

MCQ Assessment

ASSESSMENT PUBLIC REPORT

2025B

Purpose

This public report provides information for candidates, supervisors, educators and training organisations and is produced following each Multiple Choice Question (MCQ) exam. It includes information on the conduct, outcome, statistics and commentary for the most recent delivery of the exam. Past public reports are available on the [ACRRM website](#).

Introduction

The MCQ is a written assessment which assesses recall, reasoning and applied clinical knowledge. In particular it focuses on assessing the ability to manage medical care in a rural or remote environment. The assessment aims to cover all domains of rural and remote practice and is one of the summative assessments for CGT.

The 2025B MCQ was held on 18 June 2025.

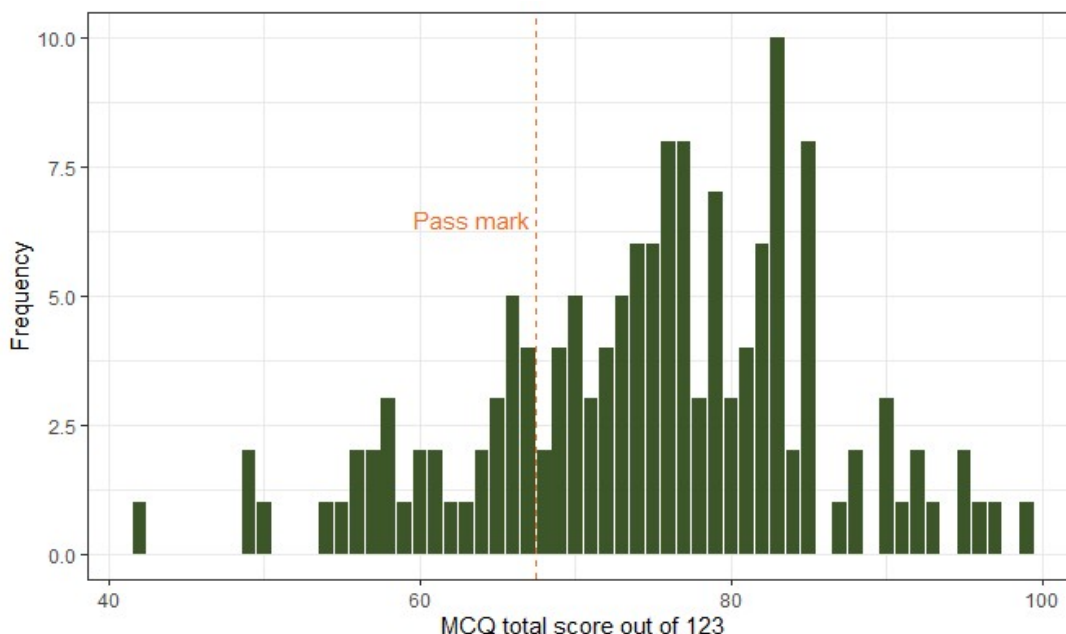
Overall Outcome

A total of 143 candidates sat the 2025B MCQ exam. 109 of the 143 candidates passed. The overall pass rate was 76.2%.

Assessment Statistics

All 125 questions were evaluated using psychometrics, resulting in 2 questions being identified as poor performing and hence removed. The cut score was recalculated, and grades were calculated accordingly. Below is a summary of the assessment statistics:

number of candidates	143	mean	74.8/123 (60.8%)	standard error of measurement	4.85/123 (3.9%)
number of questions	123	median	76/123 (61.8%)	test reliability (Cronbach's Alpha)	0.793
time allowed	3 hours	pass mark	68/123 (55.3%)	pass rate	109/143 (76.2%)
minimum score	42/123 (34.1%)	maximum score	99/123 (80.5%)	range of scores	57/123 (46.3%)



Cronbach Alpha (desirable if in the range 0.7-0.9) is the measurement of reliability and internal consistency, the effect of measurement error on the observed score of a student cohort rather than on an individual student.

- 2025B Cronbach Alpha = 0.793 (consistent with previous exams)

Standard error of measurement (SEM; smaller = better) is a measure of the “spread” of scores within a student had that had been tested repeatedly; the effect of measurement error on the observed score of an individual student.

- 2025B SEM = $4.85/123 = 3.9\%$ (consistent with previous exams)

Conduct of the Exam

The 2025B exam was held on 18 June 2025 and was online on a secure exam delivery platform. A total of 143 candidates were registered for this exam and completed this attempt.

Candidates undertook the exam remotely in their own locations. The 2025B MCQ exam was delivered with remote proctors rather than in-person invigilators for the first time.

The MCQ exam is conducted over three hours and scheduled to commence at 11:00am AEST (QLD time). A minor incident was identified by the College on the day of the exam and addressed as soon as practicable. Steps have been taken to ensure future assessments are not impacted. The incident was taken into consideration in the review of results and determination of exam outcomes.

Questions mostly consist of a clinical case presentation, a brief targeted lead-in question and four options from which candidates are required to choose the single best option. The stem of the clinical case may include text and images. Sample questions may be found on the ACRRM website. There are no negative marks for incorrect answers.

Further information may be found in the [Handbook for Fellowship Assessment](#).

Overview Grading and Scoring

The pass mark is set using a verified standard setting method; therefore, the pass mark may vary between each exam depending on the difficulty of the questions. Standard post-examination analysis is performed to identify and manage statistically poorly performing questions.

Curriculum Blueprint

ACRRM Domains:

1. Provide expert medical care in all rural contexts
2. Provide primary care
3. Provide secondary medical care
4. Respond to medical emergencies
5. Apply a population health approach
6. Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing
7. Practise medicine within an ethical, intellectual, and professional framework
8. Provide safe medical care while working in geographic and professional isolation

The table below provides a brief overview of the 2025B questions and percentage of candidates who passed the question. Note the exam composition, the domains of the curriculum assessed and percentage of candidates who passed the question may vary between exams.

Curriculum Learning Areas	Topics covered by questions on the 2025B Exam	% Correct
Aboriginal and Torres Strait Islander Health (ATS)	ID Tuberculosis 1	86%
	Management of community acquired pneumonia in remote Australia	94%
	Prescribing under the PBS	36%
Academic Practice (ACAD)	Identification of bias in research	57%
Addictive Behaviours (ADD)	Management of alcohol withdrawal syndrome	56%
	Treatment of alcohol addiction	50%
Adult Internal Medicine (AIM)	Aged Care BPSD 2	21%
	Altitude sickness	85%
	Bowel Cancer Screening	41%
	Causes of sudden loss of vision	21%
	Complication post iron infusion	45%
	Complications of drugs to treat arrhythmias	78%
	Complications of polycystic kidneys	38%
	Diagnosis of ptosis and tiredness	83%
	ENT Hearing Loss 2	86%
	Endocrine Carbimazole AE 1	85%
	Endocrine Hypercalcaemia 1	80%
	ID Hepatitis C 2	70%
	Interpretation of abnormal LFT	53%
	Management of chronic kidney disease	80%
	Management of liver failure and ascites	22%
	Management of neurological emergency	49%
	Neurology HINTS 1	41%
	Recognition of side effects of antimalarial drugs	53%
	Treatment of clostridium difficile infection	75%
Aged Care (AGE)	Aged Care Dementia Pharmacotherapy 1	60%
	Evidence base use of antibiotics	41%
	Management of complications of polypharmacy	72%
	Management of depression in patients with dementia	63%

Curriculum Learning Areas	Topics covered by questions on the 2025B Exam	% Correct
Anaesthetics (ANA)	Recognition of side effects of Local anaesthetic	55%
Chronic Disease (CHRON)	Diabetes LADA 1	50%
	Dietary advice in heart failure	28%
	Immunisation in older Australians	54%
	Investigation plan in a patient with chest pain	68%
	Management of cardiovascular risk in a middle-aged male	79%
	Management of erectile dysfunction	36%
	Management of infected foot ulcer	41%
	Management of irritable bowel disease	59%
	Restless legs	48%
	Return to driving after cardiac event	34%
	Risk reduction in CKD	47%
	Side effects of weight loss drugs	92%
	osteoporosis	34%
Communicator (COM)	End of life care	85%
	Priorities in the Doctor patient relationship	85%
Dermatology (DERM)	Dermatology Acne 1	54%
	Dermatology Psoriasis 1	57%
	Diagnosis of a discoid skin lesion	52%
	Foot ulcer management	70%
	Initial management of vitiligo	27%
	Management of molluscum contagiosum	94%
	PAEDS Erythema Multiforme 1	71%
	Treatment of Pityriasis	90%
	Treatment of onychomycosis	67%
	Treatment of seborrheic keratosis	60%
Diagnostic Imaging (IMAG)	PAEDS Supracondylar Fracture 1	38%
Emergency (EM)	ECG Interpretation	86%
	ED Trauma 1	76%
	Emergency Management of croup	64%
	Interpretation blood gas	85%
	Management of Pericarditis	81%
	Management of abdominal trauma	74%
	Management of electric shock	54%
	Management of heart block	51%
	Management of superficial thrombophlebitis	36%
	Management of suspected PE	73%
	Paediatric life support	84%
	Recognition of salicylate overdose	27%
	Treatment of arrhythmia	66%
	Treatment of secondary hypoadosteronism	54%
Genetics (GEN)	Pharmacogenomics and prescribing	64%
Health Advocate (ADV)	Identification of Social determinates of health	87%
Mental Health (MH)	Assessment of post-natal depression	92%
	Management of Borderline personality disorder	80%

Curriculum Learning Areas	Topics covered by questions on the 2025B Exam	% Correct
Mental Health (MH)	Management of complications of drugs used to treat dermatological conditions	36%
	Management of depression in the community	72%
	Reducing and stopping SSRI	11%
Musculoskeletal (MSK)	Appropriate imaging in shoulder pain	36%
	Clinical assessment of proximal fracture humerus	67%
	Complications of fracture of wrist	60%
	Diagnosis of lateral hip pain	90%
	Interpretation of pelvic and hip x ray following a fall	56%
	Management of fibromyalgia	45%
	Management of Achilles Tendonitis	45%
	Management plan for carpal tunnel syndrome	69%
Obstetrics and Gynaecology (O&G)	Diagnosis of PCOS	68%
	Diagnosis of vaginal bleeding in pregnancy	71%
	Emergency management of prolapsed umbilical cord	64%
	Management of heavy perimenopausal bleeding	71%
	Management of pelvic girdle pain in pregnancy	90%
	Managing side effects of COCP	59%
	Medical termination of pregnancy timing	88%
	Pelvic floor anatomy	76%
	Perimenopause contraception	13%
	Prescribing Contraceptives	6%
	Prevention of pre-eclampsia	91%
	Treatment of recurrent UTI	79%
Ophthalmology (OPH)	Assessment of a painful red eye	77%
	Assessment of eyelid droop	66%
	Management of glaucoma	84%
	Treatment of corneal perforation	83%
Oral Health (ORAL)	Dental pain 1	62%
Paediatrics (PAED)	Assessment of childhood development	72%
	Balanitis	69%
	Management of childhood constipation	73%
	Management of pertussis	29%
Palliative Care (PALL)	Bony pain relief in metastatic disease	65%
	Management of an itch in palliative care	34%
	Treatment of lymphoedema	49%
	Treatment of nausea in palliative care patient	43%
Pharmaceuticals (PHARM)	Side effects of antihypertensives	37%
Remote Medicine (RM)	Management of a surgical site infection in a rural hospital	64%
Sexual Health (SEXH)	Contraception in transgender and non-binary people	50%
	Investigation of a genital skin lesion	92%
	Management of anogenital warts	41%
Surgery (SURG)	Assessment of pancreatitis	28%
	Diagnosis of chronic abdominal pain	73%
	Identification of common causes of vomiting post operatively	90%
	Investigation in chronic otitis externa in a patient with diabetes	59%

Curriculum Learning Areas	Topics covered by questions on the 2025B Exam	% Correct
Surgery (SURG)	Management of Bladder outlet obstruction	70%
	Management of Nasal obstruction	64%
	Management of mouth ulcer	64%
	Pain relief in a patient with renal colic	45%

Candidates and Educators guidance

The commentary is provided to assist candidates in preparation for this exam and educators who are supporting candidates. Brief individualised feedback reports (coaching reports) are routinely provided.

The Multiple Choice Question Familiarisation Activity (MCQFA) is available to trainees all year round. It provides candidates the opportunity to become familiar with the format of questions used in an actual MCQ assessment in addition to the online exam platform. Candidates can complete the activity over a number of hours; however, it is suggested that candidates attempt the MCQFA under ‘simulated assessment conditions’ and without accessing additional resources or support.

The questions appearing in the MCQFA have previously appeared on summative MCQ exams. The MCQFA now more closely resembles a summative MCQ examination, with respect to the level of difficulty and content assessed. The College plans to review its content in lead up to the 2026 MCQ exams.

In addition, ACRRM’s “Introduction to MCQ Assessment” online module also available all year round to people with access to ACRRM’s online learning portal, was first made available in January 2020. This module gives insight into how an exam is assembled, how individual questions are structured, and offers guidelines to developing practice MCQs.

For a list of advised resources please refer to page 27 of the [Handbook for Fellowship Assessment](#).

Survey Feedback

Following the assessment, candidates are encouraged to provide feedback via an online survey. Feedback is reviewed and considered accordingly and may be used to drive continuous improvement and improve candidate experience for future assessments.

Based on feedback received from the 58 out of 143 candidates who responded to the survey, the following themes were identified:

- The questions ensured a broad coverage of the curriculum and was set at the appropriate level of difficulty and format.
- The ability to sit the exam at home and not have to find an invigilator was beneficial to candidates.
- Ease of enrolment process and provision of sufficient information to make an informed decision to enrol.
- The technical support received during the assessment was adequate.

Some areas for improvement recognised included the review of preparation tools (i.e. MCQFA) to ensure they align to the MCQ format and curriculum and a review of the requirements for the assessment including IT requirements and remote proctoring to ensure timely and clear communication.

Evaluation

Led by the Assessment Committee, ACRRM undertakes a cycle of quality improvement in its suite of assessments, including the CGT MCQ. ACRRM has an ongoing commitment to improve the transparency and reliability of its assessments and to ensure its assessment systems are comprehensible to Registrars and Educators. Work is ongoing to review and update preparation tools, recruitment and training of writers and standard setting experts, professional development, and to improve qualitative feedback for candidates. Improvements have included the recruitment of

more MCQ writers and inclusion of a resources list in the handbook for Fellowship Assessment. It is intended that the MCQFA be reviewed with the objective of providing more questions to candidates to use in preparation that are more similar to the summative MCQs.

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