

Training Provider Accreditation Policy

Effective: 01 January 2020

1. Purpose and scope

- 1.1. The RACP and its specialist medical education and training programs are accredited in Australia by the Australian Medical Council (on behalf of the Medical Board of Australia) and in New Zealand by the Medical Council of New Zealand.
- 1.2. As an accredited specialist medical education and training provider, the RACP is required to have clear standards and processes to assess and monitor physician training providers and their training programs.
- 1.3. The RACP achieves this through its Training Provider Accreditation Program which provides the framework for assessment, recognition and monitoring of physician training providers.
- 1.4. This policy sets out how the RACP will assess, accredit and monitor training providers that deliver RACP training programs.
- 1.5. This policy applies to
 - 1.5.1. RACP bodies and delegates carrying out the RACP accreditation functions
 - 1.5.2. Training providers offering RACP training programs.

2. Accreditation of Training Providers

- 2.1. The RACP and training providers work in partnership to deliver physician training. Physician training is delivered in the workplace by training providers that are accredited by the RACP.
- 2.2. The RACP sets the curriculum standards and training requirements for its training programs. Training providers translate the curriculum content into a program of work-based learning that enables trainees to meet training requirements and complete assessments.
- 2.3. The RACP assess, accredit and monitor training providers and their training programs against the RACP Training Provider Standards to:
 - 2.3.1. ensure the delivery of a high quality and supported training experience which results in the development of competent physicians who provide safe and effective patient care

2.3.2. support training providers to undertake continuous review, quality improvement and educational innovation

2.3.3. recognise the expertise and achievements of training providers and programs.

2.4. The RACP will develop and publish provisions for:

2.4.1. the conduct, administration and management of the accreditation program

2.4.2. monitoring of accredited training providers and their training programs

2.4.3. accreditation outcomes

2.4.4. review and quality improvement of accreditation standards and processes.

3. Accreditation Principles

The RACP has established principles to underpin the RACP Training Provider Accreditation Program. The guiding principles for accreditation are:

- 3.1. **Quality improvement:** Accreditation is a quality improvement activity to help strengthen physician training. Improvement and excellence in training are acknowledged, and areas for improvement and unsatisfactory practice are identified for action.
- 3.2. **Focused on training:** The core focus of accreditation is workplace characteristics and training functions which influence the trainee's ability to achieve learning objectives of the relevant RACP training program.
- 3.3. **Supportive of patient safety and quality care:** Accreditation ensures training providers have adequate protections in place for patient safety and quality care extending beyond any risk trainees may pose to patients.
- 3.4. **Flexible:** Accreditation takes account of the diversity of RACP training programs, training providers, approaches to delivery of training, training environments and services.
- 3.5. **Proportionate:** Accreditation strikes a balance between advisory and regulatory functions. Recommended improvements are achievable, having regard to the training environment, risk and cost.
- 3.6. **Independent and accountable:** Accreditation decisions are consistent with assessment findings and independent from external and internal influences. They are clear, predictable, consistent, equitable, and fairly represented.
- 3.7. **Transparent:** Information about the accreditation process and outcome are published in the interests of openness and transparency.

- 3.8. **Effective and coordinated:** Accreditation is governed with a robust policy, a sustainable process and resources. Accreditation is streamlined and coordinated to minimise the administrative burden on training providers, and to optimise its effectiveness.
- 3.9. **Relevant:** Accreditation policy and process are regularly reviewed in consultation with stakeholders to ensure they are relevant and responsive to changes impacting physician training.
- 3.10. **Collaborative:** Accreditation is undertaken respectfully and collaboratively with timely and clear communication between the RACP, training providers, jurisdictions, educators and trainees. Trainee and educator perspectives are central to the accreditation process.

4. Roles and responsibilities

4.1. RACP

The RACP determines the curricula standards and training requirements for each RACP training program and supports the delivery of quality physician training with policies, standards, guidelines and resources.

In relation to the accreditation of training providers, the RACP will:

- 4.1.1. adhere to its principles and documented process for accreditation of training providers
- 4.1.2. regularly review its accreditation program with a focus on continuous improvement
- 4.1.3. recognise and accredit eligible rotations, training programs and training providers for physician training when RACP standards are met
- 4.1.4. respect each training provider's autonomy in determining how it organises and delivers physician training in response to its specific operating environment and context
- 4.1.5. assist training providers participating in accreditation by providing clear and accessible information about the process and supporting resources
- 4.1.6. facilitate the participation of trainees and educators in the accreditation process
- 4.1.7. work collaboratively with training providers

4.2. Training Providers

A training provider is responsible and accountable for the organisation and delivery of RACP training within its institution. In relation to accreditation, the training provider will:

- 4.2.1. determine how it will deliver the relevant RACP curricula and meet RACP Training Provider Accreditation Standards within its specific operating environment and context
- 4.2.2. cover relevant costs associated with delivery of RACP training and accreditation
- 4.2.3. assign trainees to accredited training rotations
- 4.2.4. actively participate in the accreditation program
- 4.2.5. demonstrate a commitment to physician training and continuous improvement of its training program(s)
- 4.2.6. comply with RACP policies and processes
- 4.2.7. work collaboratively with the RACP

5. Definitions

5.1. Curriculum

A statement of the intended aims and objectives, content, assessment, experiences, outcomes and processes of a program, including a description of the structure and expected methods of learning, teaching, feedback and supervision. The curriculum should set out the knowledge, skills and professional qualities the trainee is to achieve. This is distinguished from a syllabus, which is a statement of content to be taught and learnt.

5.2. Network

A collective of training settings with a formal agreement, that work together to coordinate the delivery of an entire training program.

5.3. Rotation

Placement of a trainee with a service for a fixed time for the purposes of training.

5.4. Setting

A separately constituted health service that is responsible for the governance, administration and financial management of a service unit(s) providing health care and training.

5.5. Training Provider Accreditation Program

A program of self and external assessment, validation, reporting and monitoring to recognise that a training provider's workplace training program meets defined RACP standards.

5.6. Training Provider Standards

Statements which describe to training providers the required level of workplace training performance.

5.7. Training Provider

An institution that coordinates and delivers workplace training, it is either a setting or network.

6. Related documents

- 6.1. Training Provider Accreditation Program
- 6.2. Training Provider Standards
- 6.3. Training Provider Accreditation Requirements
- 6.4. Training Provider Accreditation Process

7. Policy responsibility, approval and review

Responsible department: Education, Learning and Assessment
College Education Committee approval date: November 2019
Review year: 2022

8. Policy revision history

Version	Date effective	Approved by	Revision history
v1	01 January 2011	College Education Committee (CEC)	New policy
v2	01 January 2020	CEC	Full Revision