

Self-Assessment Form

Basic Training Accreditation (Network)

***Part A – Training Network***

***Paediatrics & Child Health***

**This form is for the accreditation of a Training Network in Paediatrics & Child Health**

**For completion by the Network Director of Paediatric Education**

September 2024

**Pursuing Excellence Together**

**Introduction**

The Royal Australasian College of Physicians (RACP) is recognised by the Australian Medical Council and the Medical Council of New Zealand as an education provider, and as such is responsible for developing and maintaining standards for physician workplace training in Australia and Aotearoa New Zealand.

The RACP Training Provider Accreditation Program determines and monitors standards for physician workplace training to attain a universally high standard of physician training. Through the accreditation program, Training Providers are assessed by accreditors using the Training Provider Standards and Basic Training Accreditation Requirements.

There are nine Standards organised under four themes:

* Environment and Culture
* Training Oversight
* Training Support
* Curriculum Implementation.

The themes represent workplace characteristics and training functions provided by an accredited Training Program to enable a trainee's achievement of independent professional practice. Each theme describes the outcome expected.

The Standards articulate the RACP's expectations for workplace training and are used to measure the overall quality of physician training provided.

The Requirements articulate the RACP's expectations for a Setting offering Basic Training in Paediatrics & Child Health.

# How to complete this form

The RACP accreditation Self-Assessment documentation consists of two parts:

* Part A – Training Network in Paediatrics & Child Health Overview
* Part B – Standards and Requirements.

This form is to be completed by a Network Director of Physician Education (NDPE) seeking accreditation of its Paediatrics & Child Health Network.

In completing Part A, provides NDPE contact details and a list of all Settings in the Network. Once Part A is complete, please move on to Part B.

If you need assistance completing the form, please contact us at [accreditation@racp.edu.au](mailto:accreditation@racp.edu.au) (Australia) / [accreditation@racp.org.nz](mailto:accreditation@racp.org.nz) (Aotearoa New Zealand).

**Responsibilities**

The RACP recommends that the NDPE who is responsible for the governance of a Network and its integrated Training Program is involved in the summary of evidence for the Standards be involved in the completion of this Self-Assessment Form.

The RACP acknowledges that Training Networks undertaking accreditation against the new Standards may not meet all the criteria or Requirements. This will be considered during decision making and the Training Networks could be given one cycle to transition to the new accreditation program. An interim monitoring process may be undertaken to support the Training Networks working towards the new Standards or Requirements.

**Relevant documents**

Before proceeding with completing the document, we suggest that the following documents are reviewed. The documents can be accessed on the RACP website:

* [Training Provider Standards](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4)
* [Training Network Principles](https://www.racp.edu.au/docs/default-source/about/accreditation/renewal/training-network-principles.pdf?sfvrsn=c50e0e1a_6)
* [Basic Training Accreditation Requirements for Paediatrics & Child Health](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)

# Training Network Overview

## Contact Details - Network Director of Paediatric Education

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| **Name** |  |  |
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| **Contact number** |  |  |
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| **Email** |  |  |
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## List of Settings in the Training Network

*Please list all the Settings in your Training Network delivering the Paediatrics & Child Health Basic Training Program.*

***Note:*** *If insufficient space, please attach a separate document using the same headings below.*

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| **Name of Setting** |
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Self-Assessment Form

Basic Training Accreditation (Network)

***Part B - Training Network***

***Paediatrics & Child Health***

**This form is for the accreditation of a Training Network in Paediatrics & Child Health**

**For completion by the Network Director of Paediatric Education**

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| September 2024 | Icon  Description automatically generated**Pursuing excellence together** |

**Introduction**

This form is to be completed by the NDPE seeking accreditation of its Training Network in accordance with the Training Provider Standards and Basic Training Requirements for Paediatrics & Child Health.

When completing the Part B document, a Training Network should assess for each of the Standard’s criterion and requirements by:

* providing a rating for each standard criteria and requirement
* providing a statement of compliance which aligns to the rating
* collecting documentation which supports the rating and compliance statement.

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| To guide the completion of the form, please refer to the notes in the [Training Provider Standards](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) and Basic Training Accreditation Requirements for [Paediatrics & Child Health](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0).  **Where no supporting documentation is specified, provision of documentation is optional.**  Please note that additional supporting documentation may be requested by the Accreditation Review Panel. |

Once the Part B document is completed by all relevant parties, insert the electronic signatures and submit the document in Word Format along with any supporting documentation to the RACP Training Accreditation Services at [accreditation@racp.edu.au](mailto:accreditation@racp.edu.au) (Australia) / [accreditation@racp.org.nz](mailto:accreditation@racp.org.nz) (Aotearoa New Zealand).

Any Self-assessment applications missing information or incomplete will be returned to the NDPE and accreditation will not proceed until completion is satisfactory. Once all information is received, Training Accreditation Services team will review and provide your application to an Accreditation Lead/ Panel to review.

# Rating Scale

The RACP uses a 3-point rating scale to assess performance across all the Standards and Requirements. The same rating scale is used by both the Training Provider and the accreditation team.

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| **Rating scale** | **Description** |
| **Not Met** | * There is little or no evidence available. * There are ineffective or no strategies, systems and processes in place resulting in the criterion not being met or at risk of not being met on multiple occasions. * The resources and commitment are non-existent or insufficient to   meet the criterion.   * There is little or no evaluation performed to improve meeting the criterion. |
| **Partially Met** | * There is a reasonable amount of documented evidence that may or may not be substantiated by verbal evidence (or vice versa). * Strategies, systems, and processes are not consistently applied or   adhered to, resulting in variable outcomes.   * The resources and commitment to implement and sustain the strategies, systems and processes may fluctuate. * Evaluation may not be carried out regularly and/or the results may   not be used to drive improvement. |
| **Met** | * There is a good amount of substantiated evidence to support the   criterion is being achieved.   * Strategies, systems, and processes have proven to be effective in meeting the criterion. * There are sufficient resources and commitment to ensure the   strategies, systems and processes put in place are sustainable.   * Evaluation is carried out regularly resulting in improved outcomes. |

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| ***TRAINING NETWORK NAME***: |

**THEME 1: ENVIRONMENT AND CULTURE**

**STANDARD 2: LEARNING ENVIRONMENT**

The environment and culture value learning and support training.

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| *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |

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| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **CRITERION 2.1**  Physicians embody the professional standards set out in the RACP Professional Practice Framework and are prepared to be involved in the training, education, and assessment of trainees. |  | (Please select one.) |  |  | (Please select one.) |
| **CRITERION 2.2**  The Training Provider seeks and responds to concerns about training from trainees and educators. |  | (Please select one.) | ***Optional***  Grievance process |  | (Please select one.) |

**THEME 2: TRAINING OVERSIGHT**

**STANDARD 3: GOVERNANCE**

The Training Provider has a systematic approach to training responsibilities and relationships.

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| *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |

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| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **CRITERION 3.1**  The Training Provider is committed to and responsible for supporting and delivering physician training. |  | (Please select one.) | ***Optional***  Management structure  Strategic plan  Training plan |  | (Please select one.) |
| **CRITERION 3.2**  The Training Provider has a training governance system which guides and oversees physician training. |  | (Please select one.) | ***Optional***  Training governance system |  | (Please select one.) |
| **CRITERION 3.3**  The Training Provider has determined the number of trainees it has in relation to its capacity to resource training and ability to deliver work and training experiences that align with the curricula. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 3.3.1**  The number of Basic Trainees allocated to a rotation does not exceed the rotation’s capacity to train. |  | (Please select one.) |  |  | (Please select one.) |
| **CRITERION 3.5**  The Training Provider has an  agreement with the RACP and other Training Providers with whom they work with to deliver training. |  | (Please select one.) |  |  | (Please select one.) |

**STANDARD 4: TRAINING MANAGEMENT**

The Training Provider manages staff, resources and structures to deliver best practice training.

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|  | *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |
| Information with solid fillDocument with solid fill | *Supporting documentation is required where this icon is displayed. List the supporting documentation that you are providing in the supporting documentation column.* ***Where the icon is not displayed, provision of supporting documentation is optional.*** |

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| Discrimination, bullying and harassment process. *Supporting documentation required.* | | | | *Accreditor only* | |
| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **CRITERION 4.1**  The Training Provider has a  physician-led structure with the authority, time, funding, and staff to plan, administer and deliver physician training. |  | (Please select one.) | ***Optional***  Training budget  List of training support staff (roles and FTE) |  | (Please select one.) |
| **CRITERION 4.3**  The Training Provider monitors and evaluates training to meet the Standards and improve training quality. |  | (Please select one.) | ***Optional***  Training evaluation process, reports, and improvements |  | (Please select one.) |
| **CRITERION 4.4**  The Training Provider communicates its clinical services and training opportunities. |  | (Please select one.) | ***Optional***  Communication pathways with trainee (potential and existing trainees) |  | (Please select one.) |
| **CRITERION 4.5**  Trainee recruitment, selection and appointment is fair, rigorous, documented and transparent. |  | (Please select one.) | ***Optional***  Trainee recruitment, selection, and appointment process |  | (Please select one.) |

**STANDARD 6: TRAINEE SUPPORT AND WELLBEING**

Trainees receive a fair, positive, and supportive training experience.

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| Information with solid fill | *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |

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| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **CRITERION 6.1**  A trainee is supported to maintain health and wellbeing and seek help if needed. |  | (Please select one.) | ***Optional***  Available resources to support trainee health and wellbeing  Process for identification, management, and support of trainee with a health concern |  | (Please select one.) |
| **CRITERION 6.2**  A trainee receives pastoral care, career advice, and information and support to transition between training stages, and to return to training following a career break. |  | (Please select one.) | ***Optional***  Approach to career advice |  | (Please select one.) |
| **CRITERION 6.3**  The Training Provider facilitates identification of mentors for trainees. |  | (Please select one.) | ***Optional***  Mentorship identification process |  | (Please select one.) |

**THEME 4: CURRICULUM IMPLEMENTATION**

**STANDARD 7: CURRICULUM DELIVERY**

The curriculum is implemented so trainees can achieve the learning outcomes and become independent, skilled physicians

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| Information with solid fill | *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |

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| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **REQUIREMENT 7.1.1**  The Training Provider provides experiential, social and formal learning opportunities which align to the Basic Training Program Curriculum. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 7.1.2**  The Training Provider ensures a trainee’s rotations align to the clinical experience requirements outlined in the Basic Training Program Curriculum. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 7.1.3**  The Training Provider enables a trainee to complete the required and recommended formal learning courses identified for each Phase of the Basic Training Program Curriculum. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 7.2.1**  The Training Provider provides an induction to the Training Program to a trainee within two weeks of commencing the Foundation phase of training. | Only complete this if you are delivering the new Basic Training Program | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 7.5.2**  The Setting ensures a rotation has formal learning opportunities aligned to the responsibilities required by the Department’s clinical service. |  | (Please select one.) |  |  | (Please select one.) |
| **CRITERION 7.8**  The Training Network delivers an Integrated Training Program which provides a trainee with the necessary work experiences and learning opportunities required to successfully complete the Training Program. |  | (Please select one.) |  |  | (Please select one.) |

**STANDARD 8: SUPERVISION**

A high standard of supervision is always provided to trainees.

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| **REQUIREMENT 8.1.1**  A Setting provides accessible clinical supervision 100% of the time a trainee provides service. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 8.1.2**  A Setting ensures there is onsite clinical supervision in an ambulatory setting when a Basic Trainees provides service. |  | (Please select one.) |  |  | (Please select one.) |

**STANDARD 9: FEEDBACK AND ASSESSMENT**

Trainees receive effective feedback and robust assessment.

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| Information with solid fill | *There are extensive notes to help you understand and complete each of this section. Please refer to the relevant sections of* [*Training Provider Standards*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-training-provider-standards-clinical-training-programs.pdf?sfvrsn=391fc91a_4) *and Basic Training Accreditation Requirements for* [*Paediatrics & Child Health*](https://www.racp.edu.au/docs/default-source/about/accreditation/basic-training/bt-accreditation-requirements-pch.pdf?sfvrsn=691fc91a_0)*.* |

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| **CRITERION/REQUIREMENT** | **STATEMENT** | **RATING** | **SUPPORTING DOCUMENTATION** | ***COMMENT*** | ***ACCREDITOR RATING*** |
| **CRITERION 9.1**  The Training Provider establishes that a trainee’s learning plan maps to the Curriculum and delivers work-based assessments. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 9.1.1**  The Training Provider facilitates  trainee completion of their Rotation Plans, Phase Plans, Learning Captures, Observation Captures, Rotation Report and Progress Reports. | Only complete this if you are delivering the new Basic Training Program | (Please select one.) |  |  | (Please select one.) |
| **CRITERION 9.2**  The Training Provider supports trainees to successfully complete their RACP assessments. |  | (Please select one.) |  |  | (Please select one.) |
| **REQUIREMENT 9.2.1**  The Training Provider provides  examination preparation activities for a trainee eligible to sit the RACP Written and Clinical Examinations. |  | (Please select one.) | ***Optional***  Examination preparation schedule |  | (Please select one.) |
| **REQUIREMENT 9.2.2**  The Training Provider offers clinical examination placements equal to or greater than the number of trainees it has who are eligible for the clinical examination. |  | (Please select one.) | ***Optional***  Local arrangements for the Divisional Clinical Examination |  | (Please select one.) |
| **CRITERION 9.3**  The Training Provider regularly  monitors a trainee’s performance and assesses their longitudinal progression by observing their patient care, taking account of work-based assessments, and obtaining informal and formal feedback from supervisors. |  | (Please select one.) | ***Optional***  Trainee performance and progression process |  | (Please select one.) |
| **REQUIREMENT 9.3.2**  The Training Provider uses Progress Review Panels to monitor trainees' performance, determine a trainee's progression status and their completion of the Training Program. | Only complete this if you are delivering the new Basic Training Program | (Please select one.) |  |  | (Please select one.) |
| **CRITERION 9.4**  The Training Provider has a clear process to identify, manage and support a trainee where there is a concern about their performance, progression, professionalism, or conduct. |  | (Please select one.) |  |  | (Please select one.) |

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| **Name - Network Director of Paediatric Education** |  |
| **Signature** |  |
| **Date** |  |
| To sign electronically, follow the instructions below:  1. Double click on the signature box.  2. You can choose to type, ink or select an image to use as your signature.  3. Click ‘Sign’. |  |

*End of Part B*