



Australian
Medical Council Limited

AMC Assessment Data – Specialist Medical Colleges 2015 - 2021

AMC standards: key concepts

- **Assessment approach**

The assessment program is **aligned** with learning outcomes, with requirements **clearly documented** and **easily accessible** to trainees/interns/students, supervisors and staff

- **Assessment methods**

The program contains methods that are **fit for purpose**, has a **blueprint** to guide assessment through each stage and uses **validated methods of standard setting**

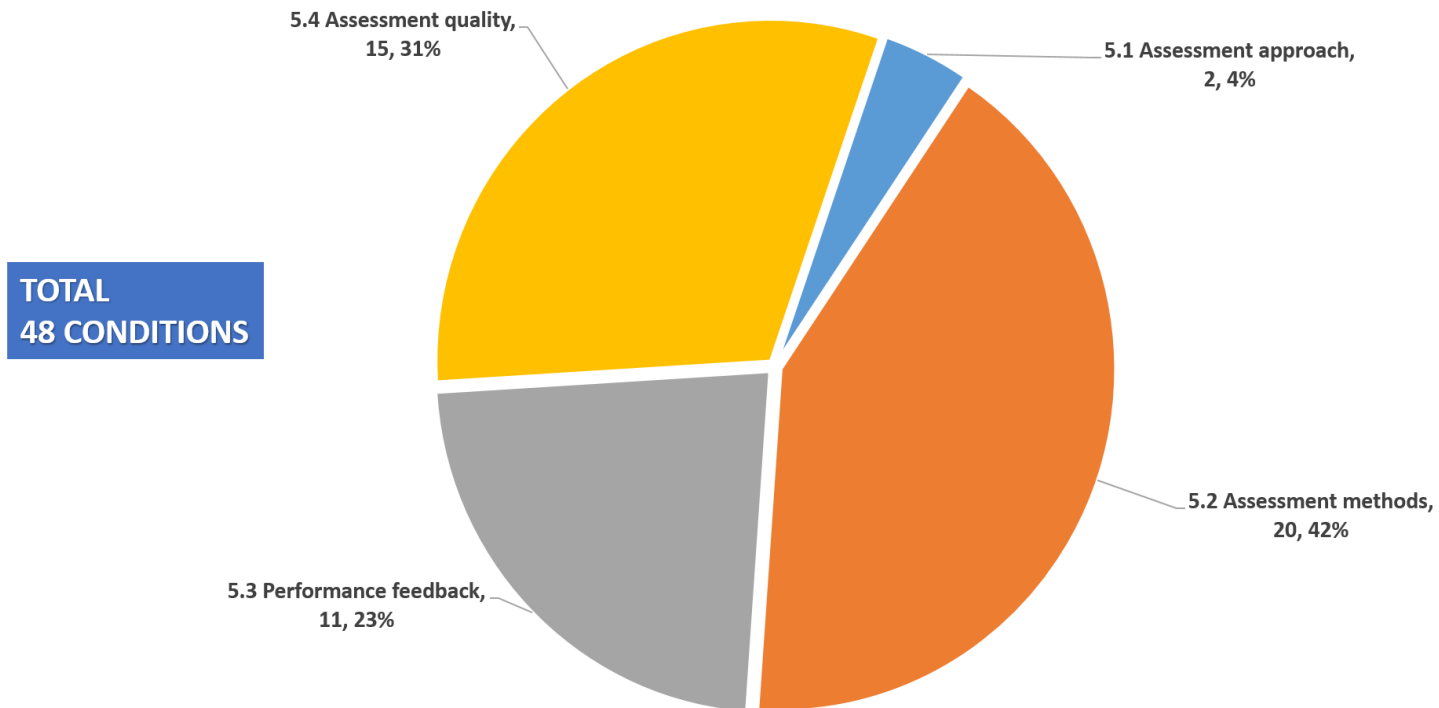
- **Assessment feedback**

The provider/program facilitates **regular feedback** to trainees/interns/students to guide their learning, gives **feedback to supervisors** on assessment performance and has processes for underperforming trainees/interns/students and **implementing remediation**

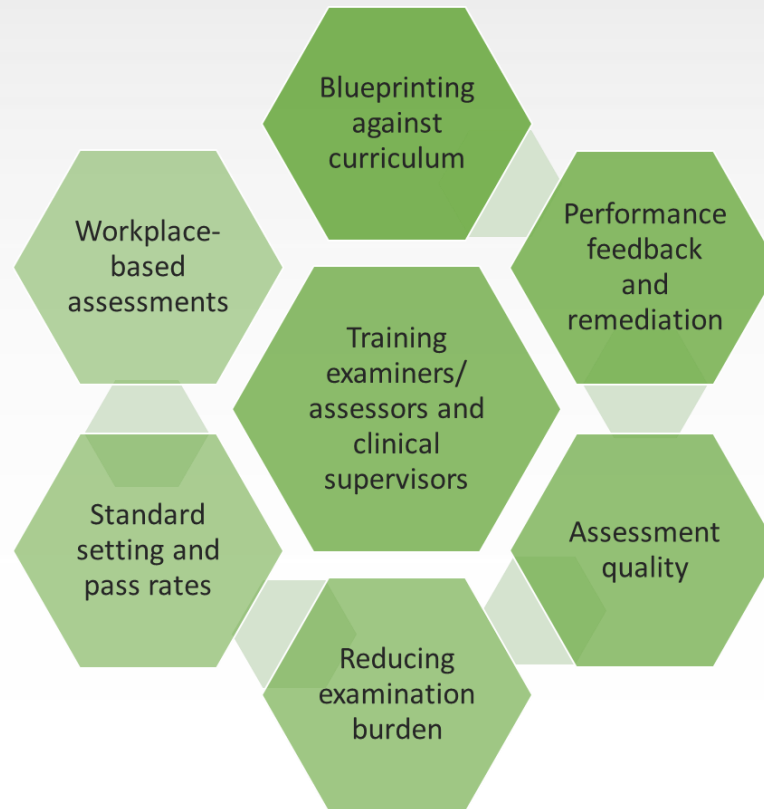
- **Assessment quality**

The provider **regularly reviews** its assessment program to ensure the **validity** and **reliability** and scope of its practices, processes and standards is **consistent across teaching sites**

STANDARD 5: NUMBER OF CONDITIONS SET BY STANDARD FROM ASSESSEMENT AND MONITORING ACTIVITY (2015 TO 2021)



Common themes in the conditions





STANDARD 5: COMMON THEMES

TRAINEE FEEDBACK FROM ASSESSEMENT ACTIVITY (2015 TO 2021)

“Difficult to balance heavy study load for fellowship exams with full time clinical load”

“There is a tremendous amount of stress on trainees to get through their exams without failing because they will be asked to leave the college after many years of training”

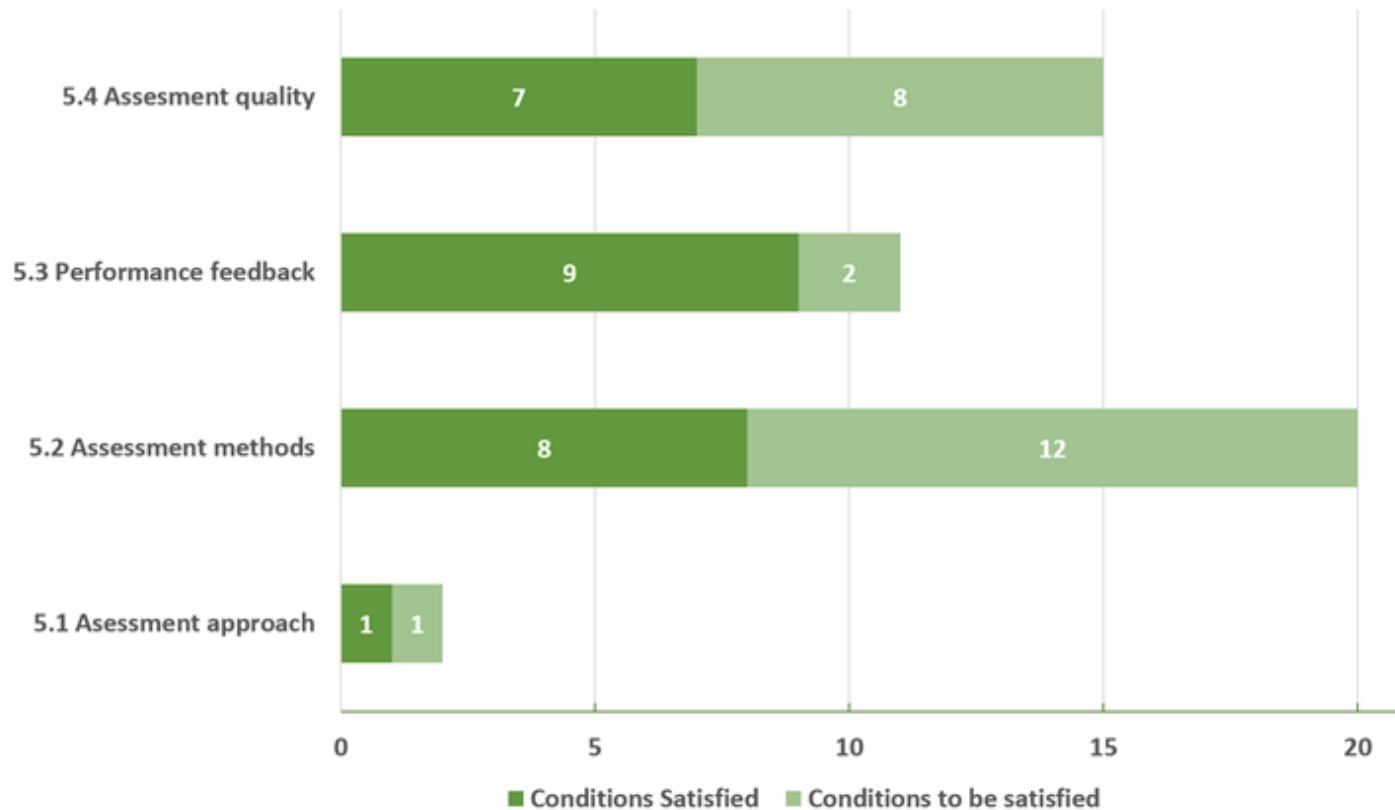
“The consistently low pass rates. Failing an examination is a soul-destroying and humiliating process”

“The reason for such low pass rates cannot be attributed to the quality of the trainees. This is not a realistic reflection of real life practice”

“Trainees are examined in sub specialisation topics not readily available in clinical training sites”

“There was no feedback on failed examinations offered to trainees”

STANDARD 5: NUMBER OF CONDITIONS SATISFIED BY STANDARD FROM ASSESSEMENT AND MONITORING ACTIVITY (2015 TO 2021)



Shared Challenges across providers

- Low examination pass rates
- Emphasis on high stakes examinations at the end of training programs and challenges with standard setting of these exams
- Workplace based assessment: challenges in both implementing consistently across dispersed training locations and in consequential repositioning of other assessment components
- Multiple facets in managing change - governance, assessment expertise, and stakeholder communication planning