Model report template

Specialist medical college accreditation of training settings

June 2025

v2.0

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*This documented is provided to demonstrate the* ***core components*** *of what a specialist 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, or amend their existing templates to ensure core components are included.*

# Part 1 – Report Overview

## Report details

|  |  |
| --- | --- |
| Training setting being accredited |  |
| Training program/specialty/ subspecialty |  |
| Date of report |  |
| Report version | *e.g. draft/final* |

## Accreditation outcome

|  |  |  |
| --- | --- | --- |
| Accreditation decision | ***New Settings:***[ ]  Provisionally accredited[ ]  Not accredited (refused) | ***Existing Settings:***[ ]  Accredited [ ]  Conditionally accredited[ ]  Not accredited (revoked) |
| Effective date |  |  |
| Duration of accreditation |  |  |
| Conditions attached to the accreditation decision | To be met by |
|  |  |  |
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|  |  |  |
|  |  |  |
| Recommendations | Commendations |
|  |  |  |  |
|  |  |  |  |
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| Monitoring/reporting requirements |  |

## Summary of accreditation assessment

(see Part 2 for further detail)

*Note this section is optional and can be removed if not required.*

|  |  |  |  |
| --- | --- | --- | --- |
| Standards  | Met | Substantiallymet | Notmet |
| Domain 1 Trainee health and welfare |  |
| 1.1 | Training takes place in a learning environment that supports trainee health and welfare*.*  | #/10[[1]](#footnote-2) | #/101 | #/101 |
| Domain 2 Supervision, management and support structures |
| 2.1 | Clear governance structures support the delivery of effective education and training. | /7 | /7 | /7 |
| 2.2 | Trainees receive appropriate and effective supervision. | /5 | /5 | /5 |
| 2.3 | Trainees are supported in delivering quality patient care, including culturally safe care. | /3 | /3 | /3 |
| Domain 3 Educational and clinical training opportunities |
| 3.1 | Trainees are provided with the appropriate depth, volume and variety of clinical and other learning experiences. | /4 | /4 | /4 |
| 3.2 | Learning opportunities are transparent, equitable and appropriate for the level of training. | /3 | /3 | /3 |
| Domain 4 Educational resources, facilities and equipment |
| 4.1 | Trainees have access to appropriate educational resources and facilities. | /2 | /2 | /2 |
| 4.2 | Trainees have access to appropriate clinical equipment. | /1 | /1 | /1 |

## Summary of reasons for accreditation decision

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## Summary of other key findings

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| --- |
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## Accreditation assessment information

|  |
| --- |
| Assessment Team |
| Name | Role |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Setting(s) visited |  |
| Date of visit(s) |  |

## Process to request a review of the accreditation decision

|  |
| --- |
| *Provide details of the college process for a training setting requesting a review of the decision. This should be standard wording in each report template (not for the accreditation team to add)* |

# Part 2 – Assessment against the standards

| Domain 1 Trainee health and welfare |
| --- |
|  Standard / Criterion / Requirement | Assessment | Notes on findings*Where the assessment is ‘Substantially met’ or ‘Not met’, explain why the standard/criterion has not been fully met. Explain reasons for recommendations or commendations* |
|  | MET | SUBSTANTIALLY MET | NOT MET |  |
| **1.1** | **Training takes place in a learning environment that supports trainee health and welfare*.***  |
| 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. |[ ] [ ] [ ]   |
| 1.1.2 | Risks to trainees regarding bullying, harassment, discrimination, racism and other unlawful or unacceptable workplace behaviours are identified, investigated, managed and recorded. |[ ] [ ] [ ]   |
| 1.1.3 | There is a positive learning environment that fosters respect, diversity, inclusion, equity and cultural safety for trainees of diverse backgrounds. |[ ] [ ] [ ]   |
| 1.1.4 | Risks to the cultural safety of Aboriginal and/or Torres Strait Islander and Māori trainees are identified, managed and recorded. |[ ] [ ] [ ]   |
| 1.1.5 | Risks to trainees associated with fatigue and volume of work are identified, managed and recorded. |[ ] [ ] [ ]   |
| 1.1.6 | Trainees can access leave arrangements, including leave to fulfil community cultural obligations, in accordance with employment and/or appointment conditions.  |[ ] [ ] [ ]   |
| 1.1.7 | Trainees can access flexible working arrangements in accordance with employment and/or appointment conditions. |[ ] [ ] [ ]   |
| 1.1.8 | Trainees who have had a break in training are supported in their return to training. |[ ] [ ] [ ]   |
| 1.1.9 | Reasonable adjustments for trainees with disabilities are provided, in accordance with legislative requirements and employment and/or appointment conditions. |[ ] [ ] [ ]   |
| 1.1.10 | Trainees have access to resources that support their health and welfare. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  |  |  |
|  | Recommendations | Commendations |
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| Domain 2 Supervision, management and support structures  |
| --- |
|  Standard / Criterion / Requirement | Assessment | Notes on findings*Where the assessment is ‘Substantially met’ or ‘Not met’, explain why the standard/criterion has not been fully met. Explain reasons for recommendations or commendations* |
|  | MET | SUBSTANTIALLY MET | NOT MET |  |
| **2.1** | **Clear governance structures support the delivery of effective education and training.** |
| 2.1.1 | There is an effective, transparent and clearly understood educational governance system that demonstrates a commitment to the training program and manages the quality of training. |[ ] [ ] [ ]   |
| 2.1.2 | Trainees and the training provider engage constructively about how training is delivered at the training setting and trainees can provide input and feedback into how their local training is delivered. |[ ] [ ] [ ]   |
| 2.1.3 | Management and administrative resources, such as rostering and recruitment, effectively support the delivery of training. |[ ] [ ] [ ]   |
| 2.1.4 | Trainees are provided with effective orientation for each training setting/rotation. |[ ] [ ] [ ]   |
| 2.1.5 | The training provider engages with the college to resolve issues raised about the training program and training setting.  |[ ] [ ] [ ]   |
| 2.1.6 | The training provider/setting has been accredited by relevant accreditation bodies. |[ ] [ ] [ ]   |
| 2.1.7 | *(Optional for colleges with training networks)*The training provider engages with structures, such as training networks and programs, to ensure overall training program outcomes can be achieved.  |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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| **2.2** | **Trainees receive appropriate and effective supervision.** |
| 2.2.1 | There is effective and timely clinical supervision of trainees to support them to achieve the training program outcomes and to protect patient safety. |[ ] [ ] [ ]   |
| 2.2.2 | Supervisors engage effectively with trainees and provide regular and timely feedback on performance to guide trainee learning. |[ ] [ ] [ ]   |
| 2.2.3 | Trainees having difficulty in meeting the requirements of the training program are identified and appropriate support measures are available and promoted. |[ ] [ ] [ ]   |
| 2.2.4 | A designated person is responsible for overseeing the training program and is provided with the time and resources necessary for the role. |[ ] [ ] [ ]   |
| 2.2.5 | Supervisors are supported in meeting their education and training responsibilities, including in providing culturally safe supervision and contributing to a culturally safe environment. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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| **2.3** | **Trainees are supported in delivering quality patient care, including culturally safe care.** |
| 2.3.1 | Trainees are supported in delivering quality patient care, including culturally safe care, to patients of diverse backgrounds. |[ ] [ ] [ ]   |
| 2.3.2 | Trainees are supported in developing specific knowledge and skills to deliver quality patient care, including culturally safe care, to Aboriginal and/or Torres Strait Islander and Māori people.  |[ ] [ ] [ ]   |
| 2.3.3 | Trainees have the opportunity to reflect on critical incidents and engage with local clinical governance and quality improvement processes, including how to raise concerns about standards of patient care. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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| Domain 3 Educational and clinical training opportunities  |
| --- |
|  Standard / Criterion / Requirement | Assessment | Notes on findings*Where the assessment is ‘Substantially met’ or ‘Not met’, explain why the standard/criterion has not been fully met. Explain reasons for recommendations or commendations* |
|  | MET | SUBSTANTIALLY MET | NOT MET |  |
| **3.1** | **Trainees are provided with the appropriate depth, volume and variety of clinical and other learning experiences.** |
| 3.1.1 | Trainees are provided with a clinical caseload and casemix to achieve the training program outcomes. |[ ] [ ] [ ]   |
| 3.1.2 | Trainees have the opportunity to engage in structured and unstructured learning activities to achieve the training program outcomes. |[ ] [ ] [ ]   |
| 3.1.3 | Trainees are involved in clinical handovers during transitions of care. |[ ] [ ] [ ]   |
| 3.1.4 | Trainees are given experience working and learning in multi-disciplinary teams and/or settings. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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| **3.2** | Learning opportunities are transparent, equitable and appropriate for the level of training. |
| 3.2.1 | Trainees are given an increasing degree of responsibility as their skills, knowledge and experience grow.  |[ ] [ ] [ ]   |
| 3.2.2 | Training, learning and professional development opportunities are transparent and equitable for all trainees. |[ ] [ ] [ ]   |
| 3.2.3 | Trainees are supported to complete their training program assessments in a timely manner. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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| Domain 4 Educational resources, facilities and equipment  |
|  Standard / Criterion / Requirement | Assessment | Notes on findings*Where the assessment is ‘Substantially met’ or ‘Not met’, explain why the standard/criterion has not been fully met. Explain reasons for recommendations or commendations* |
|  | MET | SUBSTANTIALLY MET | NOT MET |  |
| **4.1** | **Trainees have access to appropriate educational resources and facilities necessary to achieve the learning outcomes.** |
| 4.1.1 | Trainees have access to an appropriate quiet space with adequate computer and internet access for their learning. |[ ] [ ] [ ]   |
| 4.1.2 | Trainees have access to educational resources that support their learning. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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| **4.2** | **Trainees have access to appropriate clinical equipment.** |[ ] [ ] [ ]   |
| 4.2.1 | Clinical or other equipment needed for trainees to achieve the training program outcomes are available, accessible and fit for purpose. |[ ] [ ] [ ]   |
| Comments on overall assessment of standard | Conditions |
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|  | Recommendations | Commendations |
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# Appendix A – Glossary of terms

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| --- | --- |
| Term | Definition |
| **Condition** | A qualification attached to the granting of accreditation at a training setting which requires action within a defined timeframe. |
| **Commendation** | A training setting’s area of strength relevant to the delivery of the training program.  |
| **Recommendation** | A non-mandatory action to improve trainee experience and/or outcomes at the training setting.  |
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# Appendix B – Accreditation findings and decisions definitions

Accreditation findings

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| Finding | Definition |
| Met | There is evidence that the standard/criterion has been fully met. |
| Substantially met | Some but not all aspects of the standard/criterion have been met. For example, there is alignment of policy/intent, but evidence of delivery is not yet available, or there is some misalignment of policy/intent that needs to be addressed. |
| Not met | The standard/criterion has not been met i.e. there is a gap or significant misalignment of outcome or policy with the standard/criterion. |

Accreditation decisions

Please refer to the *Model Procedures for Specialist Medical College Accreditation of Training Settings* for more information including how accreditation decisions are made based on associated risk.

| **Decision** | **Definition** |
| --- | --- |
| **New training settings** |
| **Provisionally accredited** | A new training setting that:* meets all of the accreditation criteria OR
* does not meet all of the accreditation criteria but has the potential to meet them once trainees are in place.

The overall **risk assessment is rated as low or medium** with conditions required.Provisionally accredited for up to 12 months, subject to satisfactory routine monitoring submissions. The setting can appoint trainees but will be subject to an assessment within 12 months. |
| **Not accredited (refused)** | A new training setting that:* does not meet all of the accreditation criteria.

The overall **risk assessment is rated as high or extreme**. Accreditation not granted. The accreditation report will document any requirements that must be met in future for accreditation to be granted.The setting may be required to submit a new accreditation application at a later date once all outstanding requirements have been met. |

| **Decision** | **Definition** |
| --- | --- |
| **Existing training settings** |
| **Accredited** | An existing training setting that:* meets all of the accreditation criteria OR
* does not meet all of the accreditation criteria but the overall **risk assessment is rated as low,** and it has been determined conditions are not required.

Accredited for a period to be determined by the college, subject to satisfactory routine monitoring submissions. |
| **Conditionally accredited**  | An existing training setting that:* does not meet all of the accreditation criteria and the overall **risk assessment is rated as low, medium or high** with conditions required.

Accredited for a period to be determined by the college, dependent on the severity of the risk and:* conditions being addressed within the defined timeframe
* satisfactory routine monitoring submissions
* meeting any other specific monitoring requirements.
 |
| **Not accredited (revoked)** | An existing training setting that:* does not meet all of the accreditation criteria and the overall **risk assessment is rated as extreme** with conditions required.

Accreditation not granted. The accreditation report will document the date the accreditation will be revoked and any timeframes for consideration of reaccreditation, including what criteria the training setting needs to address.Prior to the date on which the accreditation decision comes into effect, trainees may continue to complete their training term unless their safety is at immediate risk.After the date on which the accreditation decision comes into effect, trainees at the setting will not be able to count training towards their training program unless specific arrangements are made and no new trainees can be appointed. A new application for accreditation must be submitted once requirements have been met.*Note: this accreditation outcome should only be applied in the final accreditation report if, since the initial accreditation assessment was undertaken, steps to actively manage the training setting to a conditionally accredited pathway have been unsuccessful.*  |

# Appendix C – List of documents relied upon

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| Document  | Description |
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# Appendix D – List of meetings/interviews held

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| Meeting / interview | Details |
|  | *Provide details of any meetings or discussions held which informed the accreditation assessment and decision. Interviewees must not be named in this report without their consent.* |
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1. Please note the number of criteria that have been ‘Met’, ‘Substantially met’ or ‘Not met’ as a value against the total number of criteria/requirements in this standard e.g. 8/10 Met. [↑](#footnote-ref-2)