



The Royal
Australian &
New Zealand
College of
Psychiatrists



New Fellowship Program Draft Prototype for Consultation

Developed by the New Fellowship Program Taskforce

New Fellowship Program Draft Prototype

New Fellowship Program Draft Prototype for Consultation

The New Fellowship Program Taskforce has developed a high-level prototype to support consultation with members and stakeholders. The prototype outlines the program's vision, principles, and proposed structure. It is shared at an early stage to support transparency, engagement, and meaningful consultation and is not final. It will continue to be refined through consultation with members and trainees, people with lived and living experience, Aboriginal and Torres Strait Islander and Māori representatives and other stakeholders.

The draft prototype positions the curriculum as more than a training framework, recognising its role in shaping professional identity, supporting service delivery, and responding to population need within a changing health system.

Several priority design directions are being explored. These include strengthening publicly defensible standards through assessment design, including the proposed reintroduction of a mid-Fellowship external clinical examination within a broader programmatic assessment framework. To support continuity, wellbeing, and the overall training experience, the introduction of a longitudinal educational coach is being considered alongside existing clinical supervision.

The draft prototype also considers how training can better prepare psychiatrists for future practice through the development of core capability strands, including leadership, cultural safety, and digital and AI literacy, supported by reflective and portfolio-based learning. A shift toward mandatory experiences rather than mandatory terms is open to discussion to reduce progression bottlenecks, support workforce growth, and raise standards in areas aligned with changing population needs. A phased and flexible five-year Fellowship structure is under consideration to support critical transitions, tailored learning pathways, rural and private sector training, and workforce distribution.

The material that follows is presented for reflection, challenge, and feedback to strengthen an emerging curriculum approach that is credible, deliverable, and fit for future practice. Feedback can be provided via the Consultation Hub (<https://consult.ranzcp.org/new-fellowship-program-consultation>) or by emailing newfellowshipprogram@ranzcp.org.

New Fellowship Program

Vision Statement



Vision for the new Fellowship Program

Statement

The Fellowship Program develops patient-centred, clinically excellent psychiatrists for Australia and Aotearoa New Zealand who practice collaboratively and are equipped to meet current and future mental health needs through culturally safe care, accountability, self-reflection, and meaningful community connection.

In doing so, the Program upholds psychiatry's social contract in service of the public good and the public trust.

Program Outcomes

The Fellowship Program aims to produce psychiatrists who, by completion of training, are able to practice independently and are:

1. Psychiatric and Medical Experts

Who deliver safe, high-quality, patient centered, recovery-oriented and trauma-informed psychiatric care across diverse settings, responsive to the needs of individuals, families, whānau, carers, and communities.

2. Culturally Safe and Responsive Practitioners

Who embed cultural safety, social and emotional wellbeing, and trauma-informed practice in all aspects of care, challenge racism and inequity, and demonstrate accountability to Māori and Aboriginal and Torres Strait Islander peoples and other diverse communities.

3. Communicators

Who build effective therapeutic relationships through compassionate, culturally responsive communication that supports shared understanding and shared decision-making, and who communicate effectively across professional teams.

4. Collaborators

Who work respectfully and equitably with people with lived and living experience, family, whānau, carers,

health professionals, and intersectoral partners to improve mental health outcomes.

5. Leaders

Who strengthen mental health services and systems through ethical leadership, managing complexity and uncertainty, contributing to service improvement, and supporting a sustainable workforce.

6. Advocates

Who champion the rights, dignity, and mental health of individuals and communities, with particular accountability to Māori and Aboriginal and Torres Strait Islander peoples, and to populations experiencing inequity.

7. Scholars

Who apply critical thinking, research literacy, and lifelong learning to improve psychiatric practice and respond to emerging evidence, technology, and societal change.

8. Professionals

Who practice with integrity, humility, and ethical responsibility, support their own wellbeing and that of colleagues, and contribute to safe, respectful workplace cultures and public trust in psychiatry.

Key Principles for the Design and Operation of the New Fellowship Program

1. Workforce and Community Purpose

A workforce capable of meeting the mental health needs of communities across Australia and Aotearoa New Zealand, informed by evidence, lived and living experience, and educational best practice, and responsive to community contexts.

2. Outcome-Led and Capability-Focused Design

Curriculum, teaching, supervision, and assessment are explicitly aligned to clear learning outcomes under the Program and Graduate Outcomes, prioritising mastery of core psychiatric work, trauma informed, and person-led care, and generalist capability before additional complexity or specialisation.

3. Partnership and Cultural Safety in Practice

With accountability to people with lived and living experience, Māori and Aboriginal and Torres Strait Islander peoples, and the communities we serve, the Fellowship Program embeds cultural safety, equity and partnership as core clinical capabilities demonstrated in practice, supervision, assessment and

program governance.

4. Wellbeing, Practicality, and Feasibility

The Fellowship Program is designed to be practical, feasible, and sustainable for trainees, supervisors, training services, and the College, balancing high standards with manageable workload, protected educational time, and explicit support for wellbeing and safe learning environments.

5. Adaptability, Learning, and Accountability

The Fellowship Program develops adaptive expertise, critical thinking, and innovation readiness, including the safe and ethical use of digital technologies and emerging tools, and is continuously evaluated and refined using evidence, data, and stakeholder feedback to remain responsive to clinical, technological, societal, and regulatory change.

Our Identity

- Reflective, scholarly, and adaptive
- Advocate for mental health and equitable care

- Collaborative partner in care
- Works with and for communities
- Navigates complexity, uncertainty, and systems
- Leader and steward of quality care

- Medical expert in mental illness
- Culturally safe and responsive
- Therapeutic and skilled communicator

**The Psychiatry
Specialist**

Guiding Principles for the New Fellowship Program

Level 1 - Purpose

- Formation of psychiatrists capable of independent, safe, and effective practice in complexity

Level 2 - Ethical and Clinical Foundations

- Care is person-centred, trauma-informed, and grounded in lived and living experience
- Practice is culturally safe, ethical, and inclusive
- Psychiatry integrates biological, psychological, and social understanding in assessment and care

Level 3 - Clinical Orientation

- Integrated biopsychosocial formulation and care
- Foundational breadth across psychiatry, with flexible pathways into depth

Level 4 - Capability for Contemporary Practice

- Training develops excellence in therapeutic practice and integration
- Psychiatrists must be capable in digital, technological, and data-informed practice
- Practice includes leadership, supervision, systems thinking, and collaboration
- Care is delivered through communication, partnership, and co-production

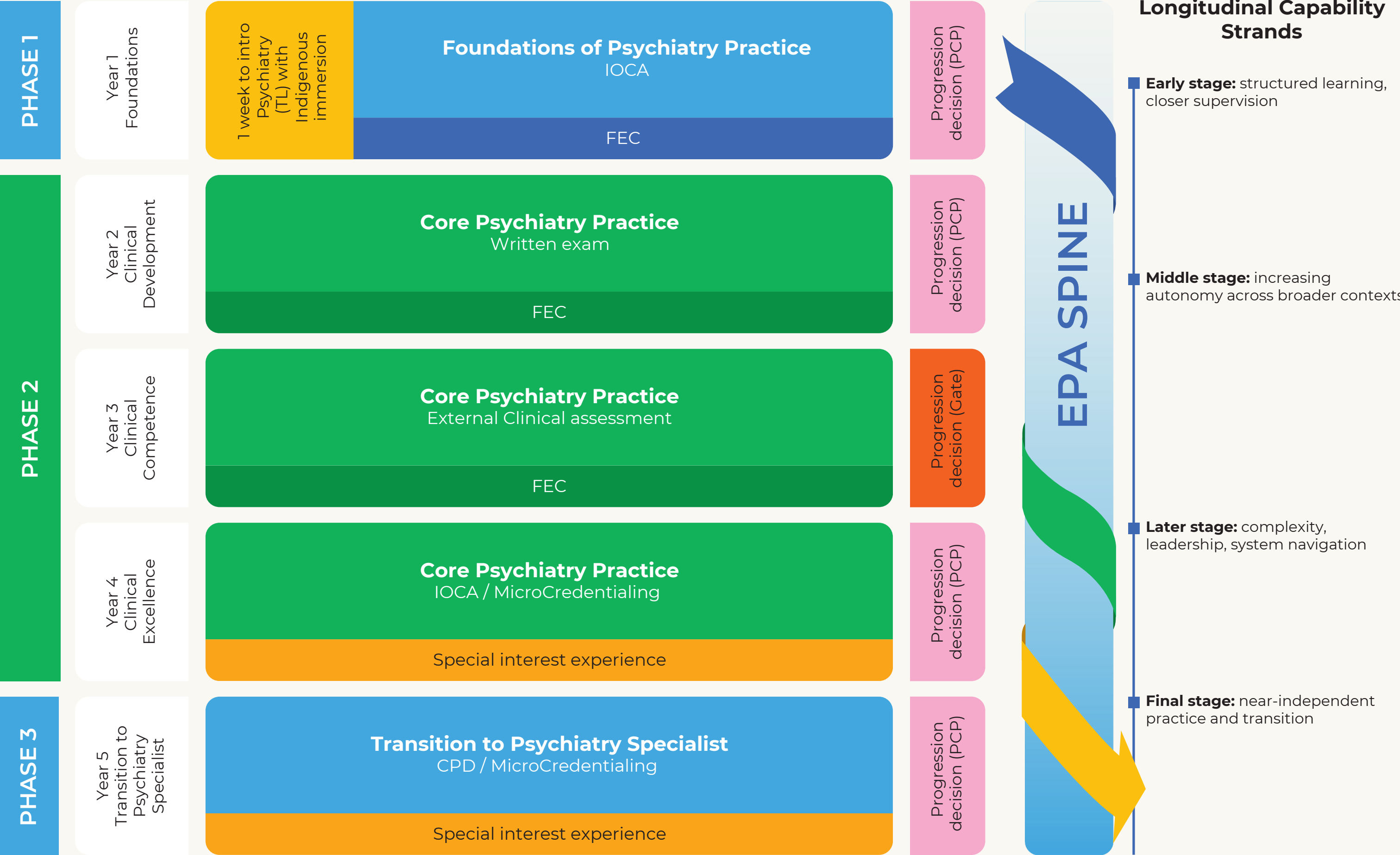
Level 5 - Professional Formation and Lifelong Practice

- Training fosters reflective practice, professional identity, and commitment to lifelong learning

Level 6 - Responsibility to the Future and the System

- The program prepares psychiatrists for future practice through adaptability and innovation
- Psychiatrists contribute to advancing the profession through scholarship and leadership
- The program must be sustainable, feasible, and socially accountable

Curriculum Prototype



Assessment Overview

Single integrated assessment system

Workbased Assessment

- Formative workbased assessments (AFL)¹
- EPA entrustment decision by clinical supervisor
- Multiple sources & longitudinal

External Written Assessment

- Core knowledge
- Clinical reasoning
- Evidence application
- Summative External

External Clinical Assessment

- Blue printed and mapped (AOL)²
- Assures standards
- Summative External and Front loaded
- Maximum number attempts

Reflective Portfolio

- Evidence of attainment and capabilities
- Transformative threshold learning linked to EPAs³
- Overseen by an education mentor

Notes:

AFL: Assessment for learning

AOL: Assessment of learning

EPA: Entrustable Professional Activity

PCP exist to support remediation as well as determine progression

Longitudinal Capability Strands Across the Program

Personalised Reflective Portfolio

Clinical & Therapeutic

- Biological
- Psychotherapeutic

Relational & Cultural

- Lived experience
- Indigenous
- Collaboration

Professional & Systems

- Leadership & management
- Scholarship (research, QI, education)
- AI & Telehealth

Personal development

- Wellbeing
- Reflective practice & supervision

These strands are developed longitudinally across all training experiences and are integrated with EPAs and assessment

