

Accreditation reports – Guidance for specialist medical colleges

on the purpose and format of training setting reports and example accreditation
report template

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1. The purpose of an accreditation report

In the context of specialty medical training, it is considered that:

- The **purpose of accreditation** is to ensure compliance with the minimum acceptable standards required to be met by a training setting to enable trainees to obtain the knowledge, skills and professional attributes necessary to practice the relevant specialty in Australia.
- The minimum acceptable standards are those that are **documented and made publicly available** by the college that must be met by training settings in order to be accredited.
- The **accreditation process** is a systematic assessment of a training setting's compliance with the standards to inform a decision as to whether or not accreditation should be granted and on what conditions.

It is therefore considered that:

The **purpose of an accreditation report** is to:

- (a) **Document the assessment** made regarding the training setting's compliance with each of the accreditation standards;
- (b) **Inform** the legal entity responsible for the training setting of the college's decision as to whether accreditation is granted, for what period of time and on what conditions;
- (c) **Provide reasons** for the college's decision, based on its assessment against the standards;
- (d) **Provide relevant dates** upon which decisions take effect (for example, the date the reaccreditation decision applies from or the date from which accreditation is revoked); and
- (e) Provide details of how a site, post or network may **seek a review** of an accreditation decision.

It is important to note that the process of accreditation and the subsequent report consider whether a training setting is accredited to deliver the college's program of study and do not reflect an assessment of health service delivery or patient care.

The accreditation report is the best evidence to demonstrate that a college accreditation process was thorough, structured, appropriate and fair. In the event that an accreditation decision is challenged, a structured accreditation report which clearly sets out the outcome of an assessment against documented standards and related evidence will be an important artefact to defend the college's decision and approach.

2. Format of an accreditation report

Specialist medical training setting accreditation reports should include the following:

Core components of an accreditation report

Specialty medical training setting accreditation reports should:

- (a) Identify and document for each standard and criterion/requirement if it has been met or otherwise.
- (b) Where a standard and/or criterion/requirement has not been met, clearly document the reason for this assessment.
- (c) Provide an overall accreditation outcome that is based on the assessment of compliance against the standards and reasons for that decision.
- (d) Clearly identify any conditions imposed on accreditation, including any associated reporting or monitoring requirements.
- (e) Identify relevant dates (the period for which accreditation is granted/not granted; date of effect of decisions such as where accreditation is revoked, dates by which conditions must be met etc.).

Optional components of an accreditation report

Specialty medical training setting accreditation reports might optionally:

- Record other information about the training setting such as the type of facility, clinical casemix, workforce and skills mix etc., where this is relevant to the training environment and accreditation standards.
- Provide commendations for exemplary practice or achievements.
- Make other recommendations for improvement where these are not a specific requirement of accreditation.

Accreditation reports where possible should not identify individuals by name and those drafting the reports should be cognisant of privacy and confidentiality considerations.

3. Example accreditation report template

*This document is provided to demonstrate the **core elements** of what a specialty medical training setting accreditation report should contain. Specialist medical colleges may wish to use this as a template and add or amend sections as relevant to their college, for example additional sections that outline the type of facility, clinical casemix etc. Accreditation reports should provide a professional and respectful summary of findings.*

Note that this example template may be updated from time to time to reflect identified improvements in good practice, to take account of feedback received from colleges and other stakeholders and to reflect any future agreement on standardised accreditation practice (for example to include agreed accreditation terminology/nomenclature).

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PART 1 – REPORT OVERVIEW

Report details

Training setting being accredited:	
Training program/specialty/subspecialty:	
Date of report:	
Report version	<i>e.g. v1 v2, draft, final etc.</i>

Accreditation outcome

Accreditation decision	<i>e.g. accredited, accredited with conditions, not accredited</i>		
Conditions attached to the accreditation decision			Date for review
Ref			
Duration of accreditation			
Effective date	<i>Note the date from which the decision is effective e.g. if accreditation is revoked from which date</i>		
Date of next review/assessment			
Monitoring / reporting requirements			

Summary of accreditation assessment (see Part 2 for further detail)

Standard / Criterion / Requirement		Met	Met with Conditions	Not Met
1		X	X	X
2				
3				
4				
5				

Summary of reasons for overall accreditation decision

This should include the reason for the finding based on the assessment against the standards.

The rationale for college's decision that accreditation be revoked is required, for example, the college has brought the training setting's failure to meet accreditation standards to the attention of the site on [dates] and no/insufficient remediation action has been reported or been effective as of [date].

Reasons for the accreditation decision should be grounded in the assessment against standards and be supported by evidence. Reasons should be presented in a factual and professional manner.

[Examples to be updated following consultation of model standards and procedures]

Summary of other key findings

Provide a summary of other information relevant to the accreditation assessment and decision. This might include identifying areas of exemplary practice or commendation.

Accreditation assessment team and sites visited

Name	Role

Site(s) / location(s) visited	
Date of site / location visit(s)	

Process to request a review of the accreditation decision

Outline how the report recipient can request a review of an accreditation decision including links to any relevant policy, procedure or forms. Note that aligned to the National Law, where accreditation is not granted the education provider must be provided with 30 days to request a review of the decision.

Include details of how (if the report recipient is dissatisfied with the way in which the accreditation process was undertaken or how the decision was arrived at) they can also make a complaint to the National Health Ombudsman via their website <https://www.nhpo.gov.au/ombudsman-complaints>

PART 2 – ASSESSMENT AGAINST STANDARDS

Standard / Criterion / Requirement		Assessment	Key Findings ¹	Conditions	Recommendations
1	Standard 1:	<i>e.g. Met, Substantially Met. Not Met</i>			
1.1					
1.2					
<i>Other relevant information:</i> <i>e.g. commentary, areas of commendation etc.</i>					
2	Standard 2:				
2.1					
2.2					
<i>Other relevant information:</i>					
3	Standard 3:				
3.1					
3.2					
<i>Other relevant information:</i>					

¹ Note that where a standard, criteria or requirement has been met 'Key Findings' do not need to be documented.

Where a standard, criteria or requirement is not met or substantially met a comment should be provided to explain why this assessment has been made

Standard / Criterion / Requirement		Assessment	Key Findings ¹	Conditions	Recommendations
4	Standard 4:				
4.1					
4.2					
Other relevant information:					
5	Standard 5:				
5.1					
5.2					
Other relevant information:					

Appendix A – Glossary of terms used in this report

Term	Definition
<i>e.g. Condition</i>	<i>A qualification attached to the granting of accreditation at a training setting which requires action within a defined timeframe.</i>
<i>e.g. Recommendation</i>	<i>A non-mandatory action to improve trainee experience and/or outcomes at the training setting.</i>
<i>e.g. Commendation</i>	<i>A training setting's area of strength relevant to the delivery of the training program.</i>

Appendix B – Accreditation ratings used in this report

Finding	Definition
<i>e.g. Met</i>	<i>e.g. The requirements of the standard have been demonstrated in all circumstances and supported by comprehensive documentation and consistent other evidence.</i>
<i>Substantially met</i>	
<i>Not met</i>	

Appendix C – Relevant information about the site

Medicine in the 21st Century

Appendix D – List of meetings held which informed accreditation assessment

Meeting	Details
	<i>Provide details of any meetings or discussions held which informed the accreditation assessment and decision. This need not identify individuals by name but may reference groups or roles e.g. (x number of trainees were interviewed)</i>

Appendix E – Reference list of conditions and recommendations

Conditions		
Ref	Condition	Date for Review
Recommendations		
Ref	Recommendation	

