

<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 subjected to the training review process 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 training review 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 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 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 training review 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 training review 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 training review 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 a training review 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: Projects Officer, Education and Training

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.
11/03/2021	v.2.1	CFT	Change terminology from show cause to training review. (CFT approved, 12/12/2019).

August  
2021

**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.