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# Acknowledgement of Country

The Australian Medical Council (AMC) acknowledges the Aboriginal and/or Torres Strait Islander Peoples as the

We acknowledge and pay our respects to the Traditional Custodians of all the lands on which the AMC works,

commits to working together with

assessment and accreditation processes including equitable access to health s

We note that the language to refer to so many separate and diverse Nations is viewed differently and wish to note that the language choices made in these standards referring to these many Nations are not intended to diminish the individual and unique ident



The AMC works in partnership with the U # V – U # V – in definition of cultural safety u definition is relevant to all people and contexts:

Cultural safety is

"The need for doctors to examine themselves and the potential impact of their own

"The commitment by individual doctors to acknowledge and address any of their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics

# Introduction

## Specialist medical college accreditation of training settings

### Australia

The Medical Board of Australia registers specialist medical practitioners in Australia under the Health Practitioner Regulation National Law, to ensure practitioners have the necessary knowledge, skills and professional attributes to practise in a recognised specialty in Aust

The Medical Board of Australia has appointed the Australian Medical Council (AMC) as its accreditation authority to assess specialist medical colleges and accredit their specialist medical training programs in Australia which lead to qualifications for practice in recognised medical specialties

### Aotearoa V

u 'U # 'V - registers doctors who are competent and fit to practise medicine in a vocational scope of practice in ° V -

u 'U # 'V - ° U # recognising specialist medical training programs in Aotearoa V - 'u ° U # 'U # 'V - -national training programs of specialist medical colleges

#

o the extent to which a college meets it = u

the extent to which a college meets it = u  
Nothing in these model standards is intended to create additional legal responsibilities for colleges or training providers – rather, it is intended that application of the model standards will result in training providers evidencing how they meet their legal

Accreditation can foster communication and be the foundation for engagement, continuous quality u









# Domain 1 Trainee health and welfare

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Standard 1.1 Training takes place in a learning environment that supports trainee health and welfare.

## Criteria

1.1.1 Effective processes are implemented for trainees to raise concerns, grievances and complaints about matters affecting their training. Trainees are informed of these and feel safe to use them

### Intent

Colleges should assess whether there are mechanisms available for trainees to raise concerns, grievances or complaints about any matter affecting their training to the training provider.

Colleges also have obligations to consult, cooperate and coordinate actions with training providers to reduce

1.1.3 There is a positive learning environment that fosters respect, diversity, inclusion, and cultural safety for trainees of diverse backgrounds.

**Intent**

Colleges should assess whether there is a positive, supportive and inclusive learning environment for all trainees, and identify factors that may either contribute to, or detract from, the learning environment where trainees carry out their day-to-day duties and identifying factors that may either contribute to, or detract from,

1.1.4 Risks to the cultural safety of Aboriginal and/or Torres Strait Islander and anaged, and recorded.

may be impacting the learning of trainees and/or . . . . . This involves assessing the training setting's proactive strategies (for example, rostering safe working hours, the use of rostering best practice guidance) as well as mechanisms to identify, monitor and manage risks when they do arise ( . . . , monitoring of unrostered overtime) Management of risks involves eliminating the risk where this is reasonably practicable

Colleges









as these are often governed by the training provider's own policies. However,

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The *Ngā paerewa Health and disability services standard* for Aotearoa V – hospitals, primary care services and other healthcare services

National General Practice Accreditation Scheme for Australian general practices

*(Optional for colleges with training networks)*

2.1.7 The training provider engages with structures such as training networks and programs, to ensure overall training program outcomes can be achieved.

### Intent

Where there are training structures with more than one setting (for example networks, programs), colleges should assess whether the training provider adequately engages with the relevant structures and is meeting its responsibilities under those structures

Standard 2.2 Trainees receive appropriate and effective supervision.

## Criteria

2.2.1 There is effective clinical supervision of trainees to support them to achieve the training program outcomes and to protect patient safety.

### Intent

Colleges should assess whether trainees are supervised effectively in their day-to-day activities both to support their ongoing learning and the safe This involves assessing the outcomes of the supervision process whether trainees have been required to work beyond their competence # should allow for flexibility in how supervision

2.2.2

Note: Colleges also have a role in providing feedback to trainees and providers share trainee and supervisor feedback may be relevant to the

How colleges and training

2.2.3 Trainees having difficulty in meeting the requirements of the training program are identified and appropriate support measures are available and promoted.

**Intent**

Colleges should assess whether there are appropriate supports for trainees who are struggling to meet training milestones. This involves assessing the training setting's commitment to identifying trainees in difficulty and to providing them with

Methods of identifying trainees in difficulty will

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supervisors is also relevant to this criterion, including opportunities for trainees, the Director of Training (or equivalent), and other relevant people

Colleges should assess whether the training provider supports supervisors in professional development opportunities related to appropriate workplace behaviour, cultural safety, cultural competence and, in

The support provided should be appropriate to the size and nature of the training setting and commensurate to the potential harm to trainees. Support may be formal or informal, including professional development activities, provision of time to undertake supervision and supervisor fora. Note: Colleges also have a role to play in supporting supervisors

## Standard 2.3



# Domain 3 Educational and clinical training opportunities

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Standard 3.1

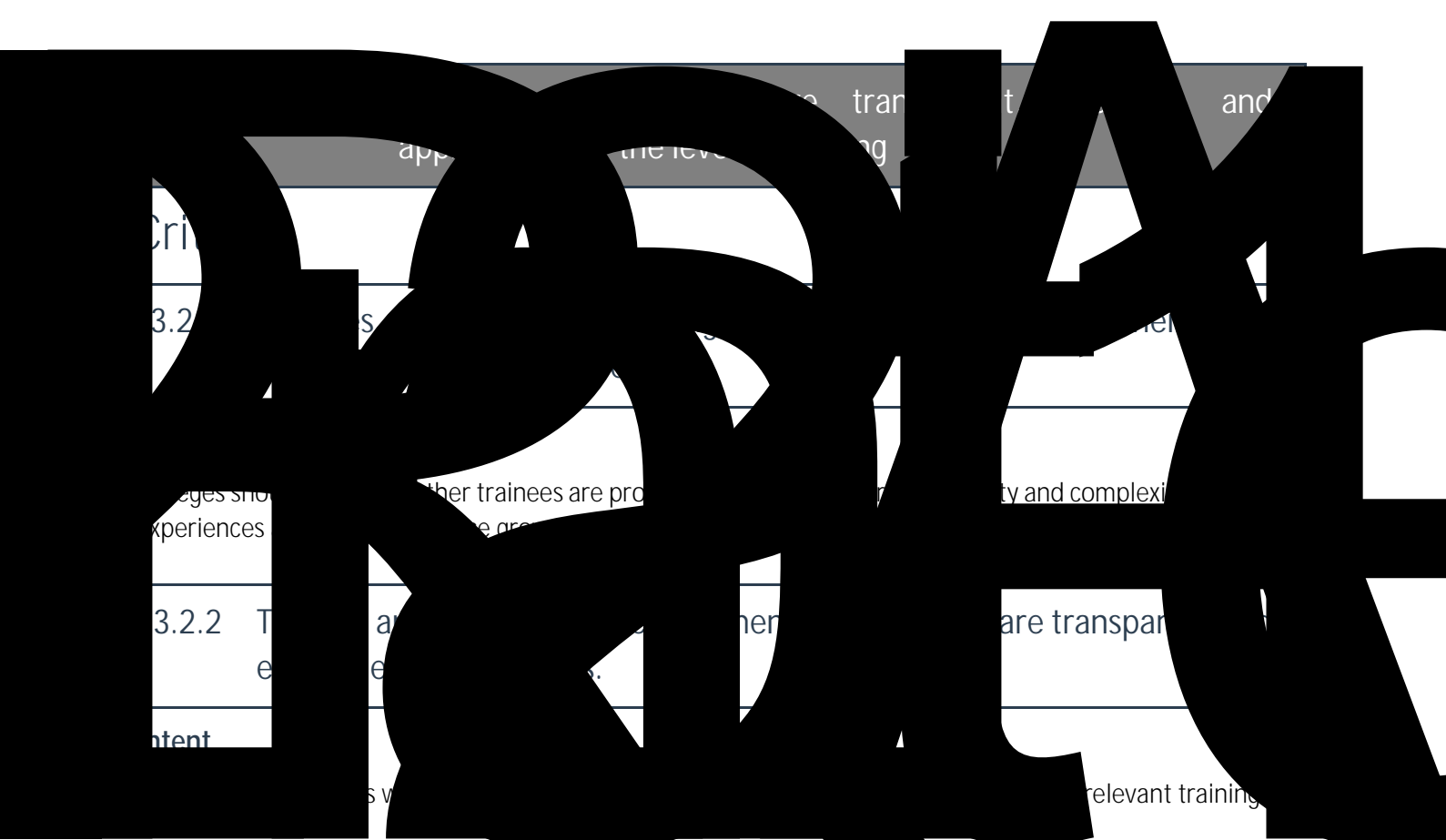
Trainees are provided with the appropriate depth, volume and variety of clinical and other learning experiences. (4.7n 0h



3.1.4 Trainees are given experience working in multi-disciplinary teams and/or settings.

**Intent**

Colleges should assess whether trainees are provided with opportunities to engage in multi-disciplinary care relevant to the training setting. Examples include working within a multi-disciplinary team, rotations to terms in other specialities, exposure to supervisors from other specialities or non-medical supervisors, attendance at multi-disciplinary meetings, working in multi-disciplinary primary care settings and working with care



# Domain 4 Educational resources, facilities and equipment

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Standard 4.1 Trainees have access to appropriate educational resources and facilities necessary to achieve the learning outcomes.

## Criteria

4.1.1 Trainees have access to an appropriate quiet space with adequate internet access for their learning.

### Intent

Colleges should assess whether trainees have reasonable access to spaces at, or near, the training setting that support them to meet

The spaces and access will depend on the size and nature of the training setting, the number of trainees needing to access those spaces and what can reasonably be expected from the type of

Note: Colleges should avoid specifying the type or size of facilities that must be made available. Providers should have flexibility to demonstrate how the training setting supports trainee study and learning.

4.1.2 Trainees have access to educational resources that support their learning.

### Intent

Colleges should assess whether educational resources are available to support trainees to meet the training program. This involves assessing the resources and their accessibility in the context of the individual training

The suitability of educational resources will depend on the size and nature of the training setting, the requirements of the training program and the needs of the trainees. Colleges should assess the availability of resources and their accessibility in the context of the individual training

# Evidence supporting assessments and decisions

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## Guiding principles on the identification and use of evidence

Assessments should follow these guiding principles:

Standards and criteria should be assessed based on relevant evidence

College accreditation teams should look at multiple sources of evidence where available and

Colleges should clearly articulate what evidence training providers need to provide 'up froT0132 (T08 (o)122m0 T



<b>B: Evidence that might be sourced by the college/accreditation team</b>		
12	Previous accreditation and/or monitoring reports	The previous accreditation report (for training providers seeking reaccreditation) and any subsequent
13	Survey data	Data from relevant surveys of trainees and supervisors for example, the Australian Medical Training Survey (MTS) and/or
14	e-Portfolio or logbook data	Relevant data from college systems containing information on trainee activities, including (where applicable) the completion of workplace-
15	Documented complaints or other information received about a training provider/setting	Any documented complaints or other information relevant to the delivery of the training program that the college has
16	Information from interviews	Interviews with trainees, supervisors, the Director of Training or equivalent, heads of department, administrative staff and other
17	Information from yarning circles or wananga feedback	Culturally appropriate opportunities to gather feedback from experts, supervisors,
18	Information from visits to training setting	An in-person or virtual visit to a training setting to examine the