



Australian
Medical Council Limited

Conducting assessment in a changing environment

Workshop Session 4: next steps – where to from here

2:00pm – 4:00pm AEST, Tuesday 8 June 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 4 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 4

- Read this booklet
- If you haven't already, complete the assessment survey [here](#)
- 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 8 June 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

Questions and comments during the session

Use the Q&A function to ask questions - the Q&A button can be found to the right of the workshop live stream.

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, 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 – a path to change

Held on 18 May 2021, Session 3 of the assessment workshop series focussed on a path to change. Emeritus Professor David Prideaux's presentation took participants through the AMC's change journey with moving assessment of International Medical Graduates to an online examination format, and plans to move to a hybrid clinical assessment. This was followed by an expert panel discussing the experience of achieving change in wider health education contexts.

Breaking out into groups, participants considered questions related to organisational cultural aspects of assessment that need to be considered when making change, how to get everyone on the same page and have a common philosophy as foundation for change, and barriers and enablers to modernisation of assessment practices. Participants were encouraged to share examples/experience of recent change to 'better practice' assessment and key factors in successful change. Themes emerging from breakout group discussions included:

- Despite a desire to move to work place based assessment, large, 'single shot' or barrier exams are favoured as they are the familiar and understood. Change required a trust relationships with stakeholders
- Concerns remain about transitioning away from current examination practices before a new system is tested, and proven to maintain existing standards
- Feedback culture is important to allow honest and transparent conversations
- Benefits in involving trainees in assessment design
- A programmatic assessment approach seen to have a positive impact on trainee well-being compared to large barrier exams - better preparation, multiple opportunities to be tested, remediate and to meet goals/standards

Session 4 objectives

The focus of Session 4 is to look at next steps and where can we go from here. This session aims to:

- Provide practical examples of organisational change and improvements in assessment practices
- Explore key factors to achieving successful change
- Encourage actions by education providers to modernise assessment programs
- Promote collaboration and sharing of good practice developments

Session 4 Program

2:00pm	Workshop Opens
2:00	Welcome and session overview from the Session Chair <i>Associate Professor Andrew Singer AM, Principal Medical Adviser, Australian Government Department of Health. AMC Director. Chair, AMC Prevocational Standards Accreditation Committee. Member, AMC Specialist Education Accreditation Committee and Progress Reports Sub Committee</i>
2:05	How we achieved change – success stories Participants will hear success stories of change in organisations assessment processes from: <ul style="list-style-type: none">• Professor Tim Wilkinson, Professor of Medicine and Medical Education, Otago University• Professor Leona Wilson, Executive Director, Professional Affairs, Australian and New Zealand College of Anaesthetists & the Faculty of Pain Medicine• Dr Andrew Thompson, Chairman of Board of Ophthalmic Science Examiners, Royal Australian and New Zealand College of Ophthalmologists• Dr Hashim Abdeen, Chair, AMA Council of Doctors in Training• Professor Michelle Leech, Deputy Dean Faculty Medicine Nursing And Health Sciences, Head of the Medical Course, Monash University
2:45	Panel discussion Joined by additional experts, presenters will have a deeper discussion into driving organisational change, and key factors for success. Topics for discussion include: <ul style="list-style-type: none">• Managing organisational cultural change and dealing with cultural issues• How learners can be involved in change• Advantages for learners in adopting a more multi method or programmatic approach• How does making change and innovation fit into the AMC standards The panel will also be addressing comments and questions from participants.

3:35	The case study concludes
	The story of the case study college, the <i>Australian and New Zealand College of Medical Mountain Climbers</i> will conclude. In this session, participants will find out how the College has progressed in their journey.
3:45	Closing comments from the AMC
4:00pm	Workshop closes

Session Chair



Associate Professor Andrew Singer AM

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. AMC Director. Chair, AMC Prevocational Standards Accreditation Committee. Member, AMC Specialist Education Accreditation Committee and Progress Reports Sub Committee

Associate Professor Andrew Singer is a medical adviser in the Commonwealth Department of Health, advising on health services policy, acute care issues, management of health system emergencies and medical education, training and regulation policy. Andrew is a former President of the Australasian College for Emergency Medicine and executive member of the International Federation for Emergency Medicine.

Andrew is a Director of the AMC, and Chair of the Prevocational Standards Accreditation Committee. He is a member of the AMC Specialist Education Accreditation Committee and its Progress Reports Sub Committee.

Background reading and resources

Session 4: where to from here

Resources:

A paper from the AMC with evidence from medical education literature about strengths and weaknesses around assessment can be found in the 'resources' section on the event website [here](#)

Tim J Wilkinson, Mike J Tweed, Tony G Egan, Anthony N Ali, Jan M McKenzie, MaryLeigh Moore and Joy R Rudland: Joining the dots: Conditional pass and programmatic assessment enhances recognition of problems with professionalism and factors hampering student progress. *BMC Med Educ* 11, 29 (2011).

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/1472-6920-11-29>

Podcasts:

Wilkinson, T. J., and Ryan, A. (2020). Programmatic assessment: Part 1. Med Ed Source. Retrieved from: <https://player.whooshkaa.com/episode/652240>

Wilkinson, T. J., and Ryan, A. (2020). Programmatic assessment: Part 2. Med Ed Source. Retrieved from: <https://player.whooshkaa.com/episode/652243>

Websites:

This website provides insights into organisation culture, including different types of organisational culture and the dimensions of organisational culture –

<https://hi.hofstede-insights.com/organisational-culture>

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.