



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](mailto:newfellowshipprogram@ranzcp.org).

# 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

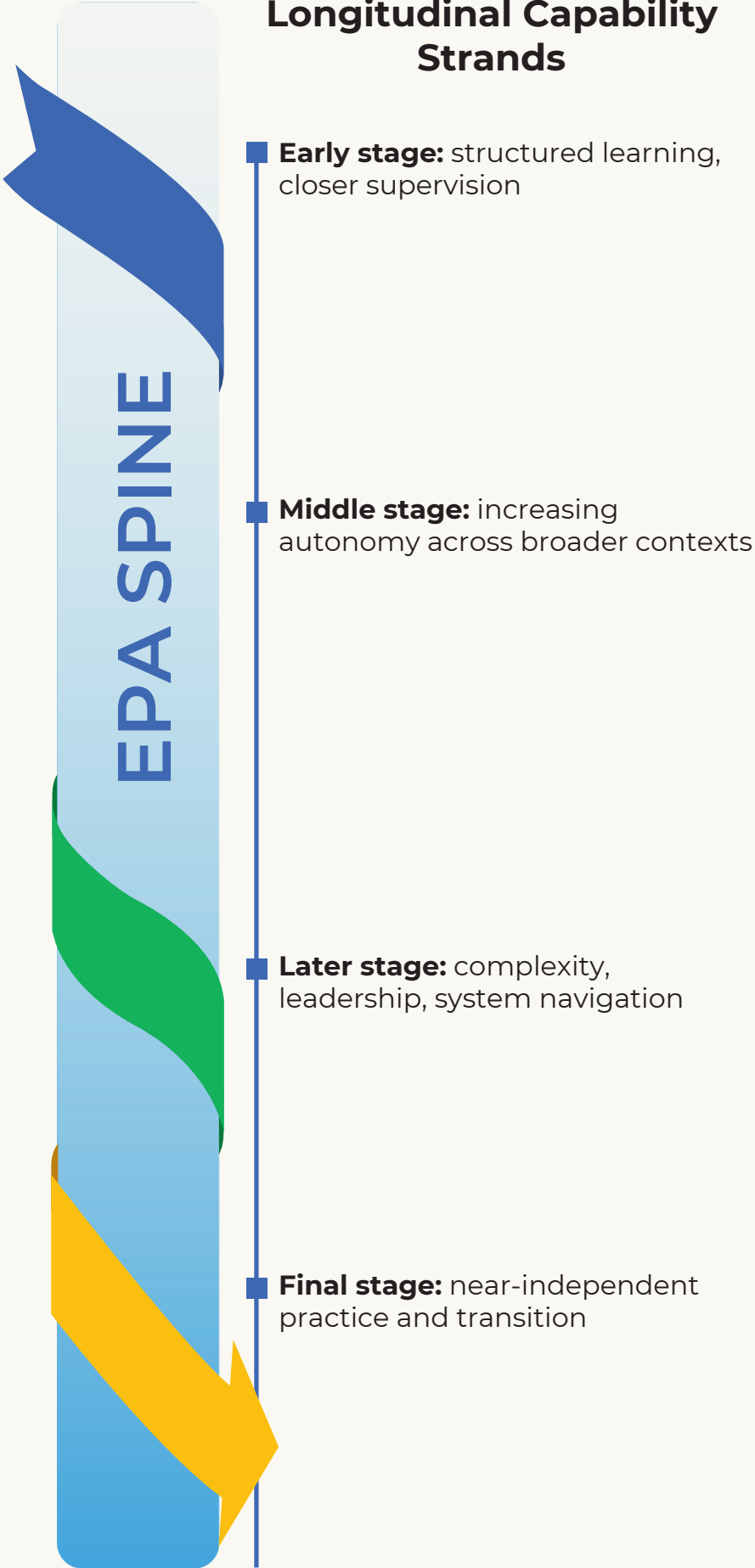
## **Level 5 - Professional Formation and Lifelong Practice**

- 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)<sup>1</sup>
- 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)<sup>2</sup>
- Assures standards
- Summative External and Front loaded
- Maximum number attempts

### Reflective Portfolio

- Evidence of attainment and capabilities
- Transformative threshold learning linked to EPAs<sup>3</sup>
- 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

