

# Standard in Focus

## Standard 5.1 - Assessment Approach

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- **5.1.4** *Intern assessment data is used to improve the intern training program*

Domain 5 of the Accreditation Standards refers to the accredited providers processes for the assessment of learning, with section 5.1 focusing on the approach to assessment. *Standard 5.1.4 Intern assessment data is used to improve the intern training program* requires accredited providers to have robust and reliable processes for the collection, monitoring and analysis of intern assessment data.

The Australian Medical Council document *Intern training – Assessing and certifying completion* describes the processes required of an Intern Training Program in the assessment and certification of completion of internship and provides further dialogue on the requirements of this standard and its context in relation to overall assessment and remediation processes.

*Standard 5.1.4* requires training providers to acknowledge that monitoring, review and improvement processes are integral to any program. In relation to this standard, these processes should, at a minimum, include those used for the tracking and collating of assessment forms and the analysis of assessment outcomes. These processes should enable reliable and real time tracking of assessment forms and completion rates at any point in the assessment cycle with the analysis of assessment data identifying trends, variances and overall performance.

While these processes are required and underpin this standard, the requirement extends beyond this and requires facilities to use this data in a meaningful way to improve the Intern Training Program. For this to occur the training provider must recognise the roles of each individual or committee in the intern training program and ensure decision making is congruent to the program's governance arrangements. It is acknowledged that governance arrangements and responsibility for program oversight and decisions are different from provider to provider due to the unique context of each program and as such the focus is on congruence between these structures and decision making in relation to program improvement. For example, if the Medical Education Committee, or equivalent, is, in the given facility responsible for oversight of the Intern Training Program, decisions relating to the Intern Training Program or the provision of recommendations to the relevant executive member, then this information should be presented and considered by the Committee, who then, in turn should use this data to inform decisions relating to supervisor training, clinical experiences, education program development or support processes.

When a decision is made, or a recommendation accepted the associated changes should be implemented in the program with evidence of subsequent review of the impact of these.