



# Accreditation of a Training Provider

Version 1.6

Review Date December 2024

## Introduction

The Royal Australasian College of Physicians (RACP) is recognised by the AMC and the MCNZ as an education provider and as such the RACP is responsible for developing and maintaining standards for physician workplace training in Australia and New Zealand. The RACP achieves this through its Training Provider Accreditation Program, which provides a framework for the assessment and recognition of Training Providers.

## Purpose

The RACP is committed to ensure the accreditation of Training Networks, Settings and Training Programs is in accordance with the RACP's accreditation policy, processes, and standards. This process outlines how to accredit a Training Provider and assists Training Providers to ensure they adhere to the RACP's criteria, requirements, and standards.

## Scope

The process describes how a Training Provider obtains ongoing accreditation. However, it does not cover initial accreditation or [monitoring](#).

This process applies to accreditation of a Training Provider and its Basic Training Programs.

## Applicability

This process applies to all Training Providers and all RACP committees carrying out RACP Training Provider accreditation function.

## Relevant Materials

This document should be read in conjunction with:

- [Training Provider Accreditation Policy](#)
- [Training Provider Standards](#)
- [Adult Internal Medicine Basic Training Accreditation Requirements](#)
- [Paediatrics & Child Health Basic Training Accreditation Requirements](#)

## Principles

The RACP will:

- be guided by procedural fairness
- provide advice in line with this process

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## Accreditation Program Overview

The RACP's Accreditation Program accredits Training Providers and its Training Programs in accordance with the RACP's accreditation policy, processes, and standards. The RACP undertakes:

- **Network accreditation** to assess the delivery of an integrated training programs within a training network.
- **Setting accreditation** to assess the training system that supports the delivery of training.
- **Training Program accreditation** to assess the delivery of a Training Program and its Rotations<sup>1</sup>.

Accreditation occurs every four years unless it is deemed necessary at an earlier time by the relevant accreditation committee.

The RACP's accreditation process operates on a collegial model where an Accreditation Review Panel consisting of RACP Fellows may consult, provide advice, and give feedback to the Training Provider.

The RACP conducts two types of Accreditation Review:

- **Comprehensive Review** assesses all the Standards a Training Provider is responsible for
- **Focus Review** assesses a subset of the Standards a Training provider is responsible for

The RACP uses comprehensive reviews for ongoing accreditation, initial (first time) accreditation and reclassification of a Training Program.

Focus reviews are for:

- reviewing conditions and/or recommendations
- management of a [change of circumstances](#) and any [potential breach](#) of Training Provider Standards.
- reclassification of a Training Program

The RACP can use one or more of the following methods to complete a review:

- **Physical visit** involves an Accreditation Review Panel attending in person to conduct an accreditation review.
- **Virtual visit** involves an Accreditation Review Panel using video and teleconferencing technology to complete a review.
- **Hybrid visit** involves an Accreditation Review Panel conducting an accreditation review using a combination of a physical visit and a virtual visit.

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<sup>1</sup> The RACP is not currently accrediting rotations, but this will occur in the future.

- **Document review** involves an Accreditation Lead reviewing documentation provided by a Training Provider. Recommendations are made and ratified by the relevant accreditation committee.

Recommendations from all visits and reviews are made and ratified by the relevant Accreditation Committee.

Accreditation often involves a physical visit, especially for a comprehensive review. Meeting face-to-face with Fellows and Trainees to obtain feedback is valued by the RACP.

## Process Summary



Figure 1: Accreditation Cycle

Accreditation is a multi-staged evaluation process that involves an independent review to identify the level of congruence between the training provided and the Standards which identify the RACP’s expectations of workplace training. The outcome of the accreditation process is to give a Training Provider an accreditation decision and to support the Training Provider to maintain compliance with the Standards between reviews. The process for accreditation of a Training Provider is outlined in Figure 1.

1. **Self-assessment** involves a Training Provider reflecting on their compliance with the Standards, preparing a written response to describe this compliance, rating its performance,

identifying areas for improvement and providing supporting documentation to substantiate the response.

2. **External assessment** involves an Accreditation Review Panel assessing the Training Provider’s compliance with the Standards.
3. **External validation** involves an Accreditation Committee determining a Training Provider’s accreditation decision. The committee reviews the external assessment report and can choose to endorse or modify the recommendations when determining a Training Provider’s accreditation decision.
4. **Reporting** involves the RACP releasing the accreditation report including accreditation decision to a Training Provider and placing the decision onto the RACP website.
5. **Monitoring** involves the RACP monitoring a Training Provider to ensure ongoing compliance with the standards.

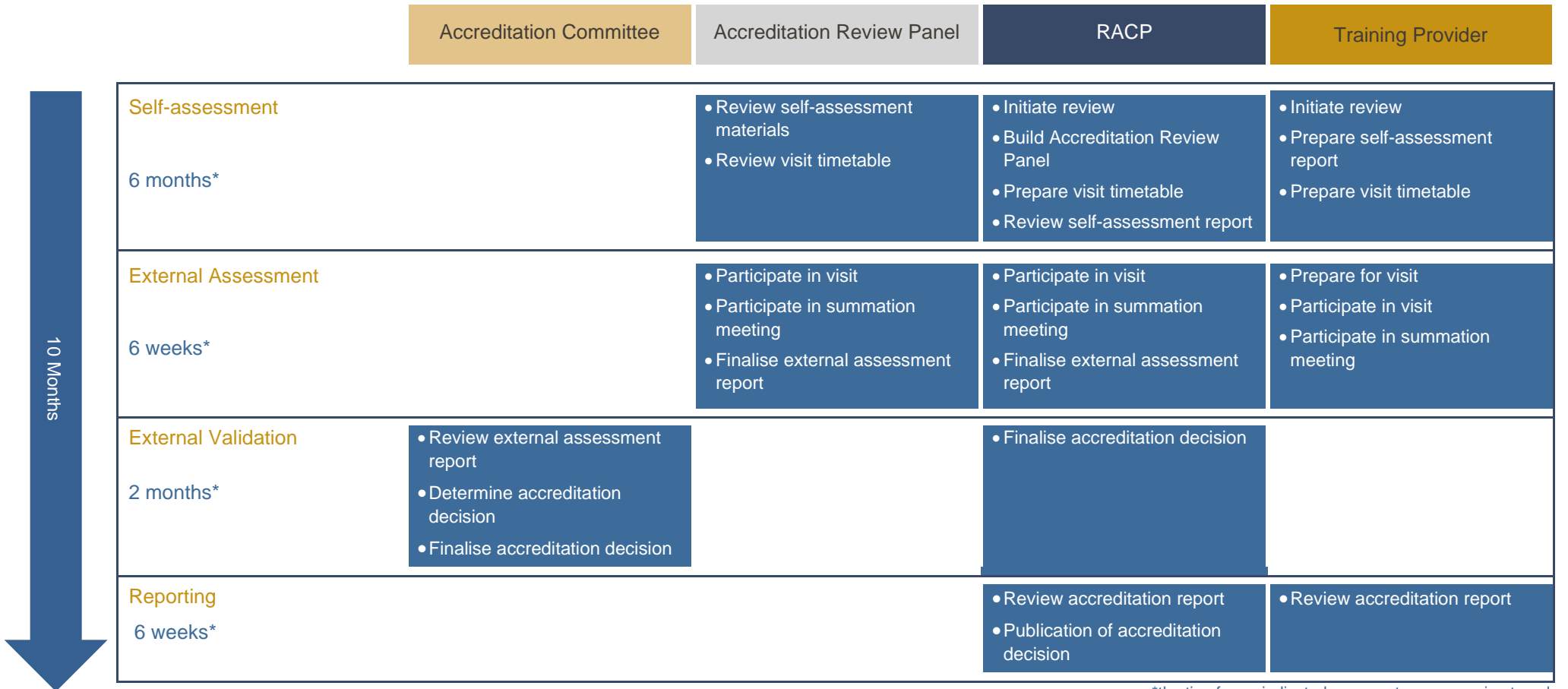
[Monitoring a Training Provider](#) is covered in a separate process.

An accreditation decision is applied to a Training Network, Setting and Training Program, and it can incorporate recommendations, conditions, and commendations. The components of a decision are outlined in Table 1.

Table 1: Decision Components

	Training Network	Setting	Training Program
Accreditation Determination	●	●	●
Length of Accreditation	●	●	●
Timing and type of next reviews	●	●	●
Classification			●
Duration of Training			●
Capacity to Train	●		●
Proviso (optional)	●	●	●

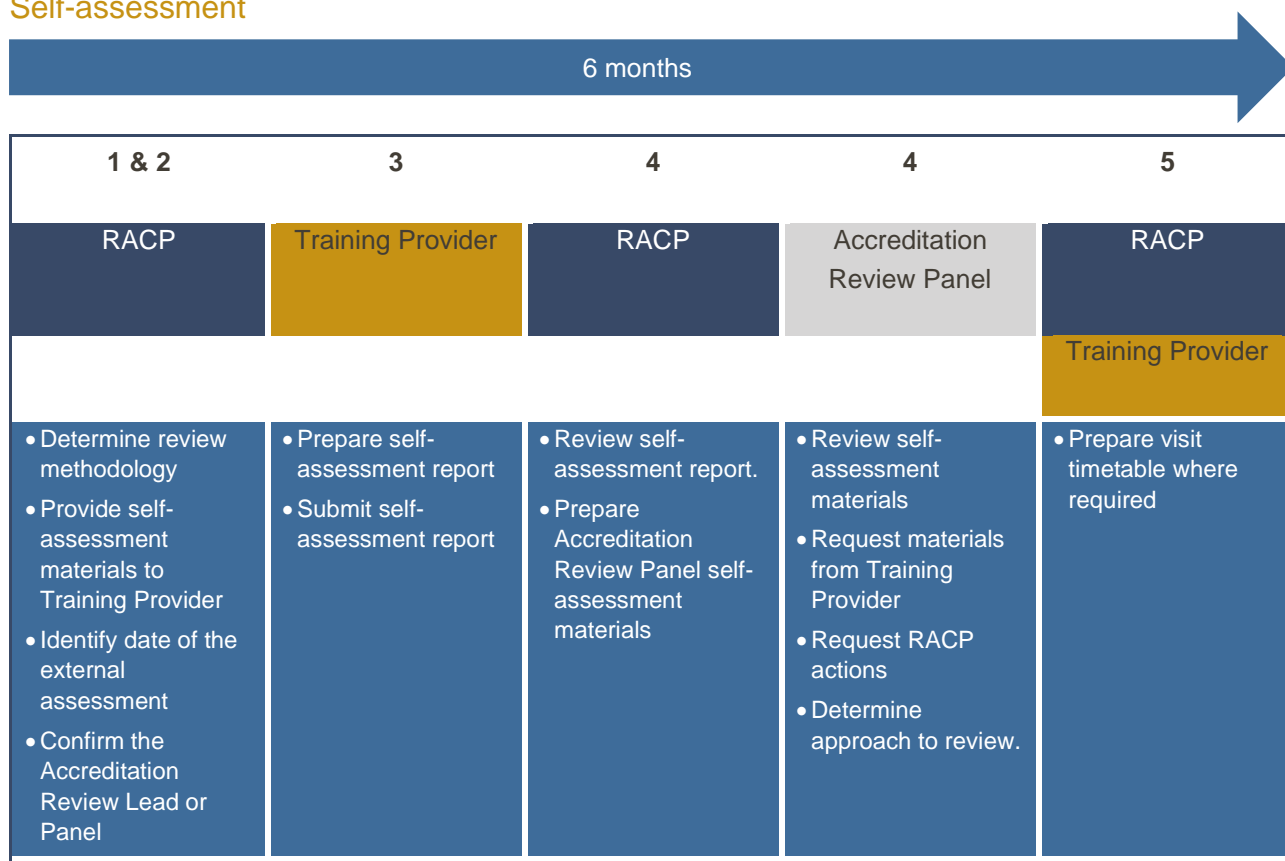
# Process Overview<sup>2</sup>



<sup>2</sup> The process overview identifies the document subsections where the stakeholders have a role.

# Process Description

## Self-assessment



### 1. Initiate review

- 1.1 The RACP creates the schedule and provides the proposed external assessment dates<sup>3</sup> to the Training Providers and the Accreditors<sup>4</sup>.
- 1.2 The RACP determines the review methodology: physical visit, virtual visit or hybrid visit and/or document review<sup>5</sup>.
- 1.3 Approximately six months<sup>6</sup> before the submission of self-assessment materials, the RACP informs the Training Provider of the review and provides self-assessment materials for completion.

### 2. Confirm the Accreditation Review Panel

- 2.1 Once the dates for the external assessment have been finalised, the RACP confirms the Accreditation Review Panel to undertake the external assessment of the Training Provider.
- 2.2 For document reviews, the RACP identifies an Accreditation Lead<sup>7</sup> to undertake the external assessment.

<sup>3</sup> For Aotearoa New Zealand, proposed dates are identified in conjunction with the Accreditation Review Panel.

<sup>4</sup> If a document review is being undertaken, the timing of the external assessment occurs later in the process following receipt of the self-assessment.

<sup>5</sup> Any cultural factors and sensitivities must be considered prior to an accreditation review and for all visiting and involved parties.

<sup>6</sup> For a focus review the provision of self-assessment materials by the RACP can range from one to six months.

<sup>7</sup> An accreditation lead is usually a member of the relevant Accreditation Committee.



2.3 For site visits, the RACP informs the Training Provider of the Accreditation Review Panel<sup>8</sup>.

2.4 For site visits, the RACP organises the Accreditation Review Panel logistics.

### 3. Prepare self-assessment form

3.1 A Training Provider completes a Self-Assessment Form by:

3.1.1 completing and/or verifying an overview of Setting or Training Network and/or Training Program. Refer to Table 2 for what is contained in an overview.

3.1.2 preparing a written response to describe compliance with each criterion and requirement, rating its performance, and providing supporting documentation to substantiate the response.

3.1.3 describing its progress on open recommendations, conditions, and quality initiatives.

3.1.4 authorising the Self-Assessment Form and submitting it to the RACP electronically.

	Training Network	Setting	Training Program
Profile	●	● <sup>9</sup>	●
Training Programs	●	●	
Departments		●	
Accreditation by other agencies		●	
Staff	●	●	
Educators	●		●
Infrastructure		●	●
Profile of Work		●	●
Rotations	●		●

Table 2: Overview components

3.2 A Training Provider can contact the RACP for guidance when completing the Self-Assessment Form.

3.3 Once submitted, the RACP acknowledges receipt of the form.

### 4. Review of self-assessment report

4.1 The RACP reviews the self-assessment report for completeness. If it is found to be incomplete, it is returned to the Training Provider.

<sup>8</sup> Training Providers are informed of the Accreditation Review Panel ahead of time to ensure that there is no conflict of interest

<sup>9</sup> Setting profile captures the profile for each additional campus.

4.2 The RACP collates the self-assessment report, previous accreditation reports, decision notification letters and supporting documentation and provides it to the Accreditation Review Panel to contextualise the review.

4.3 The Accreditation Review Panel review the self-assessment materials and where required requests further information from a Training Provider and actions<sup>10</sup> by the RACP.

4.4 For document reviews, the self-assessment report is reviewed by the Accreditation Lead.

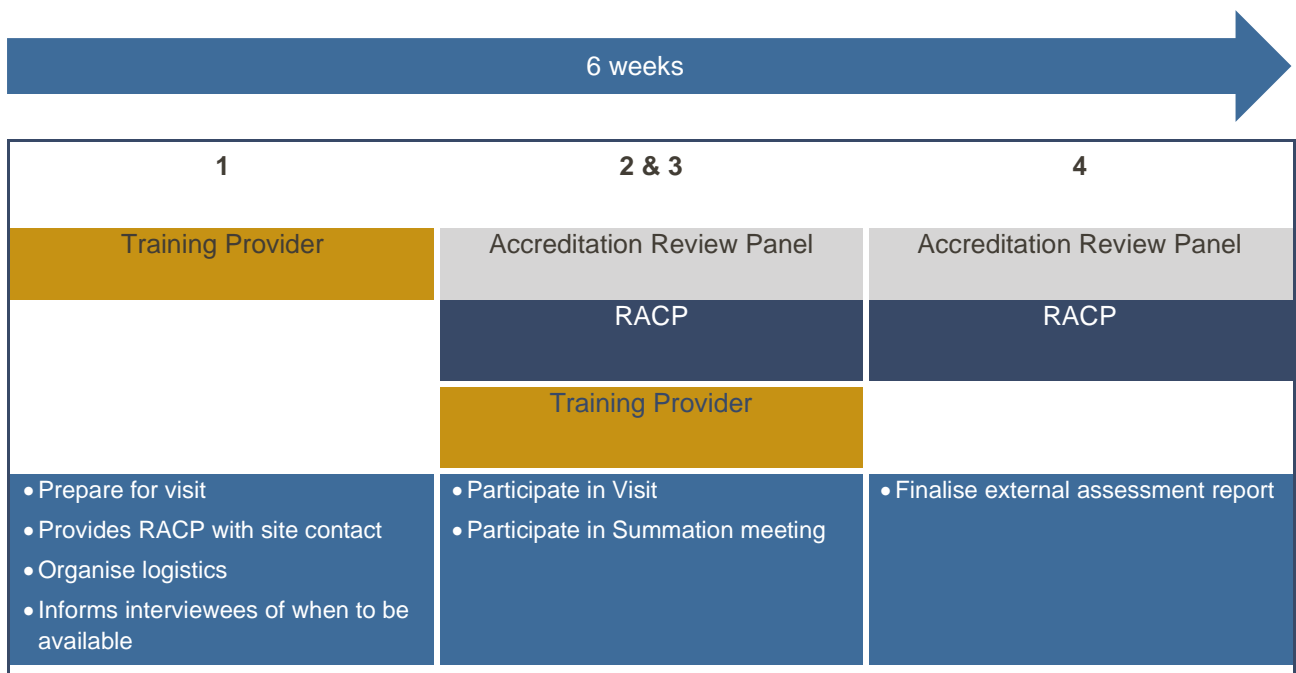
4.5 The Accreditation Review Panel determines an approach to the review.

**Prepare visit timetable<sup>11</sup>**

4.6 Where a Site Visit is required, the RACP creates an outline of the accreditation visit timetable<sup>12</sup>. The visit timetable is sent to the Training Provider to identify the appropriate persons to be interviewed as well as the location of each meeting.

4.7 The RACP finalises the timetable and releases the visit timetable to the Accreditation Review Panel.

**External Assessment**



**1. Prepare for visit**

1.1 A Training Provider commences preparation for a visit which may include:

- 1.1.1 organising interview rooms, video, and/or teleconferencing facilities
- 1.1.2 providing site maps and internet access for the Accreditation Review Panel

<sup>10</sup> This usually occurs in document reviews when the Accreditation Review Panel wishes to validate the materials received by conducting for example surveys, interviews or focus groups.

<sup>11</sup> An accreditation visit timetable is not usually developed for a document review. It occurs when the Accreditation Review Panel request additional actions which involve interviewing Training Provider staff and/or other stakeholders.

<sup>12</sup> By following the procedure “Preparing a Visit Timetable”

- 1.1.3 catering for those involved in the visit (at the cost of the Training Provider)
- 1.1.4 ensuring interviewees are available for the visit and are aware of their interview time
- 1.1.5 informing the RACP of any issues with interviews or logistics as soon as possible.

## **2. Participate in visit**

- 2.1 A Training Provider ensures interviewees are present and actively participate during the visit.
- 2.2 The Accreditation Review Panel interviews educators, trainees and staff involved in training and as required, reviews documentation, assesses infrastructure and educational resources, and observes trainees<sup>13</sup>.
- 2.3 During the visit, the Accreditation Review Panel collects information and commences the process of completing the external assessment report.
- 2.4 The RACP supports the Accreditation Review Panel to complete the external assessment and works with the Training Provider to facilitate completion of the timetable.

## **3. Participate in summation meeting**

- 3.1 Near the conclusion of the visit, the Accreditation Review Panel, supported by the RACP, prepares its preliminary findings.
- 3.2 The Accreditation Review Panel findings can include:
  - 3.2.1 strengths of the training offered and any achievements since the Training Provider's last review
  - 3.2.2 areas requiring improvement. It includes any improvement where the Accreditation Review Panel believes the Accreditation Committee may place a condition on the Training Provider
  - 3.2.3 the Accreditation Review Panel's accreditation determination recommendation to the RACP.

## **4. Finalise external assessment report**

- 4.1 In the two weeks following the visit, the Accreditation Review Panel completes the external assessment report.
- 4.2 The Accreditation Review Panel:
  - 4.2.1 rates the Training Provider's performance and describes their compliance for each criterion and requirement
  - 4.2.2 assesses open recommendations and conditions
  - 4.2.3 comments on quality initiatives
  - 4.2.4 identifies areas requiring commendation and improvement
  - 4.2.5 provides an overview of how the Training Provider is progressing

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<sup>13</sup> The review of documentation, observation of trainees, assessment of infrastructure and educational resources occurs in physical visits. For a virtual visit, photos can be requested to assess infrastructure and educational resources.

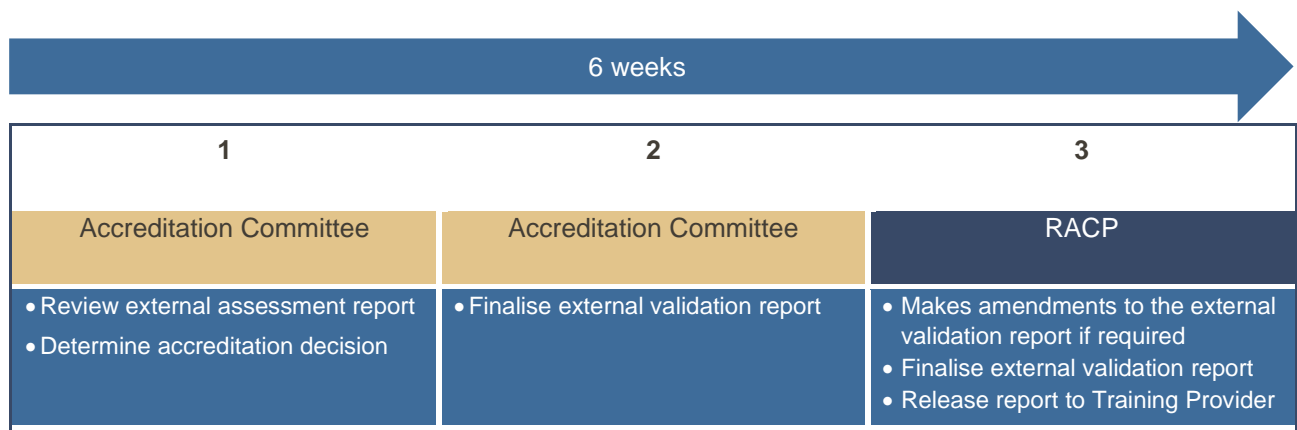
4.2.6 recommends an accreditation determination.

4.3 The Accreditation Review Panel Lead reviews and approves the completed report and submits it to the RACP.

4.4 The RACP reviews the external assessment report for completeness. If it is found to be incomplete, the RACP works with the Accreditation Review Panel Lead to modify and finalise the report.

4.5 The Training Provider rectifies any factual errors and where appropriate, discusses the findings.

## External Validation



### 1. Review external assessment report

1.1 The RACP releases the external assessment report to accreditation committee members to individually review the report.

### 2. Determine accreditation decision

2.1 The external assessment report is added to the next accreditation committee meeting for ratification and to determine a decision.

2.2 The RACP requests the Lead Accreditor<sup>14</sup> to attend the meeting.

2.3 The committee discusses the review and the external assessment report with the Lead Accreditor. The committee determines:

2.3.1 feedback to be provided about quality initiatives

2.3.2 whether open recommendations and conditions have been met

2.3.3 a Training Provider's accreditation decision

2.3.4 each commendation, recommendation, and condition to be added to the decision

2.3.5 how a condition will be assessed<sup>15</sup>.

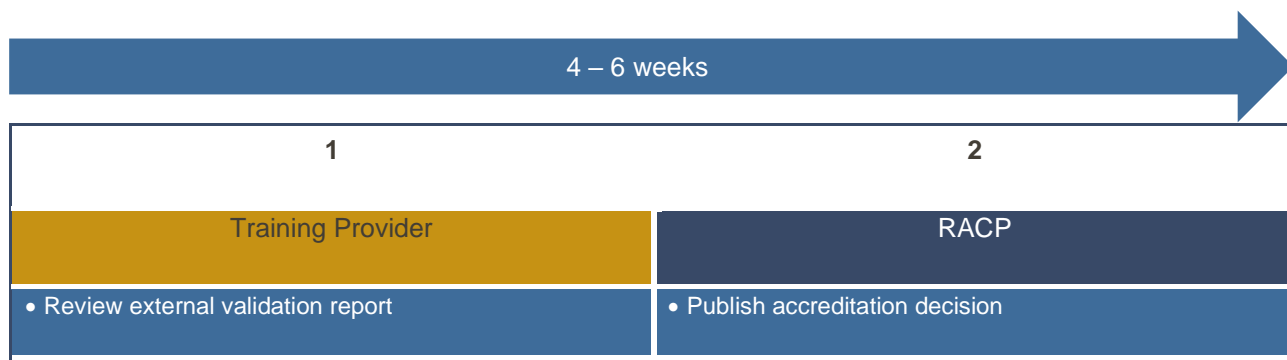
### 3. Finalise external validation report

<sup>14</sup> A lead accreditor is the accreditor who takes the lead during an accreditation visit

<sup>15</sup> Any conditions and recommendations will be assessed through a focus review.

- 3.1 The RACP captures the accreditation committee’s decision and prepares the external validation report.
- 3.2 The external validation report is reviewed by the Accreditation Committee Chair or Lead Accreditor for accuracy. If any inconsistencies are identified, the RACP makes the amendments before the report is finalised.
- 3.3 The finalised report is released to the Training Provider.

## Reporting



### 1. Review accreditation report

- 1.1 The Training Provider receives the external validation report for factual verification<sup>16</sup>.
- 1.2 The Training Provider reviews the findings and commences actions required by the RACP.
- 1.3 The Training Provider has 28 working days to lodge an appeal about the accreditation decision with the RACP via the [Reconsideration, Review and Appeals Policy](#)

### 2. Publication of accreditation decision

- 2.1 The RACP publishes only the executive summary which contains the Training Provider’s accreditation decision on the RACP website. The executive summary does not contain the details of any condition, recommendation or commendation; it instead references the criteria or requirement it is against.

<sup>16</sup>The report can include key findings, executive summary, and accreditation report.

## Definitions

<b>Accreditation</b>	Accreditation is a cyclic multi-staged evaluation process, which uses a set of standards and an independent review to identify the level of congruence between practice and standards. Accreditation provides assurance that the Training Provider has met the Standards and provides quality training.
<b>Accreditation Committee</b>	A collective term for RACP Committees with delegated responsibility to make accreditation decisions.
<b>Accreditation Cycle</b>	A standard period (4 years) at the conclusion of which accreditation will lapse unless a comprehensive review is completed
<b>Accreditation Review</b>	An assessment completed by the RACP to determine and monitor compliance with the standards.
<b>Accreditation Review Panel</b>	A group of Accreditors which assess a Training Provider's compliance with the Standards and prepares an external assessment report which outlines their findings and recommendations.
<b>Accreditor</b>	A person trained to participate in external assessments of a Training Provider on behalf of the RACP.
<b>Capacity to Train</b>	The ability of Training Providers to deliver a breadth and depth of high-quality training so trainees, on entry to the profession, are competent and independent practitioners who perform their duties to a high standard.
<b>Commendation</b>	Formal acknowledgement by an Accreditation Committee of innovative and quality training practices.
<b>Condition</b>	A proviso attached to an accreditation decision when a Training Provider does not have substantial compliance with a standard and remediation is required in a defined time frame.
<b>Criteria</b>	Items or actions that are required to meet the Standards.
<b>External Assessment</b>	A stage of the accreditation cycle where an Accreditation Review Panel assesses a Training Provider's compliance with the Standards.
<b>External Assessment Report</b>	A report written by the Accreditation Review Panel for an Accreditation Committee which outlines the findings of the external assessment.

<b>External Validation (Accreditation) Report</b>	A report which outlines the final accreditation decisions made by an Accreditation Committee.
<b>Initial Accreditation</b>	A process a Setting or Training Network goes through to be accredited by the RACP, so they offer physician training.
<b>Physician</b>	A doctor who has completed further training in a medical specialty to diagnose and manage complex medical problems. A paediatrician is a physician who specialises in the treatment of infants, children, and adolescents.
<b>Proviso</b>	A qualification attached to the accreditation decision. This could be a condition and/or recommendation.
<b>Quality Initiative</b>	A quality improvement activity being completed by the Training Provider to improve training.
<b>Recommendation</b>	A proviso attached to an accreditation decision when a Training Provider has substantial compliance with a standard and improvements are required prior to the next comprehensive or focus review.
<b>Rotation</b>	Placement of a trainee within or across a service unit for a fixed period for the purposes of training.
<b>Self-assessment Report</b>	A report written by the Training Provider to the Accreditation Review Panel or Accreditation Committee which outlines their compliance with the Standards.
<b>Setting</b>	A separately constituted health service that is accountable for the coordination and delivery of physician workplace training for one or more RACP Training Programs
<b>Standards</b>	A collective term for criteria, requirements, and provisions.
<b>Supporting Documentation</b>	Documentation that demonstrates a Training Provider is compliant with the Standards.
<b>Trainee</b>	A Member who is registered with the RACP to undertake one or more Training Programs in the Adult Internal Medicine or Paediatrics and Child Health Division; Faculty and/or Chapter.
<b>Training Network</b>	A collective of Training Settings, with a formal agreement, that work together to manage and deliver an Integrated Training Program.
<b>Training Program</b>	An education program of the RACP's Division, Faculties and Chapters. The programs contain a set of Curricula standards and a learning, teaching and assessment programs.

**Training Provider**

A collective term for a setting and a Training Network

**Visit**

A collective term for an accreditation Review Panel undertaking an accreditation review onsite and/or by video and teleconferencing technology

**Workplace**

The place where work is carried out for a health service and includes any place where a trainee goes or is likely to go, while at work.