



The Royal  
Australian &  
New Zealand  
College of  
Psychiatrists

# FORMAL EDUCATION COURSE

## Accreditation Standards

# working with the community

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## ACCREDITATION OF A FORMAL EDUCATION COURSE

A formal education course (FEC) is a RANZCP-accredited course to support and guide the trainee to attain the knowledge base defined in the Fellowship syllabus for the stages of training, in conjunction with experiential learning in their clinical practice, supervision, and study.

The RANZCP Education Training Regulation for Formal Education Course provides:

*During their first 3 years' full-time equivalent (FTE) training in the Fellowship Program, trainees must enrol and demonstrate satisfactory participation in a College-accredited formal education course.*

FECs are part of the responsibilities of Branch Training Committees, or the New Zealand Training Committee, as prescribed in the RANZCP Regulation for Branch and New Zealand Training Committees:

*Managing and overseeing the local Formal Education Courses (FECs), as applicable.*

The aim of the RANZCP process for accrediting education courses is to ensure providers meet explicitly defined standards of their course that will facilitate the adoption of high-quality educational experiences for trainees. The accreditation process involves consultation with the education institution/organisation/training programs, course coordinators, lecturers and/or tutors and, most importantly, consultation with trainees enrolled in the education course.

RANZCP accreditation of the FEC will only be granted if the course provider successfully demonstrates that the graduates of the FEC are provided with the knowledge, skills, and attitudes that are relevant to contemporary professional practice as a psychiatrist. Relevant professional practice is defined in the RANZCP Syllabus, Curriculum Map, and Regulations. These Standards have been developed to accredit RANZCP FECs, and this document has been prepared to facilitate the accreditation process.

Accreditation is conferred by the RANZCP Board and may be granted for up to five years. Where appropriate, an FEC may be provisionally accredited. Compliance is monitored by the RANZCP Accreditation Committee through FEC and Fellowship training program accreditation processes.

When an FEC is accredited, any substantial change must be approved prospectively by the Accreditation Committee. An example of a substantial change would be a complete change of delivery format from live to online. A change of facilitator personnel, or a reformat of content (provided it remains within the syllabus), would not constitute a substantial change. Clarification can be sought from the RANZCP, i.e. the BTC/NZCT, Director of Training (DOT) or Accreditation team, and may require a new accreditation review.

<b>Accreditation Standard 1: Governance and Quality Improvement</b>	
<b>Standard</b>	<b>Details of this Standard</b>
<p><b>1.</b></p> <p>The FEC is overseen by the BTC/NZTC of the jurisdiction in which it is based.</p> <p>All BTCs/NZTC are responsible for the oversight of FEC provision and quality, either directly or through an FEC subcommittee.</p> <p>Where the BTC/NZTC has delegated provision of the FEC to an external provider or training program, that external provider or training program must comply with the RANZCP FEC Accreditation Standards.</p>	<p><b>1.1</b></p> <p>The FEC is monitored and reviewed regularly by the BTC/NZTC, or its FEC subcommittee.</p> <p>Data is made available by the FEC provider to the BTC/NZTC to enable monitoring and review of the FEC by the BTC/NZTC and the RANZCP Accreditation Committee.</p>
	<p><b>1.2</b></p> <p>Quality improvement arrangements are in place for the FEC. RANZCP trainee feedback about the FEC is part of the quality improvement process.</p>
	<p><b>1.3</b></p> <p>Where the BTC/NZTC has delegated delivery of the FEC to an external provider, the FEC provider liaises regularly with the BTC/NZTC or its FEC subcommittee.</p>
	<p><b>1.4.</b></p> <p>A substantial change to the FEC must be prospectively approved by the Accreditation Committee.</p>
	<p><b>1.5</b></p> <p>Attendance at the FEC is monitored and followed-up by the BTC/NZTC.</p>
<b>Accreditation Standard 2: Educational Philosophy</b>	
<b>Standard</b>	<b>Details of the Standard</b>
<p><b>2.</b></p> <p>The FEC uses a variety of teaching and learning approaches consistent with the RANZCP Fellowship competencies mapped to the CanMEDS model.</p>	<p><b>2.1</b></p> <p>An adult learning approach is followed which includes educational sessions with an interactive and collaborative focus.</p>
	<p><b>2.2</b></p> <p>The FEC draws on a substantial body of knowledge and competencies, guidelines, and stimulates engagement by students in intellectual inquiry consistent with the expected learning outcomes.</p>

	<p><b>2.3</b></p> <p>The FEC is developed for, and delivered to, registered trainees of the RANZCP as the primary target audience.</p> <p>An FEC provider may apply prospectively to the BTC/NZTC for an exception to allow delivery of a specific seminar, workshop, or tutorial to a group that will include one or more non-RANZCP trainees.</p>
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**Accreditation Standard 3: Structure and Delivery**

Standard	Details of the Standard
<p><b>3.</b></p> <p>Structure of the FEC.</p> <p>The FEC provider delivers regular, scheduled teaching sessions.</p>	<p><b>3.1</b></p> <p>For Stages 1 and 2 of Psychiatry training, FEC delivery will approximate to at least three hours of formal education each week for 40 weeks per year.</p> <p>The BTC/NZTC may prospectively approve variations to this requirement, but the equivalent hours must be maintained.</p>
	<p><b>3.2</b></p> <p>The FEC is delivered in a way that can be readily accessed by all RANZCP trainees.</p>
	<p><b>3.3</b></p> <p>There are sufficient opportunities for real-time and interactive learning in the FEC, via face-to-face groups and/or videoconferences, so as to ensure an adult learning experience is delivered.</p>

**Accreditation Standard 4: Course Content**

Standard	Details of the Standard
<p><b>4.</b></p> <p>Content of the FEC.</p>	<p><b>4.1</b></p> <p>The knowledge content delivered by the FEC is specifically appropriate for the registrar stage of training in the RANZCP Fellowship Program.</p>
	<p><b>4.2</b></p> <p>The FEC aligns with the syllabus for the RANZCP Fellowship Regulations to ensure that the FEC covers the relevant Stages of Fellowship training.</p>

## Accreditation Standard 5: Infrastructure and Support

Standard	Details of the Standard
<p><b>5.</b></p> <p>Appropriate infrastructure and support are available to ensure the FEC is deliverable to all RANZCP trainees.</p>	<p><b>5.1</b></p> <p>There are FEC coordinators, adequate resourcing and electronic communication services, fit-for-purpose infrastructure, administrative, and technical support to facilitate delivery of the FEC.</p>
	<p><b>5.2</b></p> <p>Staff coordinating the FEC are accessible to RANZCP trainees for advice and assistance with their progress through the FEC.</p>
	<p><b>5.3</b></p> <p>Consistent with modelling the CanMEDS roles of scholar and communicator, the majority of the FEC is delivered by Psychiatrists.</p>

## Accreditation Standard 6: Orientation

Standard	Details of this Standard
<p><b>6.</b></p> <p>Specific orientation is available to trainees before commencing the FEC.</p>	<p><b>6.1</b></p> <p>Orientation information is tailored to the needs of trainees and includes details of course structure, schedules, delivery modes, timetables, delivery hours, learning outcomes, course fees, and payment options.</p>
	<p><b>6.2</b></p> <p>Any fees charged for the FEC are clearly documented, published, and communicated to trainees.</p>

### REVISION RECORD

Contact: Manager, Accreditation, CPD and Reporting

Date	Version	Approver	Description
06/10/20	V8	B2020/14 R10	Accreditation (AC) Committee

**NEXT REVIEW:** 2022