

Consultation draft

Model Procedures

for 'specialist medical college accreditation of training settings'

September

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Introduction

Specialist medical colleges must have a clear process and criteria to assess, accredit and monitor facilities, posts and programs as training settings. The process and criteria must be linked to the outcomes of their specialist medical program¹.

This procedure document:

- x outline the steps the <name of medical college> follows to accredit training settings.
- x provide training settings with clear guidance on how the accreditation assessment works.
- x should be read in conjunction with the <name of medical college> Accreditation Standards ([Collegeto add hyperlink to standards do on website](#)).

Context of Accreditation

Accreditation of training settings takes place in the context of a joint endeavour between colleges, training providers, their training settings, and governing health departments, in which all parties have the shared goal of achieving high quality specialist medical training that is responsive to the needs of the communities of Australia and Aotearoa New Zealand.

The context in which accreditation takes place is complex. It involves different legislative environments across Australia and in Aotearoa New Zealand, a variety of training settings, and parties that have multiple obligations. When engaging in accreditation, colleges, training providers and their settings, and health departments should acknowledge this complexity and respect each party's wider obligations. These include the maintenance of high standards in specialist medical

Glossary

Accredited	Official college approval that a specialist medical training setting has met/substantially met the required accreditation standards.
Accreditation standard	Defines the outcome that must be achieved at the training setting.

1. Accreditation process overview

Figure 1 shows an overview of the steps in the accreditation process (Colleges may use this diagram, amend it or add their own diagram)

2. Roles and responsibilities

The following groups are involved in the accreditation process:

Role	Accreditation responsibilities
College to update terminology/add other groups as relevant	College to amend/update below based on own

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College to update terminology/add other groups as relevant	College to amend/update below based

The Accreditation Team

Supervisor and other relevant staff interviews will form the bulk of the visit for a setting seeking to become accredited. The Accreditation Team will explore the reasons for seeking accreditation and confirm the college's expectations for the training program.

Trainees will also be interviewed where a setting is being reaccredited. The Accreditation team will focus on reviewing how the training program has been running and any improvement0TD0Tc<0003>T560TDt5D0Tc<0003>Tj/TT564r.6

Accreditation outcomes

The period for which accreditation will

Decision	Alignment to risk framework	Duration of risk
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12. Trainees impacted by accreditation being revoked


The college will work with the relevant training setting/training provider to develop a plan for impacted trainees and any other relevant matters as soon as the setting/provider receives the draft report outlining there is a possibility of accreditation being revoked. The plan will consider how any actions resulting from the accreditation being revoked will impact on the service delivery obligations of the training provider.

Note: this aspect of the model procedure may be updated once work on Recommendation 13 of the NHPO report has further

15. Monitoring

Once accreditation has been granted, all training settings will be monitored.

Monitoring:

- x ensures a training setting is continuing to comply with the standards
 - x ensures the training setting is progressing towards meeting any conditions (the type and frequency of monitoring requirements will depend on the assessment of risk associated with non compliance with the standards – see Section 8)
 - x helps detect any potential new issues between accreditation assessments
 - x provides proactive guidance to training settings experiencing challenges
 - x identifies and acknowledges high performing settings.
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Monitoring outcomes

The Accreditation Committee will review information gained from monitoring activities and decide if the risk rating of a criterion should be reviewed. The Committee may also ask for more information or activities to help inform decisions.

After the review, the Accreditation Committee may change the training setting's accreditation status.

Where a review finds that all criteria are now 'met', the training setting will move from 'conditionally accredited' to 'accredited'.

Where a review finds that one or more criterion that were previously met are now 'substantially met' or 'not met', or the college is not satisfied that conditions are being addressed within the timeframe specified in the report, a risk assessment will be completed (section 8). The risk assessment result will inform next steps, which may include imposing further conditions, changing

19. Staff training

All Accreditation Committee and Accreditation Team members will receive training from the college to ensure accreditation processes and policies are understood and delivered appropriately. College to describe here what training they offer (e.g what accreditors need to attend).

Training setting staff and trainees can access the following resources about the accreditation process:

- x College to add any relevant resources such as FAQs, learning modules developed – if none available, delete this paragraph.

20. Further information

If you have any questions or need more information about accreditation, please contact:

(Name and Role for Manager of Accreditation or similar, be general)

Appendix A – Indicative site visit schedule

Collegeto add

Appendix B – Accreditation decision making flowchart

New settings

Existing settings

Appendix C – College accreditation report template

Collegeto add – should be updated to reflect model template and guidance

