Education Training Policy

Progression through Training

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

Targeted learning and training review deadlines effective 1 January 2017

This policy has been updated to include the revised targeted learning and training review 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 training review deadlines associated with each of the five centrally administered assessments.

The previous targeted learning and training review 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.

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

Contents

1. Policy on progression through training

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

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

While a deadline states the mandatory completion date for a specific component of the RANZCP 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 RANZCP Fellowship Program.

4.2 Trainee responsibilities

As adult learners, trainees in the RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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 RANZCP 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.

- o 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 RANZCP 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).

- o 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 submit a training review application 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:

- o discuss their concerns with the trainee
- o discuss their concerns with the DOT or their delegate
- o try to identify factors affecting the trainee's performance
- o 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.

- o 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.
- o 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:

- o the supervisor indicating a 'fail' on the end-of-rotation ITA form
- o the trainee failing to achieve both of the mandatory EPAs for the rotation (two EPAs are mandatory for a 6-month FTE rotation)
- o 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)

- o 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:

- o the supervisor indicates a 'pass' on the end-of-rotation ITA form
- o 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.

- o 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).
- o 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

submit a training review application 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

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.

- o 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).

- o 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 submit a training review application 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. 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.

- o 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).
- o 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 submit a training review application 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).

4.10.2 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).

4.10.3 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.

- o 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).
- o 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 submit a training review application 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

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* Effective for selection related to the commencement of a Certificate Program from rotation two, 2016

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.

- o 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).

- o 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 submit a training review application 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 with Certificate Programs has been amended and marked with an asterisk. The revisions are set out

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.

* Effective for selection related to the commencement of a Certificate Program from rotation two, 2016

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)

    o 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)

    o 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).

- Contact the Training Department at 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. .

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7. **Definitions and Abbreviations**

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:		Project Officer, Education and Training	
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 RX.

Date	Version	Approved by	Description
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 R<mark>X</mark>.
21/07/16	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.
			Minor amendment to update ITA Form to mid-rotation ITA form and ITA Report to end-of-rotation ITA form.
11/02/17	v.5.2	RANZCP Board	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
19/05/17	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.
14/09/17	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).
11/03/2020	v.5.3	CFT	Change of terminology from show cause to training review. (CFT approved, 12/12/2019).
July 2021		**NEXT REVIEW**	