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# Basic Training Accreditation Decision Framework

**For Adult Internal Medicine and  
Paediatrics & Child Health**

Version 1.1

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Pursuing Training Excellence



## Introduction

The RACP is recognised by the Australian Medical Council (AMC) and the Medical Council of New Zealand (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 has accreditation standards to articulate its expectation for workplace training and accreditation requirements to outline expectations unique to each training program, including Basic Training programs.

A Basic Training program accreditation decision is made by RACP accreditation committees and informed by interviews, supporting documentation, tours, survey feedback and/or observations of trainees. It contains several components:

- Accreditation determination
- Length of accreditation
- Timing and type of next reviews
- Classification
- Training Program delivery duration
- Capacity to train
- Provisos
- Rotations<sup>1</sup>

## Purpose

The purpose of this document is to outline the Accreditation Decision Framework applied to training programs during a comprehensive and focus review of a Basic Training program.

## Scope

This document outlines the eight components of the accreditation decision to be made by an accreditation committee following a comprehensive or focus review of a Basic Training program.

## Applicability

This process applies to Training Providers, the RACP, and the RACP bodies and delegates managing accreditation and determining accreditation decisions.

## Relevant Materials

This document should be read in conjunction with:

- Training Provider Standards
- Accreditation of a Training Provider
- Basic Training Accreditation Requirements for Adult Internal Medicine (AIM)

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<sup>1</sup> The timing of rotation accreditation is not yet determined.

- Basic Training Accreditation Requirements for Paediatrics & Child Health (PCH)
- Basic Training Program Classification

## Principles

The RACP will:

- be guided by procedural fairness.
- provide advice on this process.

# Basic Training Accreditation Decision Framework

## Training Program

When accrediting a Basic Training Program, RACP accreditation committees will reach a decision on the following:

### 1. Accreditation determination

- Accredited
- Accredited with condition
- Accredited provisionally<sup>2</sup>
- Accredited provisionally with condition
- Accreditation not achieved
- Accreditation withdrawn
- Accreditation lapsed

### 2. Length of accreditation

The number of months and/or years before a training program requires further accreditation.

### 3. Timing and type of next reviews

- The need and timing date of a periodic review
- The date when further accreditation is required. This can be a Comprehensive or Focus Review

### 4. Classification

- Training Network Provider
- Principal Training Program in a Training Network
- Adjunct Training Program in a Training Network
- Principal Training Program not in a Training Network
- Adjunct Training Program not in a Training Network

### 5. Training program delivery duration

Outlines the minimum and maximum length of time a trainee can participate in a training program at a Setting. This is determined by:

- The number of available rotations<sup>3</sup>
- Training requirements
- Provision of Divisional Clinical Examination

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<sup>2</sup> For newly accredited Training Providers the decision to accredit them provisionally and with conditions can occur.

<sup>3</sup> The timing of rotation accreditation is not yet determined

## **6. Capacity to Train**

The number of trainees who can participate in the training program at one time.

## **7. Proviso**

A qualification attached to the decision is optional for the Accreditation Committee. However, once attached to a decision it is not optional for the Training Provider to address. A proviso can be a

- condition and/or
- recommendation.

## **8. Rotations<sup>4</sup>**

The appropriate breadth, depth and mix of rotations for basic training with appropriate supervision and required documentation.

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<sup>4</sup> Rotation information collection will begin from 2021

## 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>Accredited Provisionally</b>	An accreditation status given to a Training Provider who has successfully completed initial accreditation and has permission to commence training. Accreditation is provisional on the training meeting the expectations outlined by the training provider in the initial accreditation process. Where it does not, accreditation can be withdrawn straight away. A Training Provider is provisionally accredited for 12 months.
<b>Accreditation Requirement</b>	An item or action unique to a training program that are required to meet the Standards.
<b>Adjunct Training Program</b>	A Training Program which delivers part of the learning and teaching program of the curriculum with the support of a Principal Training Program.
<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>Classification</b>	A framework which describes the provisions used to determine the time and/or type of training a training program can provide.
<b>College Education Committee (CEC)</b>	The College's peak body responsible for developing and overseeing College-wide education policy and approving both new and amended training and education programs. The purpose of the CEC is to ensure consistent quality of education and training across all College training programs in Australia and Aotearoa New Zealand, with overarching responsibility for education policy, philosophy, and principles.
<b>Comprehensive Review</b>	An accreditation review which assesses all the Standards and Requirements a Training Provider is responsible for.

<b>Condition</b>	A qualification 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>Focus Review</b>	An accreditation review which assesses a subset of the Standards and Requirements a Training Provider is responsible for.
<b>Periodic Review</b>	Assesses whether a Training Provider is maintaining compliance with the standards and progressing its recommendations and quality initiatives.
<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>Principal Training Program</b>	A Training Program which delivers a substantial part of the learning, teaching and assessment programs of the curriculum.
<b>Proviso</b>	A qualification attached to the accreditation decision. This could be a condition and/or recommendation.
<b>Recommendation</b>	The Training Provider has substantial compliance with a standard and the RACP requires improvements prior to the next comprehensive review to achieve compliance.
<b>Rotation</b>	Placement of a trainee within or across a service unit for a fixed period for the purposes of training.
<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 registered medical practitioner who is undertaking a training program provided by the RACP to gain Fellowship in a RACP Division, Faculty or Chapter.
<b>Training</b>	This is the ongoing, workplace-based process by which experience is obtained, constructive feedback provided and learning outcomes achieved.

<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>	Is any education program of the RACP's Divisions, Faculties and Chapters. This includes the RACP set of Curricula standards and learning, teaching and assessment programs.
<b>Training Provider</b>	A collective term for a Setting and a Training Network.
<b>Workplace</b>	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.