

# 2012 Fellowship Program Regulations, Policies and Procedures

# Progression

# RANZCP Fellowship Regulations 2012

## Regulations, policies and procedures

***Please use the bookmarks panel at left to navigate to specific regulations.***

The RANZCP Fellowship Regulations 2012 comprise the regulations, policies and procedures governing the 2012 Fellowship Program. RANZCP trainees are responsible for understanding the requirements of the RANZCP Fellowship Regulations 2012.

The regulations define the broad structure of the program and are approved by the RANZCP Board. The regulations are complemented by policies and procedures, which provide the specific rules and detail of the Fellowship Program requirements. Policies and procedures are approved by the Education Committee and reviewed by the Corporate Governance and Risk Committee. All high-risk policies receive final approval by the RANZCP Board.

A number of policies and procedures are currently in development. Until these are formally approved, certain 2003 Training Program documents should be adhered to in their place. The specific 2003 Training Program documents for use on a temporary basis are noted where relevant.

The document and resolution numbers listed in this document are for internal use only. Document numbers will be finalised once the majority of regulations, policies and procedures have been developed and approved.

***Trainees remaining under the 2003 Training Regulations should continue to refer to the [Links and Forms](#) page of the RANZCP website.***

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# Education Training Regulation

## Progression through the Stages of Training



**Approval Date:** General Council GC2012/1 – R32 (25 February 2012)

**Review Date:** July 2014

**Regulation Number:** **6.1** Interim Number

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### Progression through the Stages of Training

Progression through the stages of training under the RANZCP Fellowship Regulations 2012 is dependent on:

- The attainment of the required level of competence across the roles (Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional as per the CanMEDS Framework).
- The successful completion of the assessments required for that stage of training.

### DOCUMENT CONTROL

Responsible department: Education	Responsible position: Senior Policy Officer	Version: 1.3
Responsible committee: Board of Education	Date approved by General Council: 25/02/12	

### REVISION RECORD

Date	Version	Revision description

# Education Training Policy

## Progression through Training



<b>Authorising Committee/ Department:</b>	RANZCP Board
<b>Responsible Committee/ Department:</b>	Education Committee
<b>Document Code:</b>	<b>POL EDT-TRN Progression through Training Education Training Policy (6.1)</b>

### Targeted learning and show cause deadlines effective 1 January 2017

This policy has been updated to include the revised targeted learning and show cause deadlines as detailed in the Progression through Training Policy (6.1) and the Trainee Progress Trajectory.

As a result of concerns from trainees, supervisors and Directors of Training, the Board has approved a more accommodating Trainee Progress Trajectory by adjusting the specified targeted learning and show cause deadlines associated with each of the five centrally administered assessments.

The previous targeted learning and show cause deadlines have been removed from this document. These changes are effective from 1 January 2017.

#### Further assistance available

Contact the Training team at [training@ranzcp.org](mailto:training@ranzcp.org).

*This box will become unnecessary in December 2017 (approximately) and will be removed at that point.*

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### 1. Policy on progression through training

This policy sets out the requirements for a trainee's successful progression through the Fellowship Program.

### 2. Policy statement

The Progression through the Stages of Training Regulation states that trainee progression is dependent on:

- the attainment of the required level of competence across the roles (Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional as per the CanMEDS Framework)
- the successful completion of the assessments required for that stage of training.

This policy further details the timing of these competency requirements that trainees must successfully complete to be eligible for Fellowship of the College through the Fellowship Program.

### 3. Purpose

This policy sets out the requirements for progression through training under the RANZCP Fellowship Regulations 2012 and ensures transparency and fairness in the application of these requirements.

This policy will present the Trainee Progress Trajectory for progression through the Fellowship Program. This trajectory details the mandatory deadlines for completion of training components to adequately plan for and maintain required trainee progress.

This policy does not set out the requirements for trainees who fail to adhere to the Trainee Progress Trajectory. The Failure to Progress Regulation and Policy, which should be read in conjunction with this policy, detail these requirements (19.1).

## 4. Policy details

### 4.1 Deadlines within the Fellowship Program

Deadlines within the Fellowship Program are based on accredited training time.

While a deadline states the mandatory completion date for a specific component of the Fellowship Program, it is not a barrier within the program. That is, a deadline does not inhibit the progression of a trainee towards Fellowship in itself.

Unmet deadlines, however, will require a trainee to be managed under the Failure to Progress Policy (19.1) and may lead to a trainee's exit from the Fellowship Program.

### 4.2 Trainee responsibilities

As adult learners, trainees in the Fellowship Program are responsible for their own progress in line with the Trainee Progress Trajectory and must take into account the time required for enrolling in, sitting and marking each assessment in order to successfully meet each deadline. Trainees will maintain copies of their own Fellowship Program forms.

Trainees who anticipate that they will not be able to meet a deadline as required are advised to seek support from their Director of Training (DOT) prior to the deadline.

### 4.3 Trainee communication

Trainees will receive correspondence from the College in relation to their progress in the Fellowship Program. Trainees may seek clarification from College staff on the correspondence received and on the Fellowship Program regulations, policies and procedures. However, it is the responsibility of the trainee to ensure they have an understanding of the RANZCP Fellowship Regulations 2012 and the deadlines required under these regulations and policies.

Trainees must maintain a portfolio of their Fellowship Program forms. This includes their Workplace-based Assessment (WBA) forms, Entrustable Professional Activity (EPA) forms, copies of their Observed Clinical Activity (OCA) forms and copies of all mid-rotation and end-of-rotation ITA forms. Trainees are required to provide this portfolio to their next supervisor for review at the start of each new rotation.

### 4.4 Training time

The Fellowship Program requires a minimum of 60 months of full-time equivalent (FTE) accredited training. This accredited training will be divided as:

- a minimum of 12 months of FTE accredited training in Stage 1
- a minimum of 24 months of FTE accredited training in Stage 2
- a minimum of 24 months of FTE accredited training in Stage 3.
  - The deadlines for successful completion of the centrally administered summative assessments are detailed in sections 4.8 – 4.12. A trainee will continue to be a Stage 3

trainee until they have passed these assessments or until they are no longer a Fellowship Program trainee.

#### **4.5 Workplace-based assessments (WBAs)**

Workplace-based assessments (WBAs) are formative assessments; therefore, there is no particular rating that a trainee must achieve. WBAs assist a supervisor in giving structured feedback and assessing the overall competence attained by the trainee throughout a rotation, thereby informing the supervisor's best judgement when assessing Entrustable Professional Activities (EPAs) and In-Training Assessments (ITAs).

##### **4.5.1 Mandatory OCA per rotation**

Each 6-month FTE training rotation requires the completion of a minimum of one Observed Clinical Activity (OCA), as described by the Rotations Regulation (17.2) and Workplace-Based Assessments Policy and Procedure (15.1). The OCA is recorded on the end-of-rotation ITA form for each rotation. All OCA forms must be fully completed and attached to the end-of-rotation ITA form for the relevant rotation and submitted to the College for processing within the time required for that rotation. This is described further in section 4.7.3.

The other four WBA tools do not have individual mandatory minimum requirements for completion; however, they must be undertaken to contribute to the evidence base necessary for a trainee to be entrusted with an EPA, as below.

##### **4.5.2 WBAs and EPAs**

As detailed in the Policies on Workplace-based Assessments (15.1) and Entrustable Professional Activities (8.1), trainees must complete a minimum of three WBAs to contribute to the evidence base for each required EPA. However, the completion of three WBAs does not necessarily result in the achievement of an EPA. A supervisor considers a trainee's performance in the collection of three or more WBAs in addition to other evidence when assessing whether a trainee has achieved an EPA. The supervisor may determine that further WBAs are required before the trainee can be entrusted to complete the activity with distant supervision. Additional WBAs may also be beneficial to trainees who may need or want further feedback.

The WBAs must be assessed at the same standard as any EPAs for which they form the evidence base.

Any of the five WBA tools (including the OCA) can be used to fulfil the evidence base for an EPA.

The WBA tools used to support EPA attainment must be indicated on the end-of-rotation ITA form. With the exception of the OCA form, which must be forwarded to the College, WBA forms should be retained by the trainee. Further detail is available in the Workplace-based Assessment Policy and Procedure (15.1).

#### **4.6 Entrustable Professional Activities (EPAs)**

##### **4.6.1 EPAs and rotations**

Each 6-month FTE training rotation in the Fellowship Program requires the achievement of two specified EPAs, as described by the Regulation on Rotations (17.2). These EPAs are recorded on the end-of-rotation ITA form for each rotation and must be achieved for trainees to be eligible to pass that ITA form (and hence, the rotation). This is described further in section 4.7.

Trainees training at less than full time must achieve a minimum of one EPA (with a minimum of 3 WBAs as an evidence base) per 6 calendar months. This will ensure that the competency requirements of the Fellowship Program remain linked with the training time accredited to a trainee's Training Record.



#### 4.6.2 EPAs and stages

Trainees must be entrusted with all mandatory EPAs for a stage (including rotation-based and stage-based EPAs) before progressing to the next stage of the Fellowship Program. A trainee cannot move to a higher stage without first attaining the required competencies of a more basic level.

Additionally, trainees who spend extended time training in Stage 3 in order to successfully complete all centrally administered summative assessments of the Fellowship Program must fulfil all requirements of training, including the achievement of a minimum of two EPAs (and a minimum of one OCA) per 6-month FTE rotation.

- Trainees must consider and plan for the number of EPAs that they must be entrusted with before they can successfully complete a stage of the Fellowship Program. Guidance on the minimum and maximum number of EPAs expected to be achieved per 6 months of FTE accredited training (in addition to the mandatory rotation-based EPAs) is outlined in the Entrustable Professional Activities Policy and Procedure (8.1).
- Note: Additional time spent achieving the required EPAs for a stage is not eligible for recognition of prior learning (RPL) towards training time required by the next stage.

#### 4.6.3 EPA deadlines for Stages 1 and 2

The two Stage 1 EPAs must be achieved by the time the trainee has completed 12 months of FTE accredited training in Stage 1.

The mandatory EPAs for Stages 2 must be achieved by the time the trainee has completed 36 months of FTE accredited training in Stage 2.

Failure to achieve the mandatory EPAs by the time requirements above will result in a requirement for the trainee to show cause to the Committee for Training (CFT) as to why they should be able to continue towards Fellowship as set out in the Failure to Progress Policy (19.1).

### 4.7 Training rotations and In-Training Assessments (ITAs)

Trainees will be assessed on their progress throughout each rotation on two ITAs: the formative mid-rotation ITA form and the summative end-of-rotation ITA form.

#### 4.7.1 Mid-rotation ITA form

The mid-rotation ITA form is the formative assessment for each rotation. The mid-rotation ITA form is used to provide feedback to the trainee on their progress in the rotation and to highlight any potential progress concerns and/or identified issues, as well as to document supportive plans required to address these concerns. A successful mid-rotation ITA form does not automatically result in a successfully completed rotation and end-of-rotation ITA form.

At the discretion of the supervisor, the mid-rotation ITA form may be commenced prior to the mid-rotation point if the supervisor has concerns regarding the trainee's competence and/or progress in the rotation. If the mid-rotation ITA form was not fully completed prior to the mid-rotation point, it must be fully completed at the midpoint of the rotation. Additional mid-rotation ITA forms may be completed after the mid-rotation point, at the discretion of the supervisor.

A trainee's mid-rotation ITA forms must be held by the trainee's DOT, with a copy retained by the trainee, and will be forwarded to the College as required.

#### 4.7.2 Supportive plan to meet requirements of rotation

As stated in the Stage Mandatory Requirements Policies (7.1; 9.1; 10.1), should a training issue be identified that causes the supervisor to be concerned that the trainee is not meeting the required standards of the rotation, a supportive plan must be documented on the mid-rotation ITA form and commenced immediately.

The documentation should include the competencies identified which require attention and the action to be undertaken to support the trainee in achieving the standard required prior to the end of the rotation.

As part of a supportive plan, the supervisor must:

- discuss their concerns with the trainee
- discuss their concerns with the DOT or their delegate
- try to identify factors affecting the trainee's performance
- review progress towards the identified goals with the trainee within 3 months or prior to the end of the rotation, whichever comes first.

As part of a supportive plan, the DOT must ensure that timely (for example, within four weeks) and adequate feedback and support is provided to the trainee by the principal supervisor to enable the trainee to identify and correct any perceived difficulties.

#### **4.7.3 End-of-rotation ITA form submission to College**

The end-of-rotation ITA form indicates to the College Training Department the information to be recorded on the trainee's Training Record for each rotation. The end-of-rotation ITA form must be submitted within the stipulated time requirements at the end of each rotation to the College Training Department in order for that rotation to be credited on the trainee's Training Record.

The end-of-rotation ITA form must be fully completed, signed by the trainee's DOT and be received by the College Training Department within 60 days of the completion of a rotation. The trainee is responsible for ensuring that it is signed by the DOT and for ensuring its submission. Trainees must attach the forms for all OCAs completed during a rotation to their end-of-rotation ITA form for submission to the College; therefore, at least one signed and fully completed OCA form must be attached to the end-of-rotation ITA form for each 6-month FTE rotation. The trainee is responsible for being aware of the requirement to submit this paperwork. An incomplete end-of-rotation ITA form or end-of-rotation ITA form without the required fully completed OCA form will not be accepted by the College and will be returned to the trainee.

- Non-receipt of a signed, completed end-of-rotation ITA form with a minimum of one fully completed and signed OCA form attached within 60 days of the completion of a rotation will result in the delay being noted on the trainee's Training Record. The trainee will be sent correspondence noting the late end-of-rotation ITA form and reminding the trainee that its continued non-receipt by 30 days from the date on which the correspondence is sent will result in a failed end-of-rotation ITA form and rotation unless exceptional circumstances have been accepted by the College on a case-by-case basis. Exceptional circumstances are detailed further in point 4.13.
- Trainees are responsible for knowing the requirements of the Fellowship Program and of this policy. Non-receipt of correspondence from the College does not invalidate the trainee's obligation to adhere to the requirements it presents.

#### **4.7.4 Failing an end-of-rotation ITA form and rotation**

A failed end-of-rotation ITA form indicates rotation failure. An end-of-rotation ITA form and its corresponding rotation will be failed by any of the following:

- the supervisor indicating a 'fail' on the end-of-rotation ITA form
- the trainee failing to achieve both of the mandatory EPAs for the rotation (two EPAs are mandatory for a 6-month FTE rotation)
- the trainee failing to complete the minimum required formative WBAs linked to the mandatory EPAs for the rotation (a minimum of three WBAs are required for each EPA)
- the trainee failing to complete a minimum of one OCA in the rotation (a minimum of

one OCA is mandatory for a 6-month FTE rotation; the OCA may also contribute towards the evidence base for an EPA)

- the non-receipt of the end-of-rotation ITA form with the attached and fully completed OCA Form(s) by the stipulated time requirements as per point 4.7.3.

#### **4.7.5 The Stage 1 first 6 Months FTE exception rule**

A trainee in the first 6-month FTE rotation of Stage 1 may pass that end-of-rotation ITA form, and therefore the corresponding rotation, before achieving two of the mandatory Stage 1 EPAs. This is to occur on an exceptional basis and will apply only in cases in which:

- the supervisor indicates a 'pass' on the end-of-rotation ITA form
- the trainee has undertaken the required minimum of formative WBAs for the rotation including the mandatory minimum of one OCA.

Trainees must achieve both mandatory Stage 1 EPAs before successfully completing Stage 1.

This rule is applicable only to trainees in their first 6-month FTE rotation of Stage 1 and cannot be applied in any other Stage or rotation. This rule allows for flexibility during a period of adjustment for trainees entering psychiatry training. However, trainees are reminded to consider and plan for the number of EPAs they must be entrusted with throughout the Fellowship Program and should factor this into their progression plans from their commencement of training.

All trainees are required to achieve two EPAs per rotation unless they have utilised the Stage 1 First 6 Months Exception Rule. Therefore, trainees who do not utilise the Stage 1 First 6 Months FTE Exception Rule (i.e. who achieved two EPAs in their first 6-month FTE rotation of Stage 1 in line with the rotation requirements) must continue to achieve two EPAs per rotation thereafter.

#### **4.7.6 Credit for training time**

Time spent in a failed rotation does not count towards a trainee's minimum required 60 months of FTE accredited training time.

Time spent during the successful completion of rotational targeted learning is credited towards a trainee's Training Record and is included in the minimum required 60 months of FTE accredited training time.

#### **4.7.7 Targeted Learning for unsuccessful rotations**

A failed end-of-rotation ITA form will require the trainee to complete rotational targeted learning of a minimum of 3 months in duration. The Commencement of Targeted Learning Form must be received by the College Training Department within 60 days of a failed rotation. Further detail can be found in the Targeted Learning Policy and Procedure (6.2)

### **4.8 Written Examination: Multiple Choice Question Examination**

#### **4.8.1 Eligibility**

The Multiple Choice Question (MCQ) Examination may be applied for once a trainee has successfully completed their first 6 months of FTE accredited training as demonstrated by their College Training Record. Applications will not be accepted before 6 months FTE has been accredited to the trainee's Training Record.

The MCQ Examination is set at the level of theoretical knowledge expected at the end of Stage 3.

#### **4.8.2 Deadline**

The MCQ Examination is expected to be attempted and passed by the time the trainee has completed 36 months of full-time equivalent (FTE) accredited training.

- Failure to do so will require the completion of targeted learning to support the trainee in passing the MCQ Examination. Further detail can be found in the Targeted Learning Policy and Procedure (6.2).

- Continued failure to pass the MCQ Examination by the time the trainee has completed 48 months of FTE accredited training will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy (19.1).

#### **4.8.3 Targeted Learning for two unsuccessful attempts**

For every two failed attempts at the MCQ Examination, the trainee must complete targeted learning as per the Targeted Learning Policy and Procedure (6.2).

#### **4.8.4 Correlation with the Written Essay-Style Examination**

The MCQ Examination is not a barrier to a trainee's eligibility for the Essay-Style Examination.

#### **4.8.5 Correlation with the clinical examination**

The MCQ Examination is not a barrier to a trainee's eligibility for the Objective Structured Clinical Examination (OSCE).

#### **4.8.6 Correlation with Certificate Programs**

The implications of the MCQ Examination on a trainee's eligibility for selection to a Certificate Program is detailed in point 5.\*

### **4.9 Written Examination: Essay-Style Examination**

#### **4.9.1 Eligibility**

The Essay-Style Examination may be applied for once a trainee has successfully completed 18 months of FTE accredited training, including 6 months of FTE accredited training in Stage 2, as demonstrated by their College Training Record. Applications will not be accepted before 6 months of FTE training in Stage 2 has been accredited to the trainee's Training Record.

The Essay-Style Examination is set at the level of applied knowledge expected at the end of Stage 3.

#### **4.9.2 Deadline**

The Essay-Style Examination is expected to be attempted and passed by the time the trainee has completed 60 months of full-time equivalent (FTE) accredited training.

- Failure to do so will require the completion of targeted learning to support the trainee in passing the Essay-Style Examination. Further detail can be found in the Targeted Learning Policy and Procedure (6.2).
- Continued failure to pass the Essay-Style Examination by the time the trainee has completed 72 months of FTE accredited training will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy (19.1).

#### **4.9.3 Targeted Learning for two unsuccessful attempts**

For every two failed attempts at the Essay-Style Examination, the trainee must complete targeted learning as per the Targeted Learning Policy and Procedure (6.2).

#### **4.9.4 Correlation with the clinical examination**

The Essay-Style Examination is not a barrier to a trainee's eligibility for the OSCE.

#### **4.9.5 Correlation with Certificate Programs**

The implications of the Essay-Style Examination on a trainee's eligibility for selection to a Certificate Program is detailed in point 5.\*

## **4.10 Clinical Examination: Objective Structured Clinical Examination (OSCE)**

### **4.10.1 Eligibility**

The OSCE may be attempted once the trainee has successfully completed Stage 2. It will be assessed at the standard expected at the end of Stage 3.

### **4.10.2 Deadline**

The OSCE is expected to be attempted and passed by the time the trainee has completed 60 months of full-time equivalent (FTE) accredited training.

- Failure to do so will require the completion of targeted learning to support the trainee in passing the OSCE. Further detail can be found in the Targeted Learning Policy and Procedure (6.2).
- Continued failure to pass the OSCE by the time the trainee has completed 72 months of FTE accredited training will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy (19.1).

### **4.10.3 Targeted Learning for two unsuccessful attempts**

For every two failed attempts at the OSCE, the trainee must complete targeted learning as per the Targeted Learning Policy and Procedure (6.2).

### **4.10.4 Correlation with Certificate Programs**

The implications of the OSCE on a trainee's eligibility for selection to a Certificate Program is detailed in point 5.\*

## **4.11 Scholarly Project**

### **4.11.1 Eligibility**

The Scholarly Project may be submitted for assessment at any time once the trainee has enrolled in the Fellowship Program. It will be assessed at the standard expected at the end of Stage 3.

Trainees must submit their Scholarly Project proposal to their Branch Training Committee (BTC) as per the Scholarly Project Policy and Procedure (13.1).

### **4.11.2 Deadline**

The Scholarly Project is expected to be attempted and passed by the time the trainee has completed 60 months of full-time equivalent (FTE) accredited training.

- Failure to do so will require the completion of targeted learning to support the trainee in passing the Scholarly Project assessment. Further detail can be found in the Targeted Learning Policy and Procedure (6.2).
- Continued failure to pass the Scholarly Project by the time the trainee has completed 72 months of FTE accredited training will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy (19.1).

### **4.11.3 Targeted Learning for unsuccessful submissions**

After two failed submissions of the Scholarly Project, the trainee must complete targeted learning as per the Targeted Learning Policy and Procedure (6.2).

### **4.11.4 Correlation with Certificate Programs**

The implications of the Scholarly Project on a trainee's eligibility for selection to a Certificate Program is detailed in point 5.\*

## 4.12 Psychotherapy Written Case

### 4.12.1 Eligibility

The Psychotherapy Written Case may be submitted for assessment once the trainee has successfully completed Stage 1. It will be assessed at the standard expected at the end of Stage 3.

### 4.12.2 Deadline

The Psychotherapy Written Case is expected to be attempted and passed by the time the trainee has completed 60 months of full-time equivalent (FTE) accredited training.

- Failure to do so will require the completion of targeted learning to support the trainee in passing the Psychotherapy Written Case assessment. Further detail can be found in the Targeted Learning Policy and Procedure (6.2).
- Continued failure to pass the Psychotherapy Written Case by the time the trainee has completed 72 months of FTE accredited training will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy (19.1).

### 4.12.3 Targeted Learning for two unsuccessful submissions

After two failed submissions of the Psychotherapy Written Case, the trainee must complete targeted learning as per the Targeted Learning Policy and Procedure (6.2).

### 4.12.4 Correlation with Certificate Programs

The implications of the Psychotherapy Written Case on a trainee's eligibility for selection to a Certificate Program is detailed in point 5.\*

## 4.13 Exceptional circumstances

Where relevant, the DOT may recommend in writing to the College that a trainee receive a specified amount of extra time for the completion of an assessment(s) due to exceptional circumstances. The DOT does not have the authority to determine when a case is exceptional or to grant an extension; this will be done by the CFT on a case by case basis.

## 4.14 Interrupted training

The provisions for interruptions to training, including time limitations and information on trainee eligibility to undertake specific assessments while on approved breaks in training, are detailed in the Leave and Interruptions to Training Policy and Procedure (23.1).

## 4.15 Three fails of the same assessment

The processes for trainees who have failed three attempts at any one summative assessment component of the Fellowship Program, including three summative end-of-rotation ITA forms (rotations/training posts need not be the same), are set out in the Failure to Progress Policy (19.1).

## 5. Selection criteria for Certificate Programs

### **Changes to selection criteria to commence a Certificate Program for rotation two, 2016 (actual mid-year intake dates vary)**

This policy was revised in July 2015 to set out the new mandatory selection criteria for Fellowship Program trainee eligibility to commence a Certificate Program. The mandatory selection criteria will be effective for the selection processes related to Certificate Program entry from rotation two, 2016. Under each centrally administered summative assessment section of this policy, the statement of correlation

\* Effective for selection related to the commencement of a Certificate Program from rotation two, 2016.  
6.1 Progression through Training Education Training Policy v.5.2  
RANZCP Fellowship Program 2012 v0.27 – PROGRESSION



with Certificate Programs has been amended and marked with an asterisk. The revisions are set out below this box and are also marked with an asterisk to indicate their effective date.

As the result of substantial feedback from the Subcommittees of Advanced Training and as part of its commitment to ensuring the standard of the Certificate Programs, the RANZCP Board approved these changes in August 2015.

The College acknowledges that selection is undertaken according to local schedules and may be underway or complete for Certificate Program entry in rotation one, 2016. Selection in relation to commencement in rotation one, 2016 should continue to follow the statement that was set out in previous versions of this policy:

“The [specific centrally administered summative assessment] is not a barrier to a trainee’s eligibility to be accepted into a Certificate Program. However, [the same assessment] completion or lack thereof may be taken into account by a Subcommittee for Advanced Training in the selection process.”

#### **Further assistance available**

- Contact the Training Department at [training@ranzcp.org](mailto:training@ranzcp.org).

As per point 4.1, centrally administered summative assessments are not barriers to a trainee’s progression towards Fellowship. However, the successful completion of Fellowship Program centrally administered summative assessments do have implications for a trainee’s eligibility to enter a Certificate Program.

In order to be eligible for selection into any of the seven Certificate Programs, trainees must have passed the MCQ Examination.\*

There are additional mandatory criteria for selection to the Forensic Psychiatry Certificate Program and the Psychotherapies Certificate Program:

- In order to be eligible for selection into the Forensic Psychiatry Certificate Program, trainees must have passed one other centrally administered written summative assessment (e.g. Essay-Style Examination, Scholarly Project or Psychotherapy Written Case) in addition to the MCQ Examination.\*
- In order to be eligible for selection into the Psychotherapies Certificate Program, trainees must have passed the Psychotherapy Written Case in addition to the MCQ Examination.\*

Additionally, a trainee’s successful completion or lack thereof of any centrally administered summative assessments may be taken into account in the Certificate Program selection process.

## **6. Monitoring, evaluation and review**

The Education Committee (EC) shall implement, monitor and review this policy and report on anomalies and issues as these arise. This policy will be reviewed biennially and updated as required.

### **EPA changes effective rotation two 2014**

This policy has been updated to include the new EPA revisions explained below. The 2012 Fellowship Program EPA requirements prior to rotation two, 2014 have been removed from the body of this document.

As the result of substantial feedback from Directors of Training, supervisors and trainees and as part of its commitment to the continuous quality improvement of the 2012 Fellowship Program, the College has approved Entrustable Professional Activity (EPA) changes that reduce the number of assessments

\* Effective for selection related to the commencement of a Certificate Program from rotation two, 2016.  
6.1 Progression through Training Education Training Policy v.5.2  
RANZCP Fellowship Program 2012 v0.27 – PROGRESSION

required. These changes are to be implemented from the rotation two, 2014 start date (actual date varies).

### Change A:

Stage 1 EPAs to become obsolete:

- Producing discharge summaries and organising appropriate transfer of care (ST1-GEN-EPA1)
- Active contribution to the multidisciplinary team meeting (ST1-GEN-EPA3)

### Change A Implementation:

From rotation two 2014, trainees will no longer be required to achieve ST1-GEN-EPA1 and ST1-GEN-EPA3 for the completion of Stage 1.

Trainees must continue to achieve two EPAs per 6-month full-time equivalent (FTE) rotation (barring the Stage 1 First 6 Months FTE Exception Rule).

### Change B:

Two new broad Stage 1 EPAs to be introduced, replacing four of the 'original' Stage 1 and Stage 2 General EPAs:

- Use of an antipsychotic medication in a patient with schizophrenia/psychosis (ST1-GEN-EPA5)
  - Replacing:
    - Initiating an antipsychotic medication in a patient with schizophrenia (ST1-GEN-EPA2)
    - The safe and effective use of clozapine in psychiatry (ST2-EXP-EPA4)
- Providing psychoeducation to a patient and their family and/or carers about a major mental illness (ST1-GEN-EPA6)
  - Replacing:
    - Communicating with a family about a young adult's major mental illness (ST1-GEN-EPA4)
    - The provision of psychoeducation in a formal interactive session (ST2-PSY-EPA1)

### Change B Implementation:

From rotation two, 2014, trainees **generally** must achieve ST1-GEN-EPA5 and ST1-GEN-EPA6 in Stage 1 rather than each of their two related original EPAs listed in 'Change B'. However:

- trainees will not be required to achieve the new EPA if they have already achieved *both* related original EPAs (e.g. both ST1-GEN-EPA2 *and* ST2-EXP-EPA4; or both ST1-GEN-EPA4 *and* ST2-PSY-EPA1)
- trainees who have already achieved one of the two related original EPAs may choose whether to continue to work towards the other related original EPA or to work towards the relevant new EPA by the time required.

For example:



~~ST1-GEN-EPA2~~ + ~~ST2-EXP-EPA4~~ = Achieve ST1-GEN-EPA5 in Stage 1.

ST1-GEN-EPA2✓ + ST2-EXP-EPA4✓ = Not required to achieve ~~ST1-GEN-EPA5~~.

~~ST1-GEN-EPA2~~ + ST2-EXP-EPA4✓ = Achieve ST1-GEN-EPA5 or ST1-GEN-EPA2 in Stage 1.

ST1-GEN-EPA2✓ + ~~ST2-EXP-EPA4~~ = Achieve ST1-GEN-EPA5 or ST2-EXP-EPA4 by end of Stage 2.

#### Further assistance available

- Refer to the visual implementation plan in the appendix of the EPA handbook - Stage 1 and 2 ([www.ranzcp.org/EPAs](http://www.ranzcp.org/EPAs)).
- Contact the Training Department at [training@ranzcp.org](mailto:training@ranzcp.org).

#### OCA changes effective rotation one, 2015

This policy has also been updated to reflect the requirement for trainees to complete a mandatory minimum of one Observed Clinical Activity (OCA) per 6-month FTE rotation.

This requirement is **effective from rotation one, 2015** (actual date varies based on locale).

- Therefore, trainees commencing training from rotation one, 2015 will complete a minimum of two OCAs in Stage 1, four OCAs in Stage 2 and four OCAs in Stage 3.
- Trainees who commenced the 2012 Fellowship Program prior to rotation one, 2015 will be required to complete one OCA per 6-month FTE rotation from rotation one, 2015. These trainees should note that the OCA form has been revised and that the new form **must** be used and submitted to the College.
- Transition arrangements for trainees who will transition from the 2003 Training Program are detailed in the Transition Matrix.

#### Further assistance available

Contact the Training Department at [training@ranzcp.org](mailto:training@ranzcp.org).

## 7. Definitions and Abbreviations

BTCs	Branch Training Committees – For the purposes of this document, this collective term is inclusive of all Branch Training Committees and the New Zealand Training Committee.
CanMEDS Framework	The CanMEDS Framework, adopted by the Royal College of Physicians and Surgeons of Canada in 1996, is utilised by this College in the development and intent of the (competency-based) Fellowship Program. “CanMEDS is an educational framework identifying and describing seven roles that lead to optimal health and health care outcomes: medical expert (central role), communicator, collaborator, manager, health advocate, scholar and professional.” (Royal College of Physicians and

	Surgeons of Canada, 2011).
CFE	Committee for Examinations
CFT	Committee for Training
College	The Royal Australian and New Zealand College of Psychiatrists
Deadline	The mandatory completion date for a specific component of the Fellowship Program. A deadline is not a barrier within the Fellowship Program.
Decision	Any final outcome made by a College committee or representative of the College.
DOT	Director of Training. Also applicable to Director of Advanced Training within the context of this policy.
EC	Education Committee
EPAs	Entrustable Professional Activities: summative assessment components of the Fellowship Program.
Failure to Progress	The process that manages the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.
Fellowship Competencies	Fellowship Competencies outline the College's understanding of psychiatry in Australia and New Zealand through the CanMEDS roles, and state the demonstrable endpoint competencies for all trainees engaged in attaining Fellowship of the College.
FTE	Full-time equivalent: the proportion of time compared to full time, where full time is 1.0. A trainee's FTE status is determined by their employment contract.
ITA	In-Training Assessment: formative and summative assessment components of the Fellowship Program.
OCA	Observed Clinical Activity – a WBA tool, the use of which is mandatory for each 6-month FTE rotation.
OSCE	Objective Structured Clinical Examination: one of the two clinical examinations in the Fellowship Program.
Psychotherapy Written Case	A summative assessment component of the Fellowship Program.
Scholarly Project	A summative assessment component of the Fellowship Program.
Stage	Training under the RANZCP Fellowship Regulations 2012 will fall into three Stages (Stage 1, Stage 2 and Stage 3), which can be defined as basic, proficient and advanced training.
Standard expected at the end of stage 3	In the context of the expected standard of RANZCP assessments, end of Stage 3 is the month in which a trainee becomes a Fellow (and a Junior Consultant).
Targeted Learning	A formal process in which trainees who have not successfully completed program requirements are assisted, supported and monitored through the completion of targeted learning plans.
WBAs	Workplace-based Assessments: formative assessment components of the Fellowship Program.

## 8. Associated Documents

**8.1 Regulation:** 6.1 Progression through the Stages of Training Education Training Regulation  
19.1 Failure to Progress Education Training Regulation

**8.2 Policy:** 19.1 Failure to Progress Education Training Policy  
6.2 Targeted Learning Education Training Policy and Procedure  
8.1 Entrustable Professional Activities Education Training Policy and Procedure  
15.1 Workplace-based Assessments Education Training Policy and Procedure  
18.1 Written Examinations Policy and Procedure

**8.3 Forms :** Mid-rotation In-Training Assessment form  
End-of-rotation In-Training Assessment form  
Commencement of Targeted Learning Form  
Observed Clinical Activity Form

**8.4 Other:** Trainee Progress Trajectory  
Observed Clinical Activity Protocol

## REVISION RECORD

Contact:		Senior Policy Officer, Education	
Date	Version	Approver	Description
18/11/12	v.0.13	General Council	New document approved by GC (R58).
20/03/13	v.0.13.1	Minor amendment	Removed reference to ITA Policy as none exists.
25/05/13	v.1.0	General Council	Changes to align with Remedial Plans Policy and Procedure, to clarify mid-rotation ITA requirements, and to continue 3 rotation fails as leading to need to show cause. Approved by CFT. Approved by BOE 10/5/13. Approved by GC (R29).
11/09/13	v.1.1	Minor amendment	Amendments to points 4.7 and 4.8 - terminology and eligibility criteria to align with approved Written Examinations Policy and Procedure (approved by RANZCP Board 06/09/13).
11/05/14	v.2.0	RANZCP Board	Added EPA changes to be implemented from rotation two, 2014 and clarified that SAT selection processes may include review of the assessments completed. CFT reviewed out of session 31/3/14. EC approved out of session 8/4/14. RANZCP Board approved B2014/3 R7.
30/09/14	v.3.0	RANZCP Board	Amendments to reflect new requirement for trainees to complete a minimum of 1 OCA per rotation, clarification of how WBAs fit in progression, removal of OCI Exam information as it is no longer an aspect of the program. Content changes reviewed by TRC and approved by CFT 8/5/14, approved by EC 13/6/14. Revised to reflect further advice regarding mandatory OCA requirements from the CFT/DOTs July 2014 and EC 8/8/14. Reviewed by the CGRC 9/9/14. Approved by EC 19/9/14. Approved by RANZCP Board 30/9/14.

12/03/15	v.3.1	Minor amendment	Minor amendment of the addition of point 4.14 – Interrupted Training, to refer to the now completed Leave & Interruptions to Training Policy approved by Board 14/2/15 and amendment to Essay-Style eligibility (4.9.1) to align with the administrative process for accepting exam applications as approved in the Written Examination Policy by Board 14/2/15.
03/05/15	v.4.0	RANZCP Board	Updates to align with Stage 3 Mandatory Requirements Policy and CFT recommendations. Removed CFE encouragement of when to sit written exams as per Written Policy updates approved 21/03/15. CFT approved 26/3/15. EC approved 10/4/15. CGRC reviewed 16/4/15. RANZCP Board approved B2015/3 <b>RX</b> .
22/08/15	v.5.0	RANZCP Board	Inclusion of mandatory selection criteria for Certificate Programs – to be effective mid-year 2016 (for selection for entry in rotation 2, 2016) based on SAT recommendation. CGRC reviewed 31/7/15. CFT approved at full f2f 7/8/15. TRC review in progress. EC approved out-of-session Friday 14/8/15. RANZCP Board approved B2015/5 <b>RX</b> .
21/07/2016	v.5.1	RANZCP Board	Revised to reflect targeted learning/targeted learning plan (formerly remediation/remediation plan) and standard expected at End of stage 3 (formerly junior consultant standard) terminology changes. EC approved 29/04/2016. CGRC reviewed 28/04/2016. RANZCP Board approved B2016/4.  Revised to reflect updates to Targeted Learning and Show Cause points for five centrally administered assessments – to be effective from 1/1/2017. EC approved 03/06/2016. CGRC reviewed 17/06/2016. RANZCP Board approved B2016/5.
		Minor amendment	Minor amendment to 4.6.3 to align with Stage 1 Mandatory Requirements Policy RANZCP Board approved B2016/8.
11/02/17	v.5.2	RANZCP Board	Minor amendment to update ITA Form to mid-rotation ITA form and ITA Report to end-of-rotation ITA form.  Update number of WBA tools available from four to five. Approved by CFT 08/12/16, CGRC 19/01/17, EC 27/01/17, Board 11/02/17
19/05/2017	V5.2.1	Education Committee	Minor update to clarify eligibility to apply for examination (removing 'and attempt' as per the Written Exams and OSCE policies. Approved CFE 10/05/17 and CFT 11/05/17. Approved by EC 19/05/2017.
14/09/2017	v.5.2.2	N/A	Alignment with terminology and rules approved in revised Targeted Learning Policy & Procedure (approved Board 13/08/17 B2017/5 R16).

July 2018

**NEXT REVIEW**

<b>Authorising Committee/ Department:</b>	RANZCP Board
<b>Responsible Committee/ Department:</b>	Education Committee
<b>Document Code:</b>	<b>POL PRC EDT-TRN Targeted Learning Policy &amp; Procedure (6.2)</b>

## 1 POLICY STATEMENT

- 1.1 This policy details the process for trainees who require the support of targeted learning in order to successfully progress through the RANZCP Fellowship Program.
- 1.2 Targeted learning is a process by which trainees receive additional assistance, support and mentoring as they work toward a specific training or assessment goal. The development and implementation of a targeted learning plan is compulsory for trainees who have not achieved the standard and/or progress requirements of the Fellowship Program.

## 2 PURPOSE

- 2.1 This policy sets out the targeted learning requirements of the RANZCP Fellowship Regulations 2012.
- 2.2 This policy does not set out the requirements for progression and the mandatory deadlines for the completion of training components. The Progression through Training Policy and related Trainee Progress Trajectory (6.1), which should be read in conjunction with this policy, detail the requirements to adequately plan for, and maintain, trainee progress.

## 3 INTRODUCTION

- 3.1 A targeted learning plan should be designed to support a trainee in meeting the standard of knowledge and skills required to successfully approach a training assessment. It should be personalised, should include review of any relevant issues or areas for improvement and measures to address these, and should promote engagement, motivation and independence.

### 3.2 Reason for targeted learning

- 3.2.1 Targeted learning is required for:
  - a failure to successfully complete a training rotation, including non-submission of the end-of-rotation In-Training Assessment (ITA) form within the time required (i.e. rotation-based targeted learning);
  - a failure to pass a centrally administered summative assessment by the stated deadline as per the Progression through Training Policy (i.e. progression-based targeted learning);
    - Note: Prior to or during the progression-based targeted learning process, a trainee may submit a prospective application to the Committee for Training (CFT) to adjust their individual trajectory due to exceptional circumstances. A Director of Training (DOT) may also make a written recommendation to the CFT. Applications and recommendations will be considered on a case-by-case basis. Further detail can be found in the Failure to Progress Policy (19.1).
  - two consecutive failures of the same centrally administered summative assessment (i.e. assessment-based targeted learning); or
  - an ethical breach which requires targeted learning.

- 3.2.2 Where targeted learning is necessary for different reasons, separate and distinct targeted learning plans are required for each unless otherwise specified in this policy.

## **4 ROLES AND RESPONSIBILITIES**

### **4.1 Trainees**

- 4.1.1 Trainees are responsible for engaging in targeted learning, taking ownership of their own targeted learning plan(s) and for ensuring that the required forms are collated and submitted to the College Training Department at head office by the time required.
- 4.1.2 Trainees are responsible for being aware of their Training Records and for understanding the requirements of all Fellowship Program policies.
- 4.1.3 Non-receipt of correspondence from the College does not invalidate the trainee's obligation to adhere to the requirements of the policies.
- 4.1.4 Due to the supervision required, rotation-based targeted learning cannot be commenced, or completed, while the trainee is on a break in training or has otherwise interrupted their training.
- 4.1.5 Subject to DOT agreement to the development of a targeted learning plan, a trainee is able to commence and undertake progression or assessment-based targeted learning while on an approved break in training. Trainees must note that DOTs are not obliged to meet with them or agree to the development of a targeted learning plan during an approved break. Trainees also must note that by choosing to undertake targeted learning while on an approved break in training, the trainee acknowledges the DOT does not have overarching responsibility for the supervision of targeted learning during the approved break. Trainees must consider the implications of undertaking targeted learning while on a break in training and the benefits or limitations in relation to the relevant assessment.
- 4.1.6 Targeted learning cannot be commenced, or completed, while the trainee has interrupted their training without approval (i.e. if they are considered to be not in training).

### **4.2 Directors of Training**

- 4.2.1 When a targeted learning plan is required, the DOT must ensure its development together with the trainee, and relevant supervisor(s). The DOT has the overarching responsibility for the development and supervision of targeted learning, with the exception of responsibility for supervision of targeted learning while a trainee is on an approved break in training.
- 4.2.2 As noted above, DOTs are not obliged to meet with a trainee on a break in training or agree to the development of a targeted learning plan during a trainee's approved break. In any development of a targeted learning plan while a trainee is on a break in training, the DOT should consider whether the trainee will be able to complete the requirements of targeted learning while on a break in training.
- 4.2.3 In special circumstances approved by the Branch Training Committee (BTC) or delegated body of the New Zealand Training Committee, the DOT may delegate to appropriate (local) training coordinators to facilitate and monitor targeted learning. Under such arrangements, the DOT maintains responsibility for the development of the targeted learning plan as well as formal approval of the trainee's commencement and completion in the targeted learning program. The relevant forms shall be signed by the DOT at the delegate's recommendation. Any individual trainee concern about this delegation should be brought to the attention of the DOT.

4.2.4 A DOT should complete the following steps as appropriate:

- Ensure that timely (for example, within 4 weeks) and adequate feedback and support are provided to the trainee by the relevant supervisor to enable the trainee to identify and correct any perceived difficulties.
- If requested or deemed necessary, or if perceived difficulties are not addressed, discuss and outline the difficulties with the trainee in person.
- If the trainee's performance does not improve within the specified timeframe determined during the development of the targeted learning plan, convene a meeting to review the trainee's performance with the trainee, supervisor(s) and other relevant parties, such as the trainee representative to the local training committee or other support person of the trainee's choosing.
- Provide a written report of these steps, if issues arise, to the trainee, supervisor(s) and relevant BTC or delegated body of the New Zealand Training Committee.

4.2.5 The DOT must ensure that there is a process for conveying information about a trainee's ongoing targeted learning requirements to relevant parties across rotation or location changes, such as a new supervisor or new DOT, taking into account any local privacy legislation requirements.

4.2.6 DOTs should take part in meetings to review progress and the targeted learning plan, act as facilitators between trainee and supervisor, assist with targeted learning training, and provide a fresh viewpoint on the issues requiring targeted learning action.

### **4.3 Supervisors**

4.3.1 The process of developing a targeted learning plan should involve College-accredited supervisor(s). DOTs and supervisors should contribute to the trainee's understanding of any issue(s) that may have led to the relevant difficulty and add constructively to the plan to address these.

4.3.2 Ongoing supervisor feedback is important to help the trainee address and improve any areas of difficulty noted in the targeted learning plan.

### **4.4 Meetings**

4.4.1 Trainees may bring a support person, who will act as an observer, to any formal meeting related to targeted learning.

4.4.2 Such meetings should be documented in accordance with the RANZCP Privacy Policy. Any documentation or reports arising from a targeted learning meeting, including any revisions made to a targeted learning plan, must be agreed upon and distributed to the trainee, DOT and relevant supervisor(s).

#### **4.4.3 Lack of consensus**

4.4.3.1 In the event that a trainee, their DOT and relevant supervisor(s) cannot reach a consensus regarding targeted learning, the matter should be brought to the BTC or delegated body of the New Zealand Training Committee for discussion. Should the matter not be resolved by the BTC or delegated body to the DOT and trainee's satisfaction, it should be referred to the CFT.

4.4.3.2 A lack of participation by a trainee or their DOT in the trainee's targeted learning will be treated as a lack of consensus regarding the targeted learning plan, and the above process will be followed.

- 4.4.3.3 However, an actively training trainee who does not submit their Commencement of Targeted Learning Form for rotation-based targeted learning to the College head office within the 60 day timeframe will be required to show cause to remain in the Fellowship Program. If a trainee does not submit their Commencement of Targeted Learning Form for assessment targeted learning within the 60-day timeframe, the CFT will consider this with any future show cause application.

## **5 DEVELOPMENT OF A TARGETED LEARNING PLAN**

- 5.1 A targeted learning plan must be written and designed jointly by the trainee, DOT and relevant supervisor(s) to support the trainee to achieve the standard required.
- 5.2 The targeted learning plan must include agreed and clear:
- actions to be taken and by whom (e.g. trainee to complete practice assessment and supervisor/other to provide feedback on trainee's practice assessment)
  - achievable goals aimed at improving the trainee's progress;
  - means of determining that such goals have been met
  - specified timeframe within which these goals are to be achieved;
  - review date(s) of approximately every 3 months and prior to any related assessment application or submission; and
  - anticipated or goal completion date (e.g. by the end of the next rotation, e.g. in time for a specific centrally administered summative assessment).
- 5.3 The trainee, DOT and supervisor(s) must retain written copies of the targeted learning plan.

## **6 ROTATION-BASED TARGETED LEARNING**

- 6.1 Should a trainee fail a rotation as indicated by the end-of-rotation ITA form or by non-submission of the end-of-rotation ITA form within the time required, the trainee must immediately undertake rotation-based targeted learning of at least 3 months (FTE) in duration. There is no maximum duration for a rotation-based targeted learning program.
- 6.2 Note: Should a supervisor be concerned that the trainee is not meeting the required standards of a rotation, a supportive plan must be documented on the mid-rotation ITA form and commenced immediately in order to assist the trainee in passing that rotation. Further information can be found in each of the Stage 1, 2 and 3 Mandatory Requirement policies (7.1, 9.1 and 10.1).
- 6.3 Trainees must be in accredited training posts for rotation-based targeted learning**
- 6.3.1 A trainee undertaking rotation-based targeted learning must be in an accredited training post. Due to the supervision required, rotation-based targeted learning cannot be commenced, or completed, while the trainee is on a break in training or has otherwise interrupted their training.

### **6.4 Rotation-based targeted learning plan design**

- 6.4.1 Rotation-based targeted learning plans may, for example:
- outline provision of additional support and supervision;



- provide additional training sessions or joint interviews;
- require the completion of training tasks in a timely manner by the trainee; or
- identify performance improvements.

## **6.5 Rotation-based targeted learning forms and administration**

### **6.5.1 Commencement of rotation-based targeted learning**

- 6.5.1.1 The Commencement of Targeted Learning Form must be completed, signed by the trainee and DOT indicating approval of the targeted learning plan and submitted to the College Training Department within 60 days of notification of a rotation failure. Trainees are responsible for ensuring this occurs and should contact the College head office with any foreseen issues.
- 6.5.1.2 Failure to commence the required targeted learning and submit the Commencement of Targeted Learning Form within 60 days of a failed rotation will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the Failure to Progress Policy and Procedure (19.1).
- 6.5.1.3 A trainee who has commenced an approved break in training must submit the Commencement of Targeted Learning Form within 60 days of their return to active training as rotation-based targeted learning cannot be undertaken while on a break.

### **6.5.2 Completion of rotation-based targeted learning**

- 6.5.2.1 The DOT will verify a trainee's satisfactory completion of rotation-based targeted learning by signing the Completion of Rotation-based Targeted Learning Form. The trainee is responsible for ensuring that this form is signed and submitted to the College Training Department in order for their Training Record to be updated.
- 6.5.2.2 The College will assume that the trainee is in continued targeted learning until the receipt of this form.

## **6.6 Rotation-based targeted learning across rotations**

### **6.6.1 Targeted learning across rotation changes**

- 6.6.1.1 Rotation-based targeted learning is required immediately following a failed rotation, even if the trainee has been placed in a different training post or area of practice.
- 6.6.1.2 The DOT must ensure that there is a process for conveying information about a trainee's ongoing targeted learning requirements across rotation or location changes, taking into account any local privacy legislation requirements.
- 6.6.1.3 ITA forms will be made available to subsequent supervisors in order to facilitate ongoing support.
- 6.6.1.4 The successful completion of rotation-based targeted learning does not replace the requirement for a trainee to undertake the previously failed rotation again and/or to make up the accredited training time required.

## **6.6.2 No progression while in targeted learning for a failed rotation**

- 6.6.2.1 If a trainee is required to enter or continue rotation-based targeted learning, they are not able to progress to the next stage of training or to apply for Fellowship until their DOT is satisfied they have completed the required targeted learning.
- 6.6.2.2 On completion of targeted learning, and any remaining requirements of the stage, the trainee is eligible to progress.

## **6.7 Assessment eligibility during rotation-based targeted learning**

- 6.7.1 Rotation-based targeted learning does not affect a trainee's eligibility to attempt any centrally administered summative assessment (i.e. MCQ examination, Essay-style examination, OSCE, Scholarly Project and Psychotherapy Written Case).

## **7 PROGRESSION-BASED TARGETED LEARNING**

- 7.1 Progression-based targeted learning is triggered by a trainee's failure to pass a summative assessment by the deadline in the Progression through Training Policy (6.1) and Training Progress Trajectory (or their individual trajectory deadline as previously approved by the CFT).

### **7.2 Development of a progression-based targeted learning plan**

- 7.2.1 The College will remind a trainee who has not complied with an assessment deadline that they are required to undertake progression-based targeted learning immediately. This correspondence will be copied to the trainee's DOT.
- 7.2.2 Guidelines on the development of targeted learning plans for each summative assessment are detailed in the attached Appendix.
- 7.2.3 Separate and distinct progression-based targeted learning plans are required for each relevant centrally administered summative assessment.

### **7.3 Progression-based targeted learning forms and administration**

#### **7.3.1 Commencement of progression-based targeted learning**

- 7.3.1.1 The Commencement of Targeted Learning Form must be signed by the trainee and DOT indicating approval of the specified targeted learning plan and submitted to the College Training Department within 60 days of the date of correspondence regarding the unmet deadline. Trainees are responsible for ensuring this occurs.
- 7.3.1.2 Any failure to commence the required targeted learning and submit the Commencement of Targeted Learning Form within this time limit will be considered by the Committee for Training along with any future show cause application in relation to that or other assessments.
- 7.3.1.3 A trainee who has gone on an approved break in training must submit the Commencement of Targeted Learning Form within 60 days of their return to active training, unless they have already commenced the targeted learning and submitted the signed Commencement Form.

#### **7.3.2 Completion of progression-based targeted learning**

- 7.3.2.1 A trainee will be considered to have completed progression-based targeted learning for a centrally administered summative assessment upon passing that assessment. A Completion Form is not required.

- 7.3.2.2 The College Head Office will keep DOTs informed of the trainees who have passed centrally administered summative assessments.
- 7.3.2.3 If a trainee attempts but does not pass an assessment for which they are undertaking targeted learning, their targeted learning plan should be reviewed in consideration of their results.
- 7.3.2.4 If the trainee fails the assessment two times and triggers the assessment-based targeted learning requirement, see section 9.0.

### **7.3.3 Assessment eligibility during progression-based targeted learning**

- 7.3.3.1 A trainee who is required to undertake progression-based targeted learning remains eligible to attempt the relevant assessment.
- 7.3.3.2 Targeted learning for a particular centrally administered summative assessment is also not a barrier to attempting other Fellowship Program summative assessments.
  - o For example, a trainee who is currently undertaking assessment targeted learning because they have not passed the Psychotherapy Written Case by the deadline (per the Progression through Training Policy) is still eligible to attempt the OSCE, as well as the Psychotherapy Written Case.

## **8 ASSESSMENT-BASED TARGETED LEARNING**

- 8.1 Assessment-based targeted learning is triggered by two failed attempts at any one centrally administered summative assessment.

### **8.2 Development of an assessment-based targeted learning plan**

- 8.2.1 Targeted Learning must be organised immediately after the trainee receives the results of their second unsuccessful attempt at the summative assessment.
- 8.2.2 Guidelines on the development of targeted learning plans for each summative assessment are detailed in the attached Appendix.
- 8.2.3 Separate and distinct assessment-based targeted learning plans are required for each relevant centrally administered summative assessment.

### **8.3 Assessment-based targeted learning forms and administration**

#### **8.3.1 Commencement of assessment-based targeted learning**

- 8.3.1.1 The Commencement of Targeted Learning Form must be signed by the trainee and DOT indicating approval of the specified targeted learning plan and submitted to the College Training Department within 60 days of the date of notification of the second failure of an assessment. Trainees are responsible for ensuring this occurs.
- 8.3.1.2 The non-receipt of this form will be a barrier to the trainee re-attempting that particular centrally administered summative assessment.
- 8.3.1.3 Any failure to commence the required targeted learning and submit the Commencement of Targeted Learning Form within this time limit will be considered by the Committee for Training along with any future show cause application in relation to that or other assessments.

8.3.1.4 A trainee who has gone on an approved break in training must submit the Commencement of Targeted Learning Form within 60 days of their return to active training, unless they have already commenced the targeted learning and submitted the signed Commencement Form.

### **8.3.2 Completion of assessment-based targeted learning**

8.3.2.1 A trainee will be considered to have completed targeted learning for a centrally administered summative assessment upon passing that assessment. A Completion Form is not required.

8.3.2.2 The College Head Office will keep DOTs informed of the trainees who have passed centrally administered summative assessments.

8.3.2.3 If a trainee attempts but does not pass an assessment for which they are undertaking targeted learning, their targeted learning plan should be reviewed in consideration of their results.

8.3.2.4 If a trainee triggers progression-based targeted learning for the same assessment, see section 9.0.

### **8.3.3 Assessment eligibility during assessment-based targeted learning**

8.3.3.1 A trainee who is required to undertake assessment-based targeted learning will be eligible to re-attempt that assessment once they submit the Commencement of Targeted Learning Form to the College Training Department.

8.3.3.2 If a trainee applies to sit an examination prior to submission of the Commencement of Targeted Learning Form, their enrolment will be pending until they submit this form or until the 50 per cent refund date stated on the Examination Timetable, whichever is earlier. A trainee will not be allotted a time slot and allocation for the relevant examination if the College does not have notification that the trainee has commenced Targeted Learning by the 50 per cent refund date.

8.3.3.3 A trainee's submission for the Scholarly Project or Psychotherapy Written Case will not be accepted by the College unless the Commencement of Targeted Learning Form has been received.

8.3.3.4 Targeted learning for a particular centrally administered summative assessment is not a barrier to attempting other Fellowship Program summative assessments.

- For example, a trainee who is currently undertaking assessment target learning because they have failed the Essay-style examination twice is still eligible to attempt the Scholarly Project, as well as the Essay-style examination.

## **9 PROGRESSION AND ASSESSMENT-BASED TARGETED LEARNING FOR THE SAME ASSESSMENT**

9.1 If, for a particular centrally administered summative assessment, a trainee is required to undertake both progression-based and assessment-based targeted learning at the same time, only one targeted learning plan is required and only one Commencement of Targeted Learning Form must be submitted to the College.

9.2 If a trainee has already commenced progression-based targeted learning and triggers the requirement to undertake assessment-based targeted learning for the same assessment (or vice versa), no further documentation is required at the College head office.

- 9.3 However, the trainee, DOT, relevant supervisor(s) and a trainee support person (if one is brought by the trainee) should review the targeted learning plan at this time and at approximately every 3 months to include further supports based on the assessment results, trainee progress, or other relevant new information.

## **10 CONTINUING TARGETED LEARNING**

- 10.1 In relation to rotation-based targeted learning, upon review of the goals set out in the targeted learning plan and progress toward those goals, a DOT may determine that a trainee requires further targeted learning. In this case, a revised targeted learning plan with clear goals, timeframe and outcome measures should be developed, undertaken and reviewed regularly (approximately every 3 months) by the trainee, DOT, supervisor, and trainee support person if the trainee chooses to have one.
- 10.2 If the trainee does not agree to an extension or continuation of their rotation-based targeted learning as determined by the DOT, the process set out in point 4.4.3 – Lack of consensus should be followed.
- 10.3 Continuing issues can place strain on both trainees and supervisors; it may be necessary to involve an additional supervisor or training facilitator in the targeted learning.
- 10.4 Progression-based and assessment-based targeted learning will continue until a trainee passes the relevant centrally administered summative assessment.

### **10.5 Continued failure and relation to failure to progress**

- 10.5.1 The relevant show cause deadlines will still apply to a trainee unless the Committee for Training has approved an application by the trainee to extend their trajectory for a particular centrally administered summative assessment.
- 10.5.2 Continued failure to make satisfactory progress will result in a trainee being required to show cause to the CFT as to why they should be able to continue towards Fellowship as per the Policy on Failure to Progress (19.1).

## **11 ETHICAL BREACH REQUIRING A TARGETED LEARNING PLAN**

- 11.1 Trainees are expected to adhere to the requirements of the RANZCP Code of Ethics and to RANZCP Policies and Procedures at all times.
- 11.2 An ethical breach may require targeted learning as determined on a case-by-case basis by the relevant education committee(s) as required (CFT, the Committee for Exams [CFE] and/or the Education Committee [EC]) or by the Membership Conduct Committee (MCC).
- 11.3 Additionally, as stated in the Code of Ethics, practitioners who breach the principles [of the Code] may be subject to complaints procedures and disciplinary action, including exclusion from the Fellowship Program under the Exit and Re-entry Policy (30.1) and cessation of membership.

## **12 SERIOUS CONCERNS ABOUT A TRAINEE'S ABILITY TO MEET OVERALL REQUIREMENTS OF TRAINING**

- 12.1 In all situations, the welfare of people with mental health problems and mental illness must be taken into account.

- 12.2 Problems in training progression may, at times, coincide with concerns regarding a trainee's general clinical competency and safety to practice. Where this is the case, the CFT must be informed.
- 12.3 Involvement of the local service team leader or clinical director in the process is advisable to clarify the issues, enlist additional resources where possible, and to ensure that basic safety standards are met. Additionally, advice from local employer Human Resources departments may be required regarding the proper process to be followed.
- 12.4 In the case of serious concerns regarding a trainee's overall competence as a trainee and their ability to respond to training, the Exit and Re-entry Policy (30.1) may be followed.

### **13 REVIEWS OF DECISIONS**

- 13.1 A trainee who remains dissatisfied with a decision of a relevant committee in relation to targeted learning plans may utilise the formal education review process (X.X) and may be subject to the RANZCP Reconsideration and Appeals Policy.

### **14 MONITORING, EVALUATION AND REVIEW**

- 14.1 The Education Committee shall implement, monitor and review this policy and report on anomalies and issues as these arise.
- 14.2 This policy will be reviewed biennially and updated as required.

### **15 ASSOCIATED DOCUMENTS**

- 15.1 Regulation: **6.1** Progression through the Stages of Training Education Training Regulation
- 15.2 Policy: **6.1** Progression through Training Education Training Policy
  - 19.1** Failure to Progress Education Training Policy
  - 2.1 Reviews and Appeals Education Training Policy
  - 30.1** Exit and Re-entry Education Training Policy
  - RANZCP Privacy Policy
  - RANZCP Code of Ethics
- 15.3 Forms: Commencement of Targeted Learning Form
  - Completion of Rotation-based Targeted Learning Form
  - Mid-rotation In-Training Assessment (ITA) form
  - End-of-rotation In-Training Assessment (ITA) form
- 15.4 Other: Targeted Learning Plans Flowchart
  - Trainee Progress Trajectory
  - Examinations Timetable

## 16 REVISION RECORD FOOTER

Contact: Senior Policy Officer, Education

Date	Version	Approver	Description
10/5/13	v.1.0	Board of Education	Approved by BOE. As of 18/3/15 updated review date from 'July 2014' to 'May 2015' to reflect biennial review.
21/07/16	v.1.1	RANZCP Board	Revised to reflect targeted learning/targeted learning plan (formally remediation/remediation plan) and standard expected at end of Stage 3 (formally junior consultant standard) terminology changes. EC approved 29/04/2016. CGRC reviewed 28/04/2016. RANZCP Board approved B2016/4. Minor amendment to update ITA Form to mid-rotation ITA form and ITA Report to end-of-rotation ITA form.
11/02/17	v1.2	RANZCP Board	Removal of the Satisfactory Progress in a Targeted Learning Program form requirement and amended to a trainee's enrolment will be pending until the completion of their targeted learning program. Approved by CFT 8/12/16. Approved by CGRC 19/01/17, EC 27/01/17, RANZCP Board 11/02/17.
28/07/17	v.2.0	RANZCP Board	Complete review of policy and procedure. Updates including: <ul style="list-style-type: none"><li>removing rotation-based targeted learning as a barrier to sitting the OSCE,</li><li>showing clear consequences for non-submission of the commencement of targeted learning form for assessments,</li><li>removing Completion of Targeted Learning Forms for assessments,</li><li>removing rule that trainees cannot undertake progression-based or assessment-based targeted learning on a break in training and clarifying trainee and DOT responsibility in relation to this,</li><li>a trainee does not have to submit forms for progression-based TL if already commenced assessment-based TL (or vice versa) but that a review should occur</li><li>Added that trainee cannot progress to the next stage or Fellowship if in rotational TL.</li></ul> Minor edits/rewrites for clarity. Combining the policy and procedure to reduce duplication. Moved guidance for assessment targeted learning plans to Appendix. Changed 'targeted learning for missed assessment deadline' to 'progression-based targeted learning', aligned terminology and removed reference to 'plan' or 'program where unnecessary. Reviewed by DOT Advisory Group and TRC, Approved by CFT 13/07/17, Reviewed by CGRC 21/07/17, Approved by EC 28/07/17, Approved by Board 13/08/17 B2017/5 R16.

August  
2019

**NEXT REVIEW**

## APPENDIX 1 – TARGETED LEARNING PLANS

### 17 GUIDELINES FOR PROGRESSION AND ASSESSMENT-BASED TARGETED LEARNING PLANS

17.1 For each trainee and training program, circumstances, resources and existing practices pertaining to targeted learning vary. Therefore, the following is intended as a guide only.

#### 17.2 Identification of reasons and areas for improvement

17.3 Prior to designing an assessment targeted learning plan, the trainee, DOT and supervisor should gather data to identify any reasons for the failures or failure to meet the assessment deadline.

17.4 Data gathering should involve a review of trainee progress, assessment results and mark sheets where relevant, the Training Record, training feedback including mid- and end of rotation feedback and that on Workplace based assessments (WBAs), and any other source of relevant information.

17.5 Possible key considerations include the following:

- What is the trainee's understanding of the reason(s) for the assessment failures or the failure to comply with the deadline?
- Has the trainee met the requirements of the assessment set out in the Policy and Procedure on the College website?
- Were any deficits identified that might guide the trainee? Has there been an attempt to address such deficits?
- Were there any common areas for improvement identified on training forms and/or on assessment mark sheets?
- What are the trainee's strengths and weaknesses, as identified on training forms and in feedback on any practice or previous examination questions or other assessment preparation?
- What has been the trainee's breadth of experience, particularly in terms of the formal education course, clinical rotations, patients assessed and managed, research and psychotherapy training?
- What opportunities for preparation were available and were these accessed?
- Were there any mitigating or extraordinary circumstances which could have contributed to the failures?
- Does the trainee require support for any personal circumstances, including psychological support as needed?

17.6 Review of the reasons for any failures should focus on the identification of specific areas that may be amenable to improvement, for example:

- content/knowledge
- organising or integrating knowledge to answer the specific question
- particular elements of the assessment, for example writing essays
- particular question type(s)



- English skills, including formal written English
- planning and organisation skills
- time management in an examination setting.

## **18 ASSESSMENT TARGETED LEARNING PLAN DESIGN**

- 18.1 An assessment targeted learning plan should be specific, focussed and individualised to address the above or other relevant identified factors, with a time frame and support component. Its implementation may benefit from employer support.
- 18.2 It is important for the trainee, DOT and relevant supervisor to review and be conversant with the requirements for the assessment available on the RANZCP website. For example, the Scholarly Project Policy and Procedure (13.1) provides project requirements and options for completion, knowledge of which is crucial to success in passing the Scholarly Project.
- 18.3 The following measures may be helpful aspects of a targeted learning plan, depending on the reasons for the failures and identified areas for improvement:

### **18.3.1 MCQ and Essay-style examination targeted learning plans**

18.3.1.1 Elements may include:

- Organise a comprehensive and appropriate revision program of content area(s) where knowledge is inadequate.
- Practise completing questions or practice examinations, with supervisors or tutors providing detailed feedback on these.
- Obtain help in understanding and practising particular question types.
- Practise time management and planning.
- Discuss with the DOT the possibility of undertaking a rotation in an area of practice in which significant deficits have been identified.
- Participate in any written examination preparation organised by the local training program.
- Obtain general targeted learning in written English through options including TAFE courses and language schools.

### **18.3.2 OSCE targeted learning plans**

18.3.2.1 Elements may include:

- Continue training in a clinical rotation and actively seek feedback from principal supervisor (i.e. training time may be beneficial).
- Learn how to and practise conducting interviews/Mental State Examinations (MSE) thoroughly and to an appropriate standard.
- Conduct formulation practice.
- Practise across a wider range of cases.
- Practice time management and planning.

- Discuss with the relevant DOT the possibility of undertaking a rotation in an area of practice in which significant deficits have been identified.
- Undertake additional Workplace-based Assessments (WBAs) to practise skills and receive formative feedback on those skills.
- Undertake management planning practice.
- Participate in any OSCE preparation activities organised by the local program.
- Complete a practice OSCE. A video of such sessions may be a useful and valuable resource.
- Assess and review detailed feedback on video-recorded interviews and vivas together with a supervisor and/or DOT.
- Participate in community-based activities designed to improve public speaking, for example, Toastmasters International.
- Seek communication skills training.

### **18.3.3 Scholarly Project targeted learning plans**

#### **18.3.3.1 Elements may include:**

- Review the requirements for the Scholarly Project and re-read the trainee's submission to ensure it fulfils the requirements of the Scholarly Project Policy and Procedure (13.1) available on the RANZCP website.
- Ensure the Scholarly Project supervisor has read and commented on the submission.
- Address specific deficiencies identified in the assessment feedback which were not sufficiently incorporated into any re-submissions.
- Rewrite the Scholarly Project submission if the quality was inadequate or did not follow the requirements (e.g. exceeds the word limit or inaccurate referencing).
- Edit the submission and/or access English language courses for formal publication.
- Reconsider the Project concept as a whole, particularly if the assessment feedback suggests it is not a suitable project.
- Gain more experience in conducting research. A new research topic may be required if the previous research was not conducted competently.
- Seek appropriate research training and/or mentorship to improve research skills and knowledge.
- The following considerations may be relevant with respect to concerns regarding meeting training trajectory expectations:
  - If the issues appear to be related to trainee inexperience or delay in attempting the Scholarly Project then discussion with the DOT and a supervisor may lead to identification of a suitable SP, or to exemption as an option.
  - If required, further support from the Scholarly Project Subcommittee of the Committee for Examinations, the DOT and BTC could be sought to explore options of projects and relevant academic support.

### 18.3.4 Psychotherapy Written Case targeted learning plans

#### 18.3.4.1 Elements may include:

- Review the requirements for the Psychotherapy Written Case and re-read the trainee's case write up to ensure it fulfils the requirements of the Psychotherapy Written Case Policy and Procedure (11.1) available on the RANZCP website
- Ensure the psychotherapy supervisor has read and commented on the case write up.
- Address specific deficiencies identified in the assessment feedback which were not sufficiently incorporated into any re-submissions.
- Request a second psychotherapy supervisor, hospital coordinator of training or local clinical supervisor to read and comment on the case write up in the light of the feedback received and the Psychotherapy Written Case Policy and Procedure, and to meet with the trainee, DOT and psychotherapy supervisor to discuss the comments as a group.
- Review whether the suitability of the case has been appropriately addressed in the write up.
- Re-write the case report if the quality of the submission was inadequate or did not follow the requirements (e.g. exceeds the word limit or the patient was not adequately de-identified)
- Consult an editor and/or access English language courses focussed on English for professional writing.
- Seek further experience in managing the types of problems experienced by the patient or conducting psychotherapy if competence is an area needing improvement. Subsequently, a new patient may need to be chosen with a new case write up for submission.
- Review relevant texts or the content of the trainee's formal education course (FEC) about psychotherapy and the practice of psychotherapy to improve knowledge of psychotherapy and treating the types of problems experienced by the patient to whom psychotherapy was provided.
- The following consideration may be relevant with respect to concerns regarding meeting training trajectory expectations:
- Discuss with the DOT and supervisor the possibility of identification of a suitable patient and/or psychotherapy supervisor.

# Education Training Regulation

## Failure to Progress



**Approval Date:** General Council GC2012/3 – R29 (18 August 2012)

**Review Date:** July 2014

**Regulation Number:** 19.1 – Permanent Number to be assigned

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### Failure to Progress

The Failure to Progress process will manage the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.

The competency requirements for trainees and the expected progress trajectory are outlined in the Regulation, Policy and Procedure on Progression through the Stages of Training.

### DOCUMENT CONTROL

Responsible department: Education	Responsible position: Senior Policy Officer	Version: 1.2
Responsible committee: Board of Education	Date approved by General Council: 18/08/12	

### REVISION RECORD

Date	Version	Revision description

# Education Training Policy and Procedure

## Failure to Progress



<b>Authorising Committee/ Department:</b>	RANZCP Board
<b>Responsible Committee/ Department:</b>	Education Committee
<b>Document Code:</b>	<b>POL PRC EDT-TRN Failure to Progress Education Training Policy (19.1)</b>

## Contents

### 1. Policy on failure to progress

This policy sets out the requirements and process to support and manage trainees who have not met the requirements of training within the 2012 Fellowship Program.

### 2. Policy statement

The 2012 Fellowship Program aims to ensure that all who are awarded the qualification of Fellowship have attained the level of competence required by the Fellowship Program in the practice of psychiatry. Consequently, the Fellowship Program must also offer a mechanism to address trainees who remain in training without demonstrating adequate progress towards the qualification of Fellowship within the required time constraints.

### 3. Purpose

The Failure to Progress Policy should be read in conjunction with the Progression through Training Policy (6.1) and will facilitate the process of identifying, assisting and, potentially, excluding trainees that do not meet the Fellowship Program competency and progression requirements.

Trainees who do not meet a specified requirement and/or deadline for a program element will be managed by this policy through a transparent, fair and equitable Failure to Progress process.

### 4. Policy details

Trainees enrolled under the RANZCP Fellowship Regulations 2012 are required to be aware of and adhere to the mandatory deadlines and rules for the elements of the Fellowship Program.

#### 4.1 Prospective applications for individual training trajectory adjustments

Prior to approaching the Fellowship Program deadlines, a trainee may submit a prospective application to the Committee for Training (CFT) to adjust their individual trajectory due to exceptional circumstances. This application may be prepared by the trainee's Director of Training (DOT) where circumstances have made it difficult for the trainee to submit their own application.

Applications should include the reason(s) for the application, a plan setting out the proposed timeline for completion of the Fellowship Program requirements and any other relevant information (e.g. evidence of medical condition or other, references, statements showing how the trainee has progressed to date). Trainees should also include letters from their DOT and Branch Training Committee (BTC) with their application; however, should the trainee not want to seek DOT and BTC support, they should express their reasons for this in their application. The CFT reserves the right to request information from the trainee's DOT and BTC. In doing so, the CFT will maintain confidentiality of any trainee correspondence as requested.

The CFT will consider each application on a case-by-case basis. Should the CFT agree to adjust the individual progression trajectory for the trainee, the CFT will inform the trainee with a copy to the trainee's DOT and (BTC).

- An example of when this process may be useful is for a trainee who has three remaining centrally administered summative assessments to complete. If they or their immediate family member has been diagnosed with a serious illness that requires ongoing treatment and care, the trainee would apply with a plan setting out when they propose to be able to achieve one or more of their remaining summative assessments. The application would include the medical certificate, references, support letters or other information where relevant. Depending on the determination of the CFT for the particular circumstances, the trainee's deadlines for completion of their remaining three assessments may be delayed by 6, 12 and 18 full-time equivalent (FTE) months respectively. Note: this is only an example and does not indicate any outcome that may be determined by the CFT in a particular case.

The CFT (not the DOT) has the authority to determine when a case is exceptional or to grant an extension; on a case-by-case basis.

## **4.2 Failure to adhere to deadlines**

### **4.2.1 Targeted Learning deadline**

A trainee who has not passed a summative assessment component of the Fellowship Program by the Targeted Learning deadline ('TL' point on the Trainee Progress Trajectory), as specified in the Progression through Training Policy (6.1), will be required to develop a targeted learning plan with their DOT. The deadline applicable for each centrally administered summative assessment is stated in the Progression through Training Policy (6.1) in full-time equivalent (FTE) months.

### **4.2.2 Communication from the CFT about Targeted Learning**

The College will send correspondence to a trainee in this circumstance, with a copy to the DOT, reminding the recipient of the requirements of the Progression through Training (6.1) and Targeted Learning (6.2) Policies.

- The correspondence will also provide an opportunity for the trainee to submit an application to the CFT to adjust their individual trajectory due to exceptional circumstances. Applications should follow the requirements set out for prospective applications for individual trajectory adjustments. A DOT or BTC may provide advice; however, this will generally not be considered a substitute or replacement for the trainee's application, except in exceptional circumstances, as accepted by the CFT, where the trainee is unable to do so.

### **4.2.3 Evidence of a targeted learning plan**

As specified in the Targeted Learning Policy and Procedure, (6.2) the trainee and DOT must identify a targeted learning plan for the attainment of the summative assessment and send the Commencement of Targeted Learning Form to the College Training Department.

The College Training Department must receive the documentation within 60 days of the letter's date so that the trainee's Training Record can be updated and future correspondence is managed effectively. Further detail can be found in the Targeted Learning Plans Policy and Procedure (6.2).

### **4.2.4 Show Cause deadline**

A trainee who has not passed a centrally administered summative assessment by the Show Cause deadline ('SC' point on the Trainee Progress Trajectory) as per the Progression through Training Policy will be required to show cause to the CFT as to why they should be able to continue towards Fellowship. The Progression through Training Policy (6.1) specifies the show cause deadline in FTE months for each component. .

#### **4.2.5 Communication from the CFT about show cause**

The College will communicate to the trainee this requirement by sending correspondence to the trainee, with a copy to the DOT and BTC. A trainee who wants to continue towards Fellowship with the College must show cause for this in writing to the CFT within 60 days of the date of correspondence.

- The correspondence will also provide an opportunity for the trainee to submit an application to the CFT to adjust their individual trajectory due to exceptional circumstances. Applications should follow the requirements set out for prospective applications for individual trajectory adjustments. A DOT and BTC may provide advice; however, this will generally not be considered a substitute or replacement for the trainee's application, except in exceptional circumstances, as accepted by the CFT, where the trainee is unable to do so.

### **4.3 Other potential reasons for failure to progress**

#### **4.3.1 Three or more fails of the same assessment**

After three failed attempts of the same summative assessment, the trainee will be required to show cause to the CFT as to why they should be able to continue towards Fellowship as per the process in point 4.4. Three failed summative end-of-rotation In-Training Assessment (ITA) forms (whether consecutive or not) will also require the trainee to show cause.

The trainee must show cause in writing, even if the trainee is within the timeframes mandated for the component(s) on the Trainee Progress Trajectory. Communication will be sent to the trainee indicating this.

#### **4.3.2 Failure to commence rotation-based targeted learning**

If a trainee does not commence rotation-based targeted learning within the required 60-day timeframe, the trainee will be required to show cause to the CFT as to why they should be able to continue towards Fellowship as per the process in point 4.4. Communication will be sent to the trainee indicating this.

#### **4.3.3 Failure to achieve the mandatory EPAs**

As per the Progression through Training Policy (6.1), if a trainee does not achieve the Stage 1 mandatory EPAs by the time they have completed 12 months of FTE accredited training in Stage 1, or does not achieve the Stage 2 mandatory EPAs by the time they have completed 36 months of FTE accredited training in Stage 2, the trainee will be required to show cause to the CFT as to why they should be able to continue towards Fellowship. Communication will be sent to the trainee indicating this.

#### **4.3.4 Break in training**

As per the Leave and Interruptions to Training Policy, trainees can accumulate a total of 5 years of breaks in training on their Training Record before being required to show cause to the CFT to remain in the Fellowship Program. The 5 years are cumulative and calculated in calendar time, regardless of the trainee's FTE status before or after a break in training. If a trainee's total break-in-training time is greater than 5 years, the process in point 4.4 will be followed. The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship. Communication will be sent to the trainee indicating this.

#### **4.3.5 Not in training**

As per the Leave and Interruptions to Training Policy, a trainee will not be considered to be on a break in training if they have not received approval for that interruption to training and submitted the approved Break-in-training Form to the College head office for recording. In this case, they would be considered to be 'not in training'. Similarly, a trainee who has not returned from a break

in training, and who has not been approved for a new break in training, will be considered to be 'not in training'.

A trainee who is not actively training because they are no longer part of a local training program (i.e. they are 'no zone') and who has not transferred to a new local training program (i.e.: the College has not received a signed Notice of Transfer Form) nor sought and received approval for a break in training from the CFT, will be considered to be 'not in training'.

A trainee's not-in-training time will be tracked on their Training Record. Not-in-training time is limited to a maximum of 12 months (cumulative and calculated in calendar time) in total. If a trainee accrues more than this, the trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship. Communication will be sent to the trainee indicating this.

#### **4.3.6 Training maximum**

A trainee who is not eligible for Fellowship after 13 years (calendar time) in the Fellowship Program, including any breaks in training, part-time training or not-in-training time, must adhere to the process in point 4.4. The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship. Communication will be sent to the trainee indicating this.

### **4.4 Showing cause to remain in the Fellowship Program**

The trainee who is required to show cause in order to be considered able to remain in the Fellowship Program by the CFT. The cause shown should:

- set out the facts
- include any relevant reasons (i.e. the exceptional circumstances) for the non-attainment of the competency by the mandatory deadline (including evidence where relevant, e.g. a medical certificate)
- include any mitigating circumstances
- include a proposed plan to pass the assessment by a specified time.

References and letters of support should be sought from the trainee's DOT and/or BTC, as well as from others where relevant. This DOT and/or BTC advice will generally not be considered a substitute or replacement for the trainee to show cause, except in exceptional circumstances, as accepted by the CFT, where the trainee is unable to do so. Trainees should also include letters from their DOT and/or BTC with their application; however, should the trainee not want to seek either DOT or BTC support, they should express their reasons for this in their application. The CFT reserves the right to request information from the trainee's DOT and BTC. In doing so, the CFT will maintain confidentiality of any trainee correspondence as requested.

The CFT must receive the cause in writing from the trainee within 60 days of the letter's sent date to enable the review and consideration process to commence.

#### **4.4.1 CFT consideration of any cause shown**

The CFT will consider all relevant information provided, including any recommendation provided by the trainee's DOT or the relevant Branch Training Committee (BTC).

Should the CFT determine that not enough information has been provided to make a determination, they will request further information from the trainee by a specified time period or a teleconference/videoconference with the trainee (and, potentially, their DOT), at committee discretion. A trainee may select and bring a support person, who will act as an observer and not an advocate, to the teleconference/videoconference.

The CFT will then make a recommendation as to whether a trainee has demonstrated sufficient exceptional circumstances or not, based on the relevant information provided,



If a trainee has shown cause due to three failures of the same centrally administered summative assessment, the CFT will consult with the Committee for Examinations (CFE) prior to making a determination.

#### **4.4.2 CFT determination**

The CFT may determine that the trainee has demonstrated that exceptional circumstances exist. A new, individual training trajectory will be agreed upon, with adjusted deadline point(s) as deemed suitable. The deadline points may be adjusted for a single or multiple assessment(s). The intent of the adjusted training trajectory is to assist the trainee in successfully completing the competencies within determined time requirements, thereby returning the trainee to a trajectory towards Fellowship. The specific time requirements will be noted on the trainee's Training Record as a basis for monitoring continued progress in the Fellowship Program.

The CFT may determine that the trainee has not demonstrated that sufficient reasons exist, and will forward their recommendation for the trainee to be excluded from the Fellowship Program to the Education Committee (EC) for review and a determination as to whether the EC supports exclusion of the trainee.

If no submission is made by the trainee or their DOT in relation to a requirement to show cause, the CFT determination will be based on the lack of exceptional circumstances shown.

A summary of CFT decisions and recommendations regarding failure to progress shall be noted by the EC.

#### **4.4.3 Education Committee (EC) review**

The EC will consider whether they support the CFT's recommendation for the trainee's exclusion as per the Exit and Re-entry Policy (X.X). A recommendation of exclusion by the EC will be forwarded for review and determination in accordance with the usual committee reporting structure. If the EC opposes the CFT recommendation that the trainee be excluded, the EC will provide the reasoning for its decision and a direction for implementation to the CFT.

### **4.5 Non-receipt of communication**

As part of their Training Agreement with the College, trainees must keep the College informed of their current contact details. The College will endeavour to ensure communications reach the trainee. However, trainees are responsible for knowing the requirements of the Fellowship Program and of this policy. Non-receipt of correspondence from the College does not invalidate the trainee's obligation to adhere to the requirements it presents.

### **4.6 Summary of responsibility in the failure to progress process**

#### **4.6.1 Trainee responsibilities**

As described by the Progression through Training Policy (6.1), trainees in the Fellowship Program are responsible for their own progress and must comply with the Fellowship Program deadlines set out in the Trainee Progress Trajectory. Trainees are responsible for understanding the requirements of this policy and all other regulations, policies and procedures underpinning the Fellowship Program.

Generally, trainees should maintain ongoing communication with their DOT when they believe exceptional circumstances have occurred. Trainees can apply to the CFT for approval of an adjusted individual trajectory on a case-by-case basis.

Trainees are responsible for showing cause to the CFT to remain in the Fellowship Program when required.

#### 4.6.2 Directors of training (DOT) responsibilities

DOTs shall endeavour to contact and to support a trainee to whom the Failure to Progress policy applies. If a targeted learning plan is required, the DOT must ensure its development together with the trainee in accordance with the Targeted Learning Plans Policy (6.2).

A DOT may be requested by a trainee to submit a letter to support a trainee's prospective application to adjust their individual trajectory or to support a trainee who is showing cause. As per the usual process with applications, a DOT may submit a letter expressing their support or lack of support to the CFT or may defer this to the BTC.

The CFT has the responsibility and authority to determine when a case is exceptional or to grant an extension on a case-by-case basis. Information provided from DOTs and/or BTCs is valuable but not binding.

#### 4.6.3 Committee for Training (CFT) responsibilities

The CFT will review and consider a trainee's written application or cause shown, together with all supporting documentation and advice. The CFT will determine whether to grant any extensions for individual trainee progress on a case-by-case basis. If a trainee has shown cause due to three failures of the same centrally administered summative assessment, the CFT will consult with the Committee for Examinations (CFE) prior to making a determination.

If the CFT determines that a trainee has not demonstrated that there are exceptional circumstances which mitigate a trainee's failure to progress, they will forward a recommendation for exclusion of the trainee to the Education Committee for review.

The CFT will maintain confidentiality on all matters relating to a trainee's progress and any exceptional circumstances, in line with the committee regulations.

The CFT will regularly report to the EC on the show cause process, including a summary of the outcomes.

#### 4.6.4 Education Committee (EC) responsibilities

The EC will review a recommendation made by the CFT that a trainee be excluded from the Fellowship Program. The EC will then make a recommendation in accordance with the usual committee reporting structure as to whether or not the trainee should be excluded from the program under the Exit and Re-entry Policy (X.X).

The EC will maintain confidentiality on all matters relating to a trainee's progress and any exceptional circumstances, in line with committee regulations.

### 4.7 Review of decisions

Any request by trainees for review of a decision in relation to Failure to Progress should follow the formal education review process (X.X) and may be subject to the RANZCP Reconsideration and Appeals Policy.

## 5. Monitoring, evaluation and review

The EC shall implement, monitor and review the policy and report on anomalies and issues as these arise.

This policy will be reviewed biennially and updated as required.

## 6. Definitions and abbreviations

Break in training	A trainee's College-approved interruption to training, which includes the required break-in-training fee to maintain their
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	training record.
BTCs	Branch Training Committees – For the purposes of this document, this collective term is inclusive of all Branch Training Committees and the New Zealand Training Committee.
College	The Royal Australian and New Zealand College of Psychiatrists
Deadline	The mandatory completion date for a specific component of the Fellowship Program as stated in the Progression through Training Policy.
Decision	Any written, final outcome made by a College committee or representative of the College.
DOT	Director of Training. Also applicable to Director of Advanced Training within the context of this policy.
EC	Education Committee
Exceptional circumstances	Out of the ordinary events or circumstances which could not have been foreseen or planned for, and which are not as a result of the trainee's own making.
Failure to Progress	The process that manages the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.
Fellowship Competencies	Fellowship Competencies outline the College's understanding of psychiatry in Australia and New Zealand through the CanMEDS roles, and state the demonstrable endpoint competencies for all trainees engaged in attaining Fellowship of the College.
ITA	In-Training Assessment: formative and summative assessment components of the Fellowship Program.
Not in training	Periods of absence from active training where approval has not been sought and obtained or the College head office has not been informed.
Targeted Learning (formerly remediation)	A formal process in which trainees who have not successfully completed program requirements are assisted, counselled, supported and monitored through the completion of targeted learning plans.
show cause	The process by which a trainee must provide written support for their case to continue in the Fellowship Program to the CFT.
stage	Training under the RANZCP Fellowship Regulations 2012 will fall into three Stages (Stage 1, Stage 2 and Stage 3), which can be defined as basic, proficient and advanced training.
Training Agreement	The agreement that the trainee must make with the College Headquarters upon enrolment in the Fellowship Program.
Trainee Progress Trajectory	See Associated Documents
Training Record	The official record kept at the College Headquarters of a trainee's progress on all required components of the Fellowship Program.

## 7. Associated documents

**7.1 Regulation:** **6.1** Progression through the Stages of Training Education Training Regulation  
**19.1** Failure to Progress Education Training Regulation

**7.2 Policy:** **6.1** Progression through Training Education Training Policy  
**6.2** Targeted Learning Education Training Policy and Procedure  
**X.X** Exit and Re-entry Education Training Policy

**7.3 Other:** Trainee Progress Trajectory

## REVISION RECORD

Contact:		Senior Policy Officer, Education	
Date	Version	Approver	Description
18/11/12	v.0.9	General Council	New document approved by GC (R58).
28/11/15	v.1.0	RANZCP Board	Substantial rephrasing for clarity, including the possibility for trainees to apply prospectively for an adjusted individual progress trajectory in exceptional circumstances. Clarifications on confidentiality and that the trainee may apply to CFT without going through their DOT/BTC but must explain reasons CFT approved 22/10, EC 06/11, CGRC 12/11, Board 28/11.
21/07/16	v.1.1	RANZCP Board	Revised to reflect targeted learning/targeted learning plan (formally remediation/remediation plan) and standard expected at end of Stage 3 (formally junior consultant standard) terminology changes. EC approved 29/04/2016. CGRC reviewed 28/04/2016. RANZCP Board approved B2016/4.  Updated to include 4.3.3 Failure to achieve the mandatory EPAs, as per the Progression through Training Policy (6.1).
19/02/17	v1.2	RANZCP Board	Clarified 4.4 information could be sought from the DOT and/or the BTC and 4.6.2 that DOT may defer their response to the BTC. Approved by CGRG 19/1/17, EC 27/1/17, Board 19/2/17.
14/09/17	v.1.2.1	N/A	Clarification to align with clarification confirmed in Targeted Learning Policy & Procedure that show cause for lack of targeted learning in 60 days is only applicable for rotational targeted learning (Board approved 13/08/17 B2017/5 R16).
July 2018		NEXT REVIEW	