

Impact Assessment

Model standards for specialist medical college accreditation of training sites

United Kingdom and Canada and relevant standards in Australia, as well as utilising subject matter expertise in accreditation, medical education and law

NHPO recommendation 3 states:

The AMC should work with colleges to map specialist medical training site accreditation standards against other key existing standards and relevant legislative requirements in the health system to align and streamline assessments.

The development of the model standards also took this recommendation into account: see 2.2.

2.2 Current college accreditation standards (including any in development) and available evidence on best practice, relevant standards from other national and international health regulators, including the National Safety and Quality Health Service Standards, and other relevant legislation

All existing college accreditation standards, including those currently in development, were considered in the development of the model standards. College accreditation standards were mapped against each other to identify areas of commonality and difference. There was a high degree of commonality in the content of college standards, but expression of that content varied considerably. This mapping exercise and its conclusions are documented in Horizon Scan, Specialist Medical Training Accreditation, College documentation review (March 2024).

Mapping exercises were also undertaken in relation to other health service standards (both in Australia and the United Kingdom, including the National Safety and Quality Health Service Standards and relevant Australian legislation (for example, work health and safety legislation, private health facility legislation). The outcome of these mapping exercises is separately documented in Horizon Scan, Specialist Medical Training Accreditation, other health service standards and legislation (March 2024).

Approaches to accreditation taken by other external bodies were also examined. This is documented in Horizon Scan, Specialist Medical Training Accreditation, Examples of other accreditation organisations and their methodologies (March 2024)

2.3 The objectives and guiding principles of the National Law

The relevant objectives of the Health Practitioner Regulation National Law are outlined below and have been considered in the development of the model standards as follows.

Objectives of the National Law	Response
To provide for the protection of the public by ensuring that only health practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered	The model standards require training settings to meet certain standards so that trainees can meet the training program outcomes required by college curriculum. The colleges and their training programs have been accredited by the AMC under the National Law

To facilitate workforce mobility across Australia by reducing the administrative burden for health practitioners wishing to move between participating jurisdictions or to practise in more than one participating jurisdiction.

Objectives of the National Law	Response
	experience working in multidisciplinary teams and/or settings". The standards are directed to ensuring that trainees are able to meet training program outcomes.
To build the capacity of the Australian health workforce to provide culturally safe health services to Aboriginal and Torres Strait Islander Peoples	<p>The model standards require "trainees [to be] supported in developing specific knowledge and skills to deliver culturally safe care to Aboriginal and/or Torres Strait Islander Peoples. Trainees must also be supported in providing culturally safe supervision and contributing to a culturally safe environment.</p> <p>The model standards support the training of Aboriginal and/or Torres Strait Islander and Torres Strait Islander trainees by requiring risks to the cultural safety of Aboriginal and/or Torres Strait Islander trainees [to be] identified, managed and recorded.</p>

To facilitate access to services provided by health practitioners in accordance with the public interest and

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Guiding principles of National Law	Response
	providers. They are informed by evidence and best practice to ensure their effectiveness. They are able to be implemented in a procedurally fair manner.

The scheme is to ensure the development

standards also recognise that training may be networked, and that training settings may not need to provide all training opportunities, and trainees may rotate across multiple settings to achieve the program requirements

3.8 Whether the standards represent the best regulatory option, in that the benefits of any restrictions in the standards outweigh any regulatory burdens or restrictions on competition and consumer choice

The system for accreditation of programs of study leading to registration as a medical practitioner in Australia is set out in the National Law. AMC accreditation standards for specialist medical programs which apply to specialist medical colleges are approved by the Medical Board of Australia and the Medical Council of New Zealand. This impact assessment considers the development of the model standards in that context.

procedures. Many of the differences in processes, policies and procedures r to differences in each college's accreditation standards.

It may be possible for colleges to work together to achieve consistency in their accreditation standards, without adopting model standards. However, questionable whether the desired level of consistency could be achieved through such a process.

Model standards may also have benefits in respect of the long term feasibility of the current model of college accreditation. Cost pressures on colleges are increasing, and accreditation is becoming more complex. A consistent model accreditation framework may provide the basis for colleges to share processes and resources in the future, thereby contributing to sustainability in the long term.

