, specialist medical training, continuing professional development and the assessment of specialist international medical graduates.

Overview of the standards:

#### Standard 1 - The context of training and education

Standards cover: governance; program management; reconsideration, staffing, educational expertise and exchange; educational resources; interaction with the health sector; review and appeals processes and continuous renewal.

#### Standard 2 - The outcomes of training and education

Standards cover: educational purpose of the educational provider; and, program and graduate outcomes.

### **Standard 3 - The medical training and education framework**

Standards cover: curriculum framework; curriculum content; continuum of training, education and practice; curriculum structure and design.

### **Standard 4 - Teaching and learning**

Standards cover: teaching and learning approach and methods.

### **Standard 5 - Assessment Standards**

Standards cover: assessment approach; assessment methods; performance feedback; assessment quality.

### **Standard 6 - Monitoring and evaluation**

Standards cover: program monitoring; evaluation; feedback, reporting and action.

### **Standard 7 - Students/Trainees**

Standards cover: admission policy and selection; students/trainee participation in education provider governance; communication; wellbeing; resolution of training problems and disputes.

### **Standard 8 - Implementing the program – delivery of education and accreditation of training sites**

Standards cover: services and environment; supervisory and educational roles; training sites and posts

The standards for specialist medical colleges also includes:

### **Standard 9 - Continuing professional development, further training and remediation**

Standards cover: continuing professional development; further training of individual specialists; remediation.

### **Standard 10 - Assessment of specialist international medical graduates**

Standards cover: assessment framework; assessment methods; assessment decision; communication with specialist international medical graduate applicants.

The accreditation standards all phases of medical training and education are available for download on the [AMC website](#).

# Next Steps

## **Session 3 – A path to change** **Tuesday 18 May, 2:00pm – 4.00pm AEST**

The focus of Assessment Workshop Session 3 is developing a pathway for improvement. The session will explore how to successfully manage changes to assessment and how to shift cultural norms.

Session 3 Presentations:

- The AMC's change journey - *Emeritus Professor David Prideaux, Professor of Medical Education at the Prideaux Centre for Research on Health Professions Education, Flinders University*



### **Pre-session Activities**

- Keep an eye on your inbox for the link to complete the survey
- Look out for your workbook for session 3

## **Session 4: Next Steps – where to from here**

**Tuesday 8 June 2:00pm AEST**

This session will focus on practical steps, and opportunities for collaboration.

# Appendix 1: Assessment Workshop Planning Group

## Planning Group Members

| Name                                 | Role                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Associate Professor Jenefer Martin   | Chair, Workshop Planning Group<br>Member, AMC's Progress Reports Sub Committee<br>Medical Education Research, Eastern Health Clinical School, Faculty of Medicine Nursing and Health Sciences, Monash University                                                                                                                                                                                                    |
| Professor Julian Archer              | Executive General Manager for Education, Royal Australasian College of Surgeons                                                                                                                                                                                                                                                                                                                                     |
| Dr Ainsley Goodman                   | Member, AMC's Progress Reports Sub Committee<br>Education Committee, Medical Council of New Zealand                                                                                                                                                                                                                                                                                                                 |
| Dr Julie Gustavs                     | Manager of Education Development and Projects, AMC                                                                                                                                                                                                                                                                                                                                                                  |
| Professor Brian Jolly                | Conjoint Professor of Medical Education, School of Medicine & Public Health, College of Health, Medicine and Wellbeing, University of Newcastle and Adjunct Professor, School of Rural Medicine, University of New England                                                                                                                                                                                          |
| Mr Carl Matheson                     | Director of Assessments and Innovation, AMC                                                                                                                                                                                                                                                                                                                                                                         |
| Dr Will Milford                      | Deputy Chair, Progress Reports Sub Committee                                                                                                                                                                                                                                                                                                                                                                        |
| Emeritus Professor David Prideaux    | AMC Director<br>Chair, AMC Assessment Committee                                                                                                                                                                                                                                                                                                                                                                     |
| Ms Karen Rocca                       | Manager, Accreditation Projects and Process Development, AMC                                                                                                                                                                                                                                                                                                                                                        |
| Professor Lambert Schuwirth          | Professor of Medical Education, Director Prideaux Research Centre                                                                                                                                                                                                                                                                                                                                                   |
| Associate Professor Andrew Singer AM | AMC Director<br>Chair, AMC Prevocational Standards Accreditation Committee<br>Member, AMC Specialist Education Accreditation Committee and Progress Reports Sub Committee<br>Principal Medical Adviser, Australian Government Department of Health<br>Associate Professor in Emergency Medicine, Australian National University Medical School<br>Senior Specialist in Emergency Medicine, Canberra Health Services |
| Professor Stephen Tobin              | Member, AMC's Progress Reports Sub Committee<br>Associate Dean and Professor of Clinical Education, Western Sydney University                                                                                                                                                                                                                                                                                       |
| Ms Theanne Walters AM                | Deputy Chief Executive Officer, AMC                                                                                                                                                                                                                                                                                                                                                                                 |
| Ms Kirsty White                      | Director, Accreditation and Standards, AMC                                                                                                                                                                                                                                                                                                                                                                          |

## Appendix 2: About the AMC

The Australian Medical Council has a broad remit:



Appointed as the accreditation authority for the medical profession in Australia and provides accreditation services for New Zealand



Accredits over 128 primary and specialist medical programs



Oversees medical training in 40 educational providers in Australia and New Zealand



Uses accreditation as a quality assurance tool for state-based authorities that set standards for medical internships and embeds quality improvement tools to facilitate reflection and improved practice



Sets and assesses standards for IMG workplace based providers and pre-employment clinical structured interview providers



Conducts IMG assessments in the Standard Pathway (AMC examinations) 2500 MCQ; 2300 Clinical



Works internationally and in partnership with other accreditation, testing and standard setting bodies.



Click on the play icon to hear the Philip Pigou, AMC Chief Executive Officer, provide an overview of the AMC's current activities.