

# 2021 AMC assessment workshop series

The 2021 Conducting Assessment in a Changing Environment workshop series aimed to build on the 2020 AMC and specialist colleges meeting on moving to online examinations, and the 2017 AMC workshop on programmatic assessment, to provide education providers with opportunities to engage in effective change to their assessment programs.

The themes relating to assessment in specialist medical programs were identified from AMC analysis of accreditation conditions, emerging from the consideration of accreditation reports and progress reports, and highlighted by trainee surveys provided current context for the workshops.

The workshop, run over four online sessions, provided opportunities to explore the need for change and some of the barriers, some common challenges experienced in meeting accreditation standards in assessment, balancing program based assessment with other methods, share good practice examples of assessment programs, and implementation considerations.

## ASSESSMENT WORKSHOP OBJECTIVES

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

The Workshop also looked to identify needs for ongoing AMC support in assessment

## Objectives for each session

SESSION 1 CURRENT STATE OF ASSESSMENT	SESSION 2 THE CASE FOR CHANGE	SESSION 3 A PATH TO CHANGE	SESSION 4 NEXT STEPS
<ul style="list-style-type: none"> <li>• share learning about common issues in assessment identified through AMC accreditation processes</li> <li>• share perspectives on the current state of assessment, including issues and challenges</li> <li>• consider opportunities for improvements and innovations in specialty training assessment practice that arise from the COVID19 pandemic context and experience in 2020</li> </ul>	<ul style="list-style-type: none"> <li>• share examples of dissonance between current medical training assessment practice/methods and developing thinking on 'good' or 'better' practice approaches</li> <li>• discuss some of the potential risks to education providers in continued reliance on large scale very high stakes assessments</li> <li>• consider how to design a system of assessment for specialty medical training conceptually aligned with current thinking on assessment practice</li> </ul>	<ul style="list-style-type: none"> <li>• identify cultural aspects in relation to assessment practice that may impede modernisation of assessment in line with contemporary best practice</li> <li>• develop approaches to enhance enablers and mitigate barriers for change in assessment approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• provide practical examples of organisational change and improvements in assessment practices</li> <li>• explore key factors to achieving successful change</li> <li>• encourage actions by education providers to modernise assessment programs</li> <li>• promote collaboration and sharing of good practice developments</li> </ul>

**Sessions 1 and 2** explored the value proposition for assessment in specialist medical colleges and promoted recognition of dissonance between current common practices in college assessment and contemporary best practice.

**Sessions 3 and 4** were forward looking and focused on how effective change in specialist medical college assessment can be achieved. Enablers and barriers to change were explored. Opportunities for greater collaboration across colleges and across the health sector to achieve change have also been highlighted.

**Session 1: current state of assessment** provided an opportunity for sharing learning and experiences and encouraged reflection on the value proposition for assessment in medical training and what assessment is aiming to achieve. Plenary presentations highlighted the common issues identified by AMC accreditation processes in relation to specialty medical training and Specialist International Medical Graduates, shared an international perspective from the United Kingdom on the current challenges and opportunities for specialist trainee assessment, and presented trainee perspectives and experience of assessment from the Australian context. In this session experiences in assessment in the context of the 2020 COVID-19 pandemic were acknowledged as an opportunity to consider how disruption can result in rapidly progressive and positive change to college assessment and participants were invited to share their learning as well as challenges and opportunities for the future.

**Session 2: the case for change** discussed the drivers for change and opportunities for improving medical training assessments. Plenary presentations challenged participants to consider current best practice models of assessment in medical education, asking the questions what does 'good' or 'better' look like and presented the experience of change in assessment from the Royal College of general Practitioners, UK. The session highlighted 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 provided participants with the opportunity to discuss the potential risks associated with this approach and the possible alternatives.

## SESSION AIMS

**Session 3 – A path to change** focussed on developing a pathway for improvement. The session explored how to successfully manage changes to assessment and how to shift cultural norms. 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.

**Session 4: Next steps** was to promote colleges' commitment to actions that will modernise their assessment programs and to encourage inter-college collaboration and sharing of good practice developments. Plenary presentations focussed on examples of successful development and implementation of changes to assessment in medical education contexts across the continuum from medical school, specialist training and specialist international medical graduate assessment. The trainee perspective was again included. After the presentations additional experts joined an extended panel discussion, including addressing questions from participants. Highlights of this discussion were the emphasis on managing organisational change, engaging learners in the change process, advantages for learners of adopting multi-method and programmatic assessment approaches, and insights as to how innovation in assessment relates to accreditation standards.