

Supplementary Data

Table S1. Brief description of content of each year of the Macquarie MD.

Stage 1	Year 1	Foundations of Medical Practice has a major focus on the applied medical sciences (half of the overall load), and initial clinical consultation and clinical skill development (one quarter of the load). The remaining quarter embraces an interprofessional approach for the introduction of digital literacy, evidence-based medicine; social aspects of health; ethical and reflective practice; patient safety and quality, health systems, Indigenous culture; and teamwork and professionalism.
	Year 2	Integrated Clinical Learning approach where real clinical experiences provide a basis for more advanced clinical skill development and a context for the integrated learning of applied clinical, medical and social sciences. There is also focus on reflective practice and professional development with a portfolio examination to determine progression to Stage 2.
Stage 2	Year 3	Core Clinical Placements covering the disciplines of Medicine, Surgery, Paediatrics, Obstetrics and Gynaecology and Primary Care with placements in Australia and in Hyderabad in India. In addition, students undertake a research project on a topic relevant to health systems, patient safety and quality, clinical research, or public health.
	Year 4	Advanced Clinical Placements are undertaken in Year 4 which was designed to provide a high level of student choice, flexibility and diversity comprising selective and elective clinical placements both within Australia and internationally, as well as coverage of Critical and Acute Care and Mental Health placements in Australia. The research project is completed in the first half of the year with an oral presentation at an interprofessional research symposium and submission of a research report in the format of a journal manuscript. There is also a focus on reflection and professional development with a portfolio interview and examination to assure graduate capabilities are at the required standard for graduation.

Table S2. Overall, Stage 1, and Stage 2 minimum number of assessments tasks in each assessment grade category (formative, summative) and format (examination, oral presentation, participation, work-based, written).

Assessment Task Grade Category and Format	Overall Min Requirement n = 157	Stage 1 Min Requirement n = 73	Stage 2 Min Requirement n = 84
Formative grade, n of tasks (<i>% of minimum required</i>)	70 (45)	35 (48)	35 (42)
Summative grade, n of tasks (<i>% of minimum required</i>)	87 (55)	38 (52)	49 (58)
Formative Task	n = 70	n = 35	n = 35
Examination, n (%)	2 (3)	1 (3)	1 (3)
Integrated Exam, n		1	1
Participation, n (%)	1 (1)	1 (3)	0
Wellbeing Course, n		1	0
Work-based Assessments, n (%)	62 (89)	31 (89)	31 (89)
Bedside Tutors/Mentors Report, n		3	1
DOPS, n		12	8
In-Training Assessment, n		1	2
Mini-CEX n		15	10
TMEX n		0	10
Written Assignment, n (%)	5 (7)	2 (6)	3 (9)
Ethics Report n		0	2
Self-Assessment, Reflection and Learning Plan n		2	1
Summative Task	n = 87	n = 38	n = 49
Examination n number (%)	23 (26)	15 (39)	8 (16)
Clinical OSCE exams n [total stations]		3 [18]	4 [20]
Portfolio n		1	1
Written Exam, n		10	2
Written Integrated Exam, n		1	1
Oral Presentation n (%)	9 (10)	5 (13)	4 (8)
Clinical Viva, n		3	0
Portfolio Interview, n		0	1
Research, n		0	2
Seminar or digital recording n		2	1
Work-based Assessment, n number (%)	23 (26)	7 (18)	16 (33)
Clinical Documentation, n		4	4
Capability/EPA Assessment, n		0	3
In-training Assessment, n		3	8
Quality Improvement Project, n		0	1
Written Assignments, n number (%)	32 (37)	11 (29)	21 (43)
Ethics/Evidence-based Medicine, Safety & Quality n		2	3
Self-Assessment, Reflection and Learning Plans, n		3	11
Reflective Reports, n		5	0
Research, n		1	7

Table S3. Overall, Stage 1, and Stage 2 amount (counts per participant) of assessment data for each of the eight capability aspects.

Capability	Assessment of Capability Aspects	Overall (n = 103)	Stage 1 (n = 103)	Stage 2 (n = 104)
1. Scientist and Scholar	1.1 An Applied Medical Scientist Amount, <i>counts</i> , mean (SD) range	42 (7) 31-77	13 (2) 10-15	28 (6) 20-62
	1.2 A Scholar and Research Informed Practitioner Amount, <i>counts</i> , mean (SD) range	43 (4) 30-51	8 (1) 6-9	36 (3) 24-43
2. Clinical Practitioner	2.1 An Effective Personal and Digital Communicator Amount, <i>counts</i> , mean (SD) range	162 (9) 145-187	60 (1) 58-64	101 (10) 84-128
	2.2 A Patient-centred and Safe Clinician Amount, <i>counts</i> , mean (SD) range	156 (10) 137-187	64 (1) 61-68	92 (10) 74-119
3. Engaged Global Citizen	3.1 A Socially and Culturally Versatile Practitioner Amount, <i>counts</i> , mean (SD) range	64 (9) 42-88	10 (2) 6-12	54 (8) 35-76
	3.2 A Public Health and Systems Aware Practitioner Amount, <i>counts</i> , mean (SD) range	40 (5) 28-49	8 (2) 5-11	32 (3) 22-39
4. Professional	4.1 A Team Worker Amount, <i>counts</i> , mean (SD) range	56 (5) 46-66	9 (1) 7-9	47 (4) 38-57
	4.2 An Ethical and Reflective Practitioner Amount, <i>counts</i> , mean (SD) range	133 (13) 106-160	50 (11) 37-61	83 (7) 68-102

Table S4. Amount of assessment data (counts per participant) for each of the Entrustable Professional Activities across Stage 1 (n = 103) and Stage 2 (n = 104).

Entrustable Professional Activities			Amount, <i>counts</i> M (SD) range
Stage 1			
S1 EPA 1	Gather information from a medically stable patient with a common clinical presentation		37 (3) 33-43
S1 EPA 2	Integrate information gathered from a patient to construct a reasoned and prioritized differential diagnosis as well as a preliminary plan for common clinical presentations and diagnoses		22 (4) 16-28
S1 EPA 3	Communicate information relevant to the patient's care with other members of the health care team		36 (5) 28-43
S1 EPA 4	Provide the healthcare team with resources to improve an individual patient's care or collective patient care.		7 (2) 5-9
S1 EPA 5	Perform required procedures		16 (1) 14-19
Stage 2			
G EPA 1	Gather a history and perform a physical examination		44 (5) 33-56
G EPA 2	Synthesise available information to prioritise a differential diagnosis and develop a management plan that includes appropriate medication, and/or other therapies.		62 (6) 51-78
G EPA 3	Form clinical questions and use the medical literature and research methodologies to retrieve information and resources to advance patient care.		25 (2) 19-30
G EPA 4	Recognise a patient requiring urgent or emergent care and initiate evaluation and management.		31 (7) 20-46
G EPA 5	Obtain informed consent for clinical encounters, tests and procedures, and perform common procedures for an intern.		44 (8) 30-70
G EPA 6	Recommend and interpret common diagnostic and screening tests.		37 (7) 30-48
G EPA 7	Report a clinical encounter orally, and document patient assessment and management (e.g. findings, orders, prescriptions and adverse incidents)		30 (3) 24-38
G EPA 8	Collaborate as an Intern in an interprofessional team by giving or receiving handovers, making referrals, and requesting expert consultations		37 (3) 31-45
G EPA 9	Share information about the patient's care, including diagnosis and management plan, with a patient		34 (4) 23-46