

Conducting assessment in a changing environment

Workshop Session 3: A path to change

2:00pm – 4:00pm AEST, Tuesday 18 May 2021



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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 3 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 3

- ☑ Complete the assessment survey [here](#)
- ☑ 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 18 May 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 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

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 – The Case for change

Session 2 of the workshop series, held on 20 April, focussed on the case for change. Through presentations, the session highlighted how the reliance on 'large scale', infrequently held, high stakes assessments to determine progression or graduation may no longer be the best approach. The session also included insights on how changes to assessment practices was made in a specialist medical college in a UK context.

Participants were introduced to a case study to explore creating a new College. This session explored how the new College can work through issues with developing an assessment program to meet AMC standards. Participants were then able to consider issues including:

- Organisational risk and governance aspects of assessment, including risk mitigation
- Trainee wellbeing, progression and programming of assessment throughout training
- Mitigating false positives and false negatives in assessment program outcomes
- Systems approach and programs of assessment
- The value proposition for assessment

Session 3 objectives

Workshop Session 3 – *a path to change* will look to developing a pathway for improvement. The session will explore how to successfully manage changes to assessment and how to shift cultural norms. The workshop aims to:

- Identify cultural aspects in relation to assessment practice that may impede modernisation of assessment in line with contemporary best practice.
- Develop approaches to enhance enablers and mitigate barriers for change in assessment approaches

Session 3 Program

2:00pm	Workshop Opens
2:00	Welcome and session overview from the Session Chair <i>Professor Julian Archer, Executive General Manager for Education, Royal Australasian College of Surgeons</i>
2:05	Presentation The Change Journey – AMC International Medical Graduate Assessment <i>Emeritus Professor David Prideaux, Professor of Medical Education, Prideaux Centre for Research on Health Professions Education, Flinders University. AMC Director. Chair, AMC Assessment Committee</i>

2:25	Panel Discussion Experience of achieving change in wider health education contexts Panel Members: Professor Julian Archer , Executive General Manager for Education, Royal Australasian College of Surgeons Emeritus Professor David Prideaux , Professor of Medical Education, Prideaux Centre for Research on Health Professions Education, Flinders University. AMC Director. Chair, AMC Assessment Committee Associate Professor Andrew Singer AM , Principal Medical Adviser, Australian Government Department of Health. AMC Director. Chair, AMC Prevocational Standards Accreditation Committee Professor Stephen Tobin , Associate Dean and Professor of Clinical Education, Western Sydney University. Member, AMC's Progress Reports Sub Committee
2:45	The case study continues Workshop participants will continue the focus on the case study college, the <i>Australian and New Zealand College of Medical Mountain Climbers</i> . In this session, participants will explore how the College can work through issues with managing change.
2:55	Break
3:00	Group activity Participants will break into groups and discuss questions in relation to the case study slides: Group 1 and 2: What are the organisational cultural aspects of assessment that need to be considered? Group 3 and 4: How do we get everyone on the same page and have a common philosophy as foundation for change? Group 5: What are the barriers and enablers to modernisation of assessment practice? All groups to consider: What are examples/experience of recent change to 'better practice' assessment other than those due to COVID-19? What are the key factors in successful change?
3:30	Feedback from the group activity Coming back together, the summarised key points from the group work will be presented to the workshop
3:45	Q & A Presenters will respond to any final questions from participants.
3:55	Session wrap-up and next steps
4:00pm	Workshop closes

Session Chair



Professor Julian Archer

Executive General Manager for Education, Royal Australasian College of Surgeons

Professor Julian Archer was appointed Executive General Manager, Education, at the Royal Australasian College of Surgeons, in late 2018. Prior to this, Julian was a senior clinical academic leader in the UK. He worked as a consultant paediatrician in the NHS and founded the Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA), within the Faculty of Medicine and Dentistry, University of Plymouth where he retains an Honorary Chair. Julian also holds an Adjunct Chair within the Faculty of Medicine, Nursing and Health Sciences, Monash University.

Julian has substantial experience leading clinical education research, designing postgraduate medical curricula, and has held numerous senior advocacy roles in healthcare education and regulation.

Keynote speaker



Emeritus Professor David Prideaux

Professor of Medical Education, Prideaux Centre for Research on Health Professions Education, Flinders University

Emeritus Professor Prideaux is an Emeritus Professor of Medical Education at the Prideaux Centre for Research on Health Professions Education, Flinders University. David has vast experience in curriculum design, assessment, innovation and evaluation of medical education programs.

Emeritus Professor Prideaux is the Chair of the AMC's Assessment Committee, an AMC Director and a member of the Australian Medical Council. He has previously been a member on both the AMC's Medical School Accreditation Committee and the Prevocational Standards Accreditation Committee.

Background reading and resources

Session 3: a path to change

Embedding change

Design and Implementation of assessment processes in medical education is complex. To effectively embed change which will stick, it is important to think through how to introduce the change and how to approach it from a multi-dimensional perspective including consideration of political, cultural, structural and people frames.

Current literature regarding innovation for assessment in medical education focusses on the quality of educational product and is theoretically grounded in psychometrics.

Increasingly, it is becoming evident that whilst the quality of the innovation in medical education is vital, quality alone does not ensure success. This is because the context and times in which we find ourselves are ones of complex change and disruption.

To maximise the success of innovation and sustainability of educational programs, we need to explore program design and implementation in terms of complexity and adaptive systems.



Implementation challenges and solutions for integration of workforce development across the continuum are multiple and key issues summarised below:

- Importance of not reinventing the wheel – leveraging off good practice
- Professional development of supervisors to equip them to undertake new assessment approaches
- Change management
- Agile project innovations
- Resistance to change
- Ensuring models are fit for purpose – stakeholders have opportunities to have their say
- Communication of change
- Technology infrastructure and access
- Implementing competency based approaches so they move to integrated programs of assessment
- Implementation that works across diverse settings
- Monitoring of success to inform continuous improvement

A new lens? Complexity and Adaptiveness

It is useful to consider change from a complexity and adaptivity lens when undertaking innovation which:

- is large scale
- involves high stakes decisions
- is national or global
- involves changing/contesting the perception and role of education provider
- interfaces with employer processes
- disrupts existing practices
- prompts significant personal reaction from stakeholders.



Stepping Out the Change

Three Horizon Thinking is a useful framework to consider the TIMING and SPACING of change activities.

Three Horizon Thinking is based on research into how organisations sustain growth. This framework stresses that throughout their lifecycle organisations must attend to existing businesses (horizon 1) whilst still considering areas they can grow in the future (horizon 2 and 3).

- Horizon 1 represents those core activities of the business most readily identified with the company name. Here the focus is on improving performance to maximise remaining value.
- Horizon 2 encompasses emerging opportunities including to consolidate new businesses and may include significant investment in technology and spatial infrastructure, capability growth and processes.
- Horizon 3 contains ideas for profitable growth down the road – for instance, small ventures such as research projects, pilot programs or minority states in new businesses which focus on new ways of growing the business and exploring new markets and ideas of what and how to do the business.

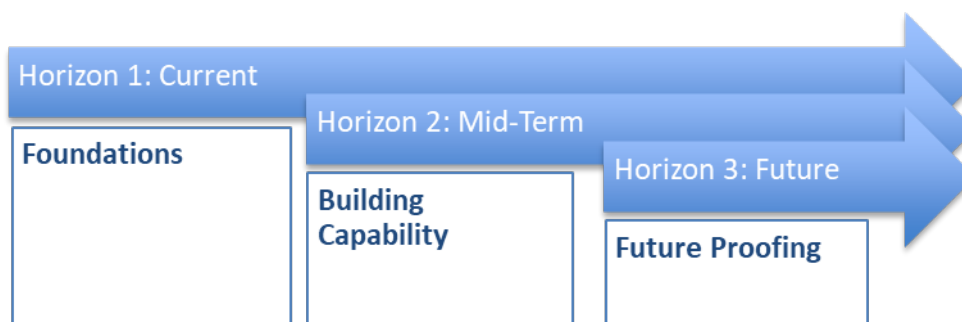


Figure 1: Three Horizon Thinking

The Four Frames¹ is a useful tool to help us with the change TAKING HOLD and EMBEDDING in the Imagination, Systems and Institution.

It is based on research into how organisations adopt a balanced approach to leadership and organisational change. This framework stresses that throughout their lifecycle organisations must attend to activity in four key frames: the people, the political (adapted to partnerships in the proposed model), the culture and the structural.

Reframing organisations, through use of these four frames identified by Bolman and Deal, recognises that when many organisations face challenges a common default solution is the structural frame, which results in structural change. By seeking activity in all four frames research shows that change is more likely to be acceptable to stakeholders and leads to enduring change to practice.



Structure emphasises the task related elements of work. It concentrates on strategy, measurable goals, clarifying tasks, responsibilities and reporting lines, agreeing metrics and deadlines and creating systems and procedures.



Political addresses the idea that individuals and interest groups often have competing (often hidden) agendas, especially in times when budgets are limited and organisations need to make difficult choices. In this frame we see coalitions – building partnerships and alliances to support key initiatives.



People places emphasis on people's needs, human contact, personal growth through learning and education and job satisfaction.



Culture focuses on people's need for a sense of purpose and meaning in their work. It includes creating a motivating vision, attending to rituals including celebrations and everyday behaviours, which demonstrate and reinforce the value of the key initiatives.

Combining the two thinking tools for change together, The Three Horizons and Four Frames, yields a useful planning model that considers timing, spacing and embedding of change, as depicted in Figure 2.

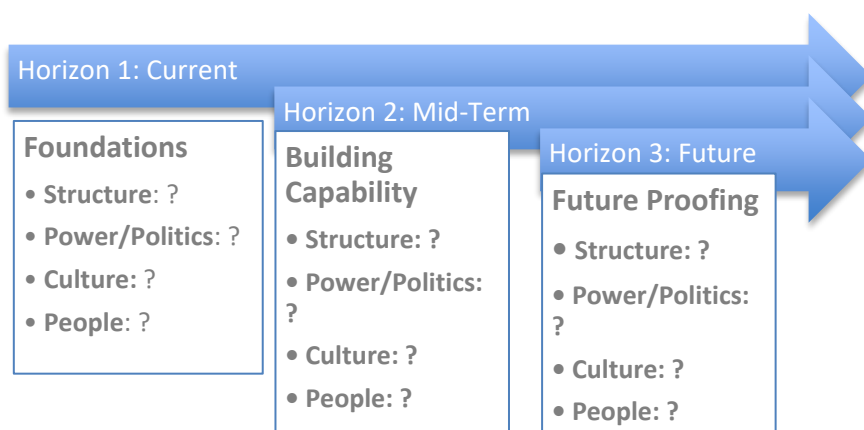


Figure 2: Three Horizon Thinking and Four Change Frames

¹ Bolman, L. G. and Deal, T.E. (1991) *Reframing Organisations: Artistry, Choice and Leadership* Jossey-Bass Business and Management Series, San Francisco, USA.

The key message in considering change is that **context matters**.

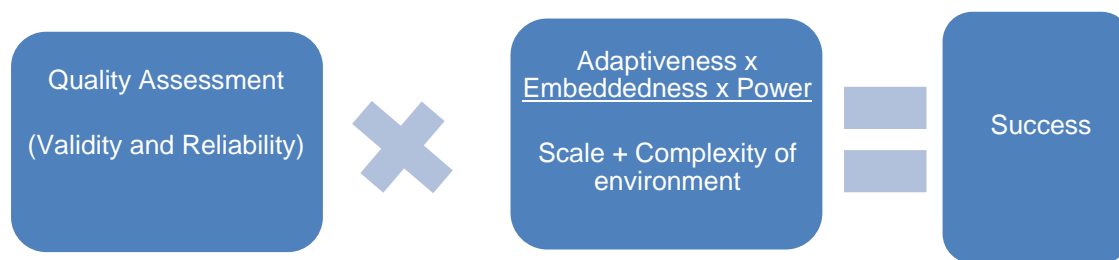


Figure 3: A model of success

Strategies for implementation and embedding change

The following questions and support strategies based on the leadership and organisation reframing change model of Bolman and Deal² is designed to explore some broader issues of design and implementation of the change including about the structural, people, power/political, and cultural issues.

Structure



The structural frame of an organisational change focuses on elements such as review of the organisational structure and impact of the change on workflow. In this frame strategy is established and resource management and technology infrastructure is considered. It also takes into account key tasks which need to be undertaken related to the change and role definition - who is doing what.

Key focus questions

1. **Strategy:** What is the change management and implementation strategy for your organisation?
2. **Governance and policy:** How does implementation of the change impact governance and policy at your organisations and for other stakeholders i.e. health services? What are the legal frameworks and legislation impacts?
3. **Technology Infrastructure:** Will implementing the change impact of the technology infrastructure at your organisation?
4. **Project planning:** How will your organisation establish a project plan setting out clear tasks and role delegation to implement the change?
5. **Organisational structure and workflow:** What is the impact of the change to the structure and workflow?
6. **Roles and responsibilities:** How will the change impact the roles of people at your organisation and roles of other stakeholders?
7. **Resource management:** How will implementation be reflected in resource management planning?

² Bolman, L. G. and Deal, T.E. (1991) *Reframing Organisations: Artistry, Choice and Leadership* Jossey-Bass Business and Management Series, San Francisco, USA.

People



The people frame explores impacts on people. This frame focuses on the support required to enable people to actively engage in the change, the need to assess whether your organisation has the necessary capability to manage the change and stresses the importance of establishing plans post implementation for staff. Support strategies in this frame focus on communication, training, engagement and capability plans. It stresses the importance of rewards and recognition throughout the change process. The people frame acknowledges that people will have different reactions to the change ranging from early adopters to resisters. This frame focuses on listening to their voices and leveraging off their strengths to refine your development, risk management and implementation plans.

Key focus questions

- 1. Engagement:** What is the strategy and method to engage stakeholders?
- 2. Capability Assessment:** How capable is your organisation to design and implement this change? Are additional resources and/or support plans required?
- 3. Communication:** What is the communication plan related to the change? What are the key messages, how can communication about the change be delivered using trusted sources to those impacted by the change?
- 4. Training:** What education and training should be accessed and promoted to support your organisation and stakeholders to gain the skills they need to adopt to the new way?
- 5. Reward and recognition:** How can your organisation reward and recognise efforts of stakeholders as they engage in the change?
- 6. Champions:** Who are the champions of the change and how can their energy, support and skills to help with the change?
- 7. Managing resistance:** What is the nature and reason for and sources of the resistance and fear of change - what aspects should be considered in improvements to approaches in minimisation of risk and which concerns are unfounded? What is the strategy for turning unfounded negativity around?
- 8. Post implementation plans:** What are the ongoing requirements of the change post implementation? What plans do you need to put in place to ensure ongoing support for staff and stakeholders in maintaining the system?

Power/ politics



The power/political frame recognises that the implementation of change may involve shifts in the power dynamics between different groups impacted by the change. A useful strategy for mapping the political landscape is to create a 'heat map' of your organisation and stakeholders to draw a visual representation of the supporters and resisters of your planned change. This frame can reveal some of the underlying barriers and threats which if left unattended can result in lack of engagement with and adoption of the change. In addition, this frame includes new opportunities and ways of working. The power/political frame includes positive and enabling strategies such as the forging of new partnerships and networks and the mobilisation of non-human agency through the use of technologies. Encouraging individuals and organisations to form partnerships and new networks dedicated to new ways of working can render broad benefits at an individual, organisational, community and system level. Central to this frame is resilience and the openness of spirit to explore new opportunities to innovate, create efficiencies and minimise risk.

Key focus questions

- 1. Power dynamics:** what are the power dynamics within your organisation? What are the attitudes towards change, and specifically change related to adoption of new assessment practices?
- 2. Heat maps:** Consider drawing a visual heat mat showing the adoption of the change for your organisations and stakeholders - red for resistance, orange for luke-warm, green for champions.
- 3. Resistance plans:** What is the plan to manage those resistant to change?
- 4. Partnerships and networks:** What partnerships and networks can you engage in to support the implementation of the change?
- 5. Non-human agency:** How can the change be used to improve efficiencies, minimise risk and innovate in your organisation and stakeholders?
- 6. Resilience:** How is your organisation planning to build resilience through the change process during implementation?
- 7. Openness to new opportunities:** How is your organisation planning to foster and lend power to the opportunities the change achieves for individuals, organisations, systems and stakeholders?

Culture



The cultural frame is typically thought of as "the way we do things around here". Culture is expressed in the everyday acts and behaviours accepted and reinforced by the organisation and individuals within it. The organisational culture is reinforced through an official account and the rituals and stories it tells internally and externally. To instigate cultural change one can draw on the evidence of ethnography (observation of how things are actually done in the organisation), symbols and most powerfully through the behaviour promoted and modelled by its leaders. Importantly, culture is enduring and complex to change. It requires time, patience, a commitment to learning, quality improvement and collective efforts drawn from implementation of strategies in the other frames to evolve and instigate positive change - from little pockets of change big things can grow.

Key focus questions

- 1. The way we do things:** If you had to describe "the way we do things around here in terms of attitudes and adoption of assessment approaches" at your organisation - what would your answer be?
- 2. Official accounts:** What is your official account of the promotion of fair and transparent methods of fostering change?
- 3. Everyday acts and behaviours:** How consistently is the official account reinforced by the everyday acts and behaviours of your organisation and stakeholders?
- 4. Rituals:** What rituals does your organisation have related to assessment practices? What new rituals could you introduce to reinforce the use and value of potential change?
- 5. Symbols:** What symbols represent your organisation and how do they relate assessment? What new symbols could be introduced to reinforce the value of change?
- 6. Stories:** What stories are told at an official and informal level related to assessment?
- 7. Leadership:** How supportive are the key leaders at your organisation for change? How is your organisation going to encourage champions for change?
- 8. Modelling:** To what extent does your organisation model adaptiveness and change in everyday behaviour?
- 9. Time:** Consider the profile and personalities in your organisation. What are their time preferences - quick adoption or slower processing including reflection. What is a reasonable timeframe to bring about change? How can you break this change down in manageable bite size

chunks and progressively implement viable solutions and innovate further to improve systems and approaches?

11. Organisational learning: How do you gather and act on insights and feedback loops to further improve systems?

Further reading

Bendermacher, G. W. G., Dolmans, D. H. J. M., de Grave, W. S., Wolfhagen, I. H. A. P., oude Egbrink, M. G. A. Advancing quality culture in health professions education. *Advances in Health Sciences Education* (2021) 26:467–487

<https://doi.org/10.1007/s10459-020-09996-5>

Lundblad, Jennifer P. A review and critique of Rogers' diffusion of innovation theory as it applies to organizations. *Organization Development Journal*; Winter 2003; 21(4) 50-64.

Muhiuddin Haider & Gary I. Kreps (2004) Forty Years of Diffusion of Innovations: Utility and Value in Public Health, *Journal of Health Communication*, 9:sup1, 3-11.

<https://www.tandfonline.com/doi/abs/10.1080/10810730490271430>

Trisha Greenhalgh, Glenn Robert, Fraser MacFarlane, Paul Bate, and Olivia Kyriadikou. Diffusion of Innovations in Service Organizations: Systematic Review and Recommendations. *The Milbank Quarterly*, Vol. 82, No. 4, 2004 (pp. 581–629)

Next Steps

Session 4: Next steps – where to from here

Tuesday 8 June, 2:00pm – 4.00pm AEST

The focus of Assessment Workshop Session 4 is to explore how change can be achieved, sharing of success stories, and encourage collaboration and sharing of good practice developments in the future.

Session 4 will be run entirely in plenary and will include keynote speakers, panel discussions and Q&A.



Pre-session Activities

- If you haven't done so, please complete the survey on assessment practices
- Look out for your workbook for session 4

Appendix 1: Assessment Workshop Planning Group

Planning Group Members

Name	Role
Associate Professor Jenepher Martin	Chair, Workshop Planning Group Member, AMC's Progress Reports Sub Committee 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 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	<i>Professor of Medical Education, Prideaux Centre for Research on Health Professions Education, Flinders University.</i> AMC Director 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 Chair, AMC Prevocational Standards Accreditation Committee Member, AMC Specialist Education Accreditation Committee and Progress Reports Sub Committee Principal Medical Adviser, Australian Government Department of Health Associate Professor in Emergency Medicine, Australian National University Medical School Senior Specialist in Emergency Medicine, Canberra Health Services
Professor Stephen Tobin	Member, AMC's Progress Reports Sub Committee 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.