

2012 Fellowship Program Regulations, Policies and Procedures

Progression

RANZCP Fellowship Regulations 2012

Regulations, policies and procedures

Please use the bookmarks panel at left to navigate to specific regulations.

The RANZCP Fellowship Regulations 2012 comprise the regulations, policies and procedures governing the 2012 Fellowship Program. RANZCP trainees are responsible for understanding the requirements of the RANZCP Fellowship Regulations 2012.

The regulations define the broad structure of the program and are approved by the RANZCP Board. The regulations are complemented by policies and procedures, which provide the specific rules and detail of the Fellowship Program requirements. Policies and procedures are approved by the Education Committee and reviewed by the Corporate Governance and Risk Committee. All high-risk policies receive final approval by the RANZCP Board.

A number of policies and procedures are currently in development. Until these are formally approved, certain 2003 Training Program documents should be adhered to in their place. The specific 2003 Training Program documents for use on a temporary basis are noted where relevant.

The document and resolution numbers listed in this document are for internal use only. Document numbers will be finalised once the majority of regulations, policies and procedures have been developed and approved.

Trainees remaining under the 2003 Training Regulations should continue to refer to the *Links and Forms* page of the RANZCP website.

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Education Training Regulation

Progression through the Stages of Training



Approval Date: General Council GC2012/1 – R32 (25 February 2012)

Review Date: July 2014

Regulation Number: **6.1** Interim Number

Progression through the Stages of Training

Progression through the stages of training under the RANZCP Fellowship Regulations 2012 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.

DOCUMENT CONTROL

Responsible department: Education	Responsible position: Senior Policy Officer	Version: 1.3
Responsible committee: Board of Education	Date approved by General Council: 25/02/12	

REVISION RECORD

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Approval Date:	General Council GC2013/2 – R29 (25 May 2013)
Review Date:	July 2014
Policy Number:	6.1 – Permanent number to be assigned
Risk Assessment:	High
Related Regulation:	6.1

Contents

1. Policy on Progression through Training

This policy sets out the requirements for a trainee's successful progression through the (competency-based) 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 (competency-based) 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 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, Policy and Procedure, which should be read in conjunction with this policy, detail these requirements (19.1).

4. Policy Details

4.1 Deadlines within the Fellowship Program

4.1.1 Deadline

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

While a deadline states the mandatory completion date for a specific component of the Fellowship Program, it is not a barrier within the program. That is, a deadline does not inhibit the progression of a trainee in itself.

Unmet deadlines, however, will require a trainee to be managed under the Failure to Progress Policy and Procedure (19.1) and may lead to a trainee's exit from the Fellowship Program.

4.2 Trainee Responsibilities

As adult learners, trainees in the 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 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 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.

4.4 Training Time

The Fellowship Program requires a minimum of 60 months' full-time equivalent (FTE) accredited training. This accredited training will be divided as:

- a minimum of 12 months' FTE accredited training in Stage 1
- a minimum of 24 months' FTE accredited training in Stage 2
- a minimum of 24 months' FTE accredited training in Stage 3.

4.5 Entrustable Professional Activities

4.5.1 EPAs and Rotations

Each 6-month FTE training rotation in the (competency-based) Fellowship Program requires the achievement of two specified Entrustable Professional Activities (EPAs), as described by the Regulation on Rotations (17.2). These EPAs are recorded on the In-Training Assessment Report for each rotation and must be achieved for trainees to be eligible to pass that In-Training Assessment (and hence, the rotation). This is described further in section 4.6.

4.5.2 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 Fellowship Program. A trainee cannot move to a higher stage without first attaining the required competencies of a more basic level.

- 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 Fellowship Program. Guidance on the minimum and maximum number of EPAs expected to be achieved per 6 months' FTE accredited training (in addition to the mandatory rotation-based EPAs) is outlined in the Entrustable Professional Activities Procedure (8.1).
- 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.

4.5.3 EPA Deadlines

The mandatory EPAs for each stage must be achieved by the time the trainee has completed 1.5 times the minimum training time requirement for the stage (as detailed in point 4.4). Therefore:

- the Stage 1 EPAs must be achieved by the time the trainee has completed 18 months' FTE accredited training in Stage 1
- the Stage 2 EPAs must be achieved by the time the trainee has completed 36 months' FTE accredited training in Stage 2
- the Stage 3 EPAs must be achieved by the time the trainee has completed 36 months' FTE accredited training in Stage 3.

Failure to achieve the mandatory EPAs by the time requirements above will result in a requirement for the trainee to show cause 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 and Procedure (19.1).

4.6 Training Rotations and In-Training Assessments

Trainees will be assessed on their progress throughout each rotation on two In-Training Assessments (ITAs): the formative ITA Form (mid-rotation) and the summative ITA Report (end-of-rotation).

4.6.1 Mid-Rotation In-Training Assessment Form

The ITA Form is the mid-rotation formative assessment for each rotation. The 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.

At the discretion of the supervisor, the 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 ITA Form was not fully completed prior to the mid-rotation point, it must be fully completed at the midpoint of the rotation. Additional ITA Forms may be completed after the mid-rotation point, at the discretion of the supervisor.

A trainee's 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.

4.6.2 Supportive Plan to Meet Requirements of Rotation

As stated in the Stage Mandatory Requirements Policies (7.1; 9.1), 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:

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

4.6.3 End-of-Rotation In-Training Assessment Report Submission to College

The end-of-rotation ITA Report indicates to the College Training Department the information to be recorded on the trainee's Training Record for each rotation. The ITA Report 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 ITA Report must be signed by the trainee's DOT and be received by the College's Training Department within 60 days of the completion of a rotation. The trainee is responsible for being aware of the requirement to submit this form.

- non-receipt of a signed, completed ITA Report by the deadline will result in a failed ITA Report and rotation unless exceptional circumstances have been accepted by the College on a case by case basis.

4.6.4 Failing an In-Training Assessment Report and Rotation

A failed ITA Report indicates rotation failure. An ITA Report and its corresponding rotation will be failed by any of the following:

- the supervisor indicating a 'fail' on the ITA Report
- the trainee failing to achieve both of the mandatory EPAs for the rotation (two EPAs are mandatory for a 6-month FTE rotation)
- the trainee failing to complete the minimum required formative Workplace-based Assessments (WBAs) linked to the mandatory EPAs for the rotation (a minimum of three WBAs are required for each EPA)
- the non-receipt of the ITA Report by the stipulated time requirements as per point **4.6.3**.

4.6.5 The Stage 1 First 6 Months FTE Exception Rule

A trainee in the first 6-month FTE rotation of Stage 1 may conditionally pass that ITA Report, 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:

- the supervisor indicates a 'pass' on the ITA Report
- the trainee has undertaken the required minimum of formative WBAs for the rotation.

Trainees must achieve all four 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.

4.6.6 Credit for Training Time

Time spent in a failed rotation does not count towards a trainee's minimum required 60 months' FTE accredited training time.

Time spent during the successful completion of a rotational remedial plan is credited towards a trainee's Training Record and is included in the minimum required 60 months' FTE accredited training time.

4.6.7 Remedial Plans for Unsuccessful Rotations

A failed end-of-rotation ITA Report will require the trainee to complete a rotational remedial program of a minimum of 3 months in duration. The Commencement of a Remedial Program Form must be received by the College Training Department within 60 days of a failed rotation. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).

4.7 Written Examination: Multiple Choice Question Examination

4.7.1 Eligibility

The Multiple Choice Question (MCQ) Examination may be applied for and attempted once a trainee has successfully completed their first 6 months' FTE accredited training as demonstrated by their College Training Record. The Committee for Examinations (CFE) advises trainees to sit the MCQ Examination towards the beginning of Stage 2.

The MCQ Examination is set at the level of theoretical knowledge expected of a Junior Consultant.

4.7.2 Deadline

The MCQ Examination is expected to be attempted and passed by the time the trainee has completed 36 months' full-time equivalent (FTE) accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the MCQ Examination. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the MCQ Examination by the time the trainee has completed 42 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.7.3 Remediation for Two Unsuccessful Attempts

For every two failed attempts at the MCQ Examination, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.7.4 Correlation with the Written Essay-Style Examination

The MCQ Examination is not a barrier to a trainee's eligibility for the Essay-Style Examination; however, its deadline for completion occurs earlier than that of the Essay-Style Examination.

4.7.5 Correlation with Clinical Examinations

The MCQ Examination is not a barrier to a trainee's eligibility for the clinical examinations; however, its deadline for completion occurs earlier than those of the clinical examinations.

4.7.6 Correlation with Certificate of Advanced Training Programs

The MCQ Examination is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

4.8 Written Examination: Essay-Style Examination

4.8.1 Eligibility

The Essay-Style Examination may be applied for and attempted once a trainee has successfully completed 24 months' FTE accredited training, including 12 months' FTE accredited training in Stage 2, as demonstrated by their College Training Record. The CFE advises trainees to successfully complete Stage 2 prior to attempting the Essay-Style Examination so that they may draw on the clinical experience gained during Stages 1 and 2.

The Essay-Style Examination is set at the level of applied knowledge expected of a Junior Consultant.

4.8.2 Deadline

The Essay-Style Examination is expected to be attempted and passed by the time the trainee has completed 54 months' full-time equivalent (FTE) accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the Essay-Style Examination. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the Essay-Style Examination by the time the trainee has completed 60 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.8.3 Remediation for Two Unsuccessful Attempts

For every two failed attempts at the Essay-Style Examination, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.8.4 Correlation with Clinical Examinations

The Essay-Style Examination is not a barrier to a trainee's eligibility for the clinical examinations; however, its deadline for completion occurs earlier than those of the clinical examinations.

4.8.5 Correlation with Certificate of Advanced Training Programs

The Essay-Style Examination is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

4.9 Clinical Examination: Observed Clinical Interview Examination

As of the Board of Education BOE2013/2 (10 May 2013) meeting, the Observed Clinical Interview Examination is currently under review.

4.9.1 Eligibility

The Observed Clinical Interview (OCI) examination may be attempted once the trainee has successfully completed Stage 2. It will be assessed at the standard of a Junior Consultant.

4.9.2 Deadline

Trainees must successfully complete two out of a possible three OCIs within two consecutive OCI cycles to pass the OCI examination.

The OCI examination is expected to be attempted and passed by the time the trainee has completed 54 months' FTE accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the OCI examination. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the OCI examination by the time the trainee has completed 60 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.9.3 Remediation for Two Unsuccessful Attempts

For every two failed attempts at the OCI examination, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.9.4 Correlation with Certificate of Advanced Training Programs

The OCI examination is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

4.9.5 Correlation with the OSCE

The OCI examination is not a barrier to a trainee's eligibility to attempt the OSCE.

4.10 Clinical Examination: Objective Structured Clinical Examination

4.10.1 Eligibility

The Objective Structured Clinical Examination (OSCE) may be attempted once the trainee has successfully completed Stage 2. It will be assessed at the standard of a Junior Consultant.

4.10.2 Deadline

The OSCE is expected to be attempted and passed by the time the trainee has completed 54 months' full-time equivalent (FTE) accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the OSCE. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the OSCE by the time the trainee has completed 60 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.10.3 Remediation for Two Unsuccessful Attempts

For every two failed attempts at the OSCE, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.10.4 Correlation with Certificate of Advanced Training Programs

The OSCE is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

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 of a Junior Consultant.

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 54 months' full-time equivalent (FTE) accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the Scholarly Project assessment. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the Scholarly Project by the time the trainee has completed 60 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.11.3 Remediation for Unsuccessful Submissions

After two failed submissions of the Scholarly Project, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.11.4 Correlation with Certificate of Advanced Training Programs

The Scholarly Project is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

4.12 Psychotherapy Written Case

4.12.1 Eligibility

The Psychotherapies Written Case may be submitted for assessment once the trainee has successfully completed Stage 1. It will be assessed at the standard of a Junior Consultant.

4.12.2 Deadline

The Psychotherapies Written Case is expected to be attempted and passed by the time the trainee has completed 46 months' full-time equivalent (FTE) accredited training.

- Failure to do so will require the development of a remedial plan to support the trainee in passing the Psychotherapies Written Case assessment. Further detail can be found in the Remedial Plans Policy and Procedure (6.2).
- Continued failure to pass the Psychotherapies Written Case by the time the trainee has completed 54 months' FTE accredited training will result in a requirement for the trainee to show cause 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).

4.12.3 Remediation for Two Unsuccessful Submissions

After two failed submissions of the Psychotherapies Written Case, the trainee must complete a remedial plan as per the Policy and Procedure on Remedial Plans (6.2).

4.12.4 Correlation with Certificate of Advanced Training Programs

The Psychotherapies Written Case is not a barrier to a trainee's eligibility to be accepted into a Certificate of Advanced Training Program.

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 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 Reports (rotations/training posts need not be the same), are set out in the Failure to Progress Policy and Procedure (19.1).

5. Monitoring, Evaluation and Review

The Board of Education (BOE) 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.

6. Definitions and Abbreviations

BOE	The College Board of Education
BTCs	Branch Training Committees – For the purposes of this document, this collective term is inclusive of all Branch Training Committees and the New Zealand Training Committee.
CanMEDS Framework	The CanMEDS Framework, adopted by the Royal College of Physicians and Surgeons of Canada in 1996, is utilised by this College in the development and intent of the (competency-based) Fellowship Program. “CanMEDS is an educational framework identifying and describing seven roles that lead to optimal health and health care outcomes: medical expert (central role), communicator, collaborator, manager, health advocate, scholar and professional.” (Royal College of Physicians and Surgeons of Canada, 2011).
College	The Royal Australian and New Zealand College of Psychiatrists
Deadline	The mandatory completion date for a specific component of the Fellowship Program.
Decision	Any final outcome made by a College committee or representative of the College.
DOT	Director of Training. Also applicable to Director of Advanced Training within the context of this policy.
EPAs	Entrustable Professional Activities: summative assessment components of the Fellowship Program.
Failure to Progress	The process that manages the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.

Fellowship Competencies	Fellowship Competencies outline the College's understanding of psychiatry in Australia and New Zealand through the CanMEDS roles, and state the demonstrable endpoint competencies for all trainees engaged in attaining Fellowship of the College.
FTE	Full-time equivalent: the proportion of time compared to full time, where full time is 1.0. A trainee's FTE status is determined by their employment contract.
ITA	In-Training Assessment: formative and summative assessment components of the Fellowship Program.
Junior Consultant	A Junior Consultant is a recently qualified Fellow of the College.
OCI	Observed Clinical Interview: one of the two clinical examinations in the Fellowship Program.
OSCE	Objective Structured Clinical Examination: one of the two clinical examinations in the Fellowship Program.
Psychotherapy Written Case	A summative assessment component of the Fellowship Program.
Remediation	A formal process in which trainees who have not successfully completed program requirements are assisted, supported and monitored through the completion of remedial plans.
Scholarly Project	A summative assessment component of the Fellowship Program.
Stage	Training under the RANZCP Fellowship Regulations 2012 will fall into three Stages (Stage 1, Stage 2 and Stage 3), which can be defined as basic, proficient and advanced training.
Trainee Progress Trajectory	See Associated Documents
Training Record	The official record kept at the College Headquarters of a trainee's progress on all required components of the Fellowship Program.
WBAs	Workplace-based Assessments: formative assessment components of the Fellowship Program.

7. Associated Documents

7.1 Regulation: [6.1](#) Progression through the Stages of Training Education Training Regulation
[19.1](#) Failure to Progress Education Training Regulation

7.2 Policy: [19.1](#) Failure to Progress Education Training Policy
[6.2](#) Remedial Plans Education Training Policy

7.3 Procedure: [6.1](#) Progression through the Stages of Training Education Training Procedure
[19.1](#) Failure to Progress Education Training Policy

6.2 Remedial Plans Education Training Policy

7.4 Forms : In-Training Assessment Form
In-Training Assessment Report
Commencement of a Remedial Program Form

7.5 Other: Trainee Progress Trajectory

DOCUMENT CONTROL

Responsible department: Education	Responsible position: Senior Policy Officer	Version: 1.1
Responsible committee: Education Committee	Date approved by General Council: 25 May 2013	

REVISION RECORD

Date	Version	Revision description
18/11/12	v.0.13	Approved by GC (R58).
20/03/13	v.0.13.1	Removed reference to ITA Policy as none exists.
25/05/13	v.1.0	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	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).

Approval Date:	General Council GC2013/2 R29 – (25 May 2013)
Review Date:	July 2014
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Risk Assessment:	High
Regulation:	6.1

Contents

1. Policy on Remedial Plans

This policy details the remedial process for trainees who require the support of a remedial plan in order to successfully progress through the RANZCP Fellowship Program.

2. Policy Statement

Remediation is a process by which trainees who have not successfully passed RANZCP Fellowship Program requirements by the required deadlines and/or those who have failed multiple times receive additional assistance, support and mentoring. The development and implementation of a remedial plan is a compulsory mechanism of support for trainees who have not maintained progress in the Fellowship Program as required by the Progression through the Stages of Training Regulation, Policy and Procedure and for trainees who have not achieved the required standard of the Fellowship Program.

3. Purpose

This policy sets out the requirements for remediation under the RANZCP Fellowship Regulations 2012 and ensures transparency and fairness in the application of these requirements.

This policy does not set out the requirements for progression and the mandatory deadlines for the completion of training components to adequately plan for, and maintain, required trainee progress. The Progression through Training Policy and Procedure and related Trainee Progress Trajectory, which should be read in conjunction with this policy, detail these requirements (6.1).

4. Policy Details

4.1 Remedial Plans

A personalised remedial plan is designed to support a trainee to meet the standard of knowledge and skills required at a specific level of training in order for them to be better equipped to approach a summative training assessment.

4.1.1 Cause for Implementation of a Remedial Plan

A remedial plan is required when there:

- (1) has been a failure to successfully complete a rotation
- (2) has been a failure to submit the end-of-rotation In-Training Assessment (ITA) Report within the time required
- (3) has been a failure to pass a summative assessment component of the Fellowship Program by the stated deadline per the Progression through Training Policy
- (4) have been two consecutive failures of the same summative assessment
- (5) has been an ethical breach which requires remediation.

4.1.2 Supervision of Remediation

If a remedial plan is required, the Director of Training (DOT) must ensure its development together with the trainee. The current College-accredited principal supervisor should also be involved in the design of the remedial plan and may support the trainee in its implementation; however, the DOT holds the overarching responsibility in relation to the supervision of a remedial plan.

Due to the supervision required, a remedial plan generally cannot be embarked upon or completed while the trainee is inactive, i.e. on a break-in-training. Case-by-case exceptions are possible if a trainee contacts the CFT in writing, outlining their individual circumstances.

4.1.3 Meetings

In all meetings to discuss remedial plans, particularly when the meeting is formal and involves the DOT, trainees may select and bring a support person to the meeting who will act as an observer.

Such meetings should be documented in accordance with the RANZCP Privacy Policy. Any documentation or reports arising from a remediation meeting, including any revisions made to a remedial plan, must be agreed upon and distributed to all attendees as a matter of procedural fairness.

4.2 Rotational Remediation

Rotational remediation is designed to support a trainee to achieve the standard required by the RANZCP Fellowship Program.

- Note: As per the Stage Mandatory Requirements policies (for example, the Stage 1 Mandatory Requirements Policy [7.1]), should a training issue be identified during a rotation 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 in order to assist the trainee in passing that rotation.

Rotational remedial plans are required immediately following a failed rotation. A trainee who has failed a rotation and therefore must undertake a remedial program may have already been placed in a different training post; however, the commencement of a new rotation should not hinder the remedial program.

The successful completion of a rotational remedial program 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 for a rotation (usually 6 months FTE).

4.2.1 Development of a Rotational Remedial Plan

A failed rotation, as indicated by a failed end-of-rotation ITA Report, will require a trainee to complete a remedial program as set out in a written remedial plan. This plan should be jointly designed by the trainee, supervisor and DOT and must be a minimum of 3 months (FTE) in duration. There is no maximum duration for a rotational remedial program.

The remedial plan must include agreed clear achievable goals aimed at improving the trainee's progress; an agreed specified timeframe within which these goals are to be achieved; an agreed review date; and an agreed means of determining that specified goals have been met. Both the supervisor and the trainee must receive written copies of the remedial plan.

The DOT must ensure that there is a process for conveying information about a trainee's ongoing remedial requirements across rotation changes, taking into account any local privacy legislation requirements.

4.2.2 Remedial Program Forms and Administration

The Commencement of a Remedial Program Form must be fully completed, signed and received by the College Training Department within 60 days of a failed rotation, as detailed in the related procedure. The trainee is responsible for ensuring that this form reaches the College Head Office.

- Failure to commence a required remedial program and submit the Commencement of a Remedial Program Form within 60 days of a failed rotation will result in a requirement for the trainee to show cause to the Committee for Training (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).

Upon completion of the remedial program to the satisfaction of the DOT, the Completion of a Remedial Program Form must be fully completed, signed by the DOT and sent to the College Training Department. The trainee is responsible for ensuring that this form reaches the College Head Office.

4.2.3 Continuing Process

Should a trainee require continuing remediation further to that specified in the original remedial plan, a revised plan with agreed clear goals, timeframe and outcome measures should be implemented. Continued remediation must be reviewed regularly by the trainee, supervisor and DOT at least every 3 months.

4.2.4 Ineligibility to Undertake Clinical Assessments during Rotational Remediation

A trainee undertaking a remedial program for a rotation failure is ineligible to sit the clinical examinations. However, should the rotational remedial program be due for completion by the date of the clinical examination, but not before the examination application deadline, the trainee may apply for the examination with evidence of satisfactory progress in the rotational remedial program. Further detail can be found in the related procedure.

4.2.5 Continuing Process Linked to Failure to Progress

Continued rotation failure in the Fellowship Program (three consecutive or non-consecutive rotation failures) will result in a requirement for the trainee to show cause to the CFT as to why they should be able to continue towards Fellowship. Further detail can be found in the related procedure and in the Failure to Progress Policy and Procedure (19.1).

4.3 Assessment Remediation

Assessment remediation is designed to support a trainee to achieve the standard required of the relevant summative assessment component of the Fellowship Program.

Assessment remedial plans are required for two different types of assessment failure:

- a) failure to pass a summative assessment by the deadline indicated in the Progression through Training Policy (6.1) and Training Progress Trajectory
- b) failure of the same summative assessment twice.

Further detail on the two different types of assessment remediation can be found in the related procedure.

4.3.1 Development of an Assessment Remedial Plan

All assessment remedial plans should aim to identify the contributing problem(s) and to develop and implement a tailored solution for addressing the identified problem(s).

The remedial plan should be implemented for an agreed period of time as determined by the DOT, trainee and relevant supervisor and as formally approved by the DOT.

As with rotational remedial plans, an assessment remedial plan must include agreed clear achievable goals aimed at improving the trainee's progress in successfully completing the assessment, an agreed specified timeframe within which these goals are to be achieved and an agreed review date. Both the supervisor and the trainee must receive written copies of the remedial plan.

4.3.2 Remedial Program Forms and Administration

The Commencement of a Remedial Program Form must be fully completed, signed and received by the College Training Department within 60 days after an unmet summative assessment deadline and/or within 60 days of a second failure of one assessment, as detailed in the related procedure.

Ultimately, the DOT approves the trainee's satisfactory completion of the remedial program via the Completion of a Remedial Program Form, which must be fully completed, signed and sent to the College Training Department. The trainee is responsible for ensuring that the fully completed, signed form reaches the College Head Office.

4.3.3 Eligibility to Undertake Assessments

Assessment remediation for a particular assessment is not a barrier to attempting other Fellowship Program summative assessments. Therefore, trainees who are undertaking an assessment remedial program may continue progress towards the successful completion of the Fellowship Program.

Additionally, a trainee who is undertaking an assessment remedial program for failure to pass that assessment by the deadline (per the Progression through Training Policy [6.1]) remains eligible to attempt that assessment.

However, a trainee who is undertaking an assessment remedial program for multiple failures of a particular assessment is not eligible to reattempt that assessment until they have successfully completed that remedial program.

- Should an assessment remedial program for multiple failures of the written or clinical examinations be due for completion by the date of the examination, but not before the examination application deadline, the trainee may apply for the examination with evidence of satisfactory progress in the assessment remedial program. Further detail can be found in the related procedure.

4.3.4 Continuing Process for Failure to Progress

The Fellowship Program Failure to Progress process will become relevant to a trainee who fulfils either of the following conditions:

- a failure to pass a summative assessment by the date on which the trainee is required to show cause as to why they should be able to remain in the Fellowship Program (as per the Progression through Training Policy [6.1] and the Trainee Progress Trajectory)
- a failure of the same summative assessment three times.

In either of these cases, the trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship as per the Policy and Procedure on Failure to Progress (19.1).

4.4 Recommendation for Flexibility in Exceptional Circumstances

Prior to or during the rotational and/or assessment remedial process, a DOT may make a written recommendation to the CFT that a trainee's particular circumstances are exceptional and that the trainee requires added flexibility in the individual's Trainee Progress Trajectory. Recommendations will be considered on a case-by-case basis. Further detail can be found in the Progression through Training and Failure to Progress Policies and Procedures (6.1, 19.1).

4.5 Ethical Breach Requiring a Remedial Plan

As per the Ethics and Conduct in Training Policy (X.X), an ethical breach may require remediation as determined on a case-by-case basis by the relevant committee (CFT and/or Committee for Exams [CFE]) through the usual committee reporting structure.

Trainees are expected to adhere to the requirements of the RANZCP Code of Ethics and to RANZCP Policies and Procedures at all times. As stated in the Code, practitioners who breach the principles [of the Code] may be subject to complaints procedures and disciplinary action, including expulsion from the College under the Exit from Training Policy (X.X).

4.6 Serious Concerns About a Trainee's Ability to Meet Overall Requirements of Training

In the case of serious concerns regarding a trainee's overall competence as a trainee and their ability to respond to training, the Exit from Training Policy (X.X) may be followed.

4.7 Indemnity

The College will indemnify Branch Training Committees (BTCs) and Subcommittees for Advanced Training, DOTs, (unpaid) College-accredited supervisors and trainees provided they are acting in accordance with the approved RANZCP Committee regulations and governance structure and are complying with the Remedial Plans Policy, Procedure and RANZCP Fellowship Regulations 2012.

4.8 Privacy and Confidentiality

As with all other training activities, the College and its DOTs and supervisors must comply fully with the requirements of Australian and New Zealand privacy legislation, as well as the RANZCP Privacy Policy, with regard to the collection and distribution of information pertaining to remedial plans and remediation. Discussions relating to trainee performance and remediation must be documented and maintained by the supervisor and DOT in accordance with the RANZCP Privacy Policy.

Documentation relating to trainee performance in psychiatry training (and not, for example, employment or medical registration) remains the property of the College.

4.9 Reviews of Decisions

A trainee who remains dissatisfied with a decision of a relevant committee in relation to remedial plans may utilise the formal education review process (X.X) and may be subject to the RANZCP Reconsideration and Appeals Policy.

5. Monitoring, Evaluation and Review

The Board of Education (BOE) 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.

6. Definitions and Abbreviations – to include the term and its meaning

BOE	The College Board of Education
BTCs	Branch Training Committees – For the purposes of this document, this collective term is inclusive of all Branch Training Committees and the New Zealand Training Committee.
CFE	Committee for Examinations
CFT	Committee for Training
College	The Royal Australian and New Zealand College of Psychiatrists
College-accredited	Accredited as part of the responsibility delegated to the Branch Training Committees (BTCs) and undertaken in accordance with the Accreditation of Training Programs: Standards for Accreditation.
Decision	Any final outcome made by a College committee or representative of the College.
DOAT	Director of Advanced Training
DOT	Director of Training or Director of Advanced Training – for the purposes of this document.
Failure to Progress	The process that facilitates the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.
FTE	Full-time equivalent: the proportion of time compared to full time, where full time is 1.0. A trainee's FTE status is determined by their employment contract.
ITA	In-Training Assessment: formative and summative assessment components of the Fellowship Program.
OCI Examination	Observed Clinical Interview: one of the two clinical examinations in the Fellowship Program.
OSCE	Objective Structured Clinical Examination: one of the two clinical examinations in the Fellowship Program.
Psychotherapy Written Case	A summative assessment component of the Fellowship Program.

Remediation	A formal process in which trainees who have not successfully completed program requirements are assisted, supported and monitored through the completion of remedial plans.
Scholarly Project	A summative assessment component of the Fellowship Program.
Stage	Training under the RANZCP Fellowship Regulations 2012 falls into three Stages (Stage 1, Stage 2 and Stage 3), which can be defined as basic, proficient and advanced training as per the Developmental Trajectory.
Trainee Progress Trajectory	See Associated Documents and the Progression through Training Education Training Policy
Training Record	The record kept by the College of a trainee's progress on all required components of the Fellowship Program.

7. Associated Documents

7.1 Regulation: 6.1 Progression through the Stages of Training Education Training Regulation

7.2 Policy: 6.1 Progression through Training Education Training Policy
19.1 Failure to Progress Education Training Policy
7.1 Stage 1 Mandatory Requirements Education Training Policy
2.1 Reviews and Appeals Education Training Policy
X.X Exit from Training Education Training Policy
RANZCP Privacy Policy
RANZCP Code of Ethics

7.3 Procedure: 6.2 Remedial Plans Education Training Procedure
6.1 Progression through the Stages of Training Procedure
19.1 Failure to Progress Education Training Procedure
2.1 Reviews and Appeals Education Training Procedure
X.X Exit from Training Education Training Procedure

7.4 Forms : Commencement of a Remedial Program Form
Completion of a Remedial Program Form
Satisfactory Progress in a Remedial Program Form
In-Training Assessment (ITA) Form (mid-rotation)
In-Training Assessment (ITA) Report (end-of-rotation)
End-of-Rotation Training Progress Meeting (Sample Form)

7.5 Other : Remedial Plans Flowchart
Trainee Progress Trajectory

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Background

Remedial plans and remediation were introduced to the College Training Program in 2006. Remediation is a process by which trainees who have not successfully passed RANZCP Fellowship Program requirements by the required deadlines and/or those who have failed multiple times receive additional assistance, support and mentoring. The identification and support of trainees who may have difficulties affecting their performance is a necessary aspect of the role of Directors of Training (DOTs) and supervisors.

Purpose

This procedure specifies the high-level operational activities underpinned by the Remedial Plans Policy and the Progression through the Stages of Training Regulation.

Process

1. Remedial Plans

Remedial plans should be personalised, should review any relevant issues including organisational issues and should promote engagement, motivation and independence.

1.1 Supervision of Remediation

The process of developing a remedial plan must involve the trainee, the DOT and others, such as College-accredited supervisors, who can contribute to the trainee's understanding of any problem(s) that may have led to the relevant difficulty and can add constructively to the plan to address these. While trainees must take ownership of their own remedial plans, supervisory expertise is critical in their implementation as remedial programs.

1.1.1 General Steps for Supervisors

All College-accredited supervisors should be provided with information about trainee support and remedial plans and programs as part of their training. Supervisors should promptly inform a trainee about unsatisfactory performance, support its improvement and must inform the relevant DOT should the trainee's performance not improve.

In the case of a trainee's unsatisfactory performance in a rotation, as indicated on the mid-rotation In-Training Assessment (ITA) Form, the principal supervisor must ensure firstly that they have implemented a supportive plan with the trainee during the rotation in order to help the trainee achieve the requirements of and pass the rotation. Further detail on supportive plans can be found in the Stage Mandatory Requirements Policies, for example the Stage 1 Mandatory Requirement Policy (7.1).

1.1.2 General Steps for Directors of Training

A DOT should complete the following steps as appropriate.

- Ensure that timely (for example, within 4 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.
- If requested or deemed necessary, or if perceived difficulties are not addressed, interview the trainee in person to outline and discuss the difficulties.
- If the trainee's performance does not improve, 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, as required.
- Provide a written report of these steps, if issues arise, to the relevant Branch Training Committee (BTC).

When a remedial plan is required, the DOT must ensure its development together with the trainee, and principal supervisor where relevant. The overarching responsibility for the development of the remedial plan remains with the DOT.

- In special circumstances approved by the BTC, the DOT may delegate to appropriate (local) Training Coordinators to facilitate and monitor remediation. Under such arrangements, the DOT maintains responsibility for the development of the remedial plan as well as formal approval of the trainee's commencement, completion and any notice of satisfactory progress in the remedial program. The relevant forms shall be signed by the DOT at the delegate's recommendation.

As stated in the related policy, the DOT must ensure that there is a process for conveying information about a trainee's ongoing remedial requirements across rotation changes, taking into account any local privacy legislation requirements

1.1.3 General Steps for Trainees

A trainee is responsible for engaging in the remedial process, taking ownership of their own remedial plan and for ensuring that the required forms are collated and submitted to the College Training Department by the time required.

1.1.4 General Steps for a Lack of Consensus

In the event that a trainee, their supervisor and DOT cannot reach a consensus regarding a remedial plan, the matter should be brought to the BTC for discussion. Similarly, should the matter not be resolved by the BTC to the satisfaction of the trainee and the DOT, it should be referred to the Committee for Training (CFT).

A lack of participation by a trainee or their DOT in the trainee's remedial program will be treated as a lack of consensus regarding the remedial plan, and the above process will be followed.

1.2 Trainees Must Be in Accredited Training Posts

A trainee undertaking a remedial program must be in an accredited training post with adequate supervision. A remedial program cannot be embarked upon, or completed, while the trainee is inactive, i.e. on a break-in-training.

Case-by-case exceptions are possible if a trainee contacts the CFT in writing, outlining their individual circumstances.

2. Rotational Remediation

Should a trainee fail a rotation as indicated by the end-of-rotation In-Training Assessment (ITA) Report, the trainee must undertake rotational remediation of at least 3 months (FTE) in duration.

2.1 Development of a Rotational Remedial Plan

A remedial plan must be written and must be designed jointly by the trainee, DOT and principal supervisor.

2.1.1 Rotational Remedial Plan Design

As stated in the Remedial Plans Policy, the plan must include agreed clear achievable goals aimed at improving the trainee's progress, an agreed specified timeframe within which these goals are to be achieved, an agreed review date and an agreed means of determining that such goals have been met.

Remedial plans may, for example, outline provision of additional support and supervision, additional training sessions or joint interviews, the completion of training tasks in a timely manner by the trainee, or identify performance improvements.

2.2 Rotational Remedial Program Forms and Administration

2.2.1 Commencement of a Remedial Program

The commencement of a remedial program should be detailed on the Commencement of a Remedial Program Form, which must be signed by the DOT indicating approval of the remedial plan.

The fully completed form must be sent to the College Training Department within 60 days of a rotation failure as confirmed by the failed ITA Report. As stated in the Remedial Plans Policy, the trainee is responsible for ensuring that the Commencement of a Remedial Program Form reaches the College Head Office and should contact the College with any foreseen issues.

Failure to commence the required remedial program and submit the Commencement of a Remedial Program Form within 60 days of a failed rotation will result in a requirement for the trainee to show cause 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).

2.2.2 Completion of a Remedial Program

The DOT will verify a trainee's completion of the remedial program to the DOT's satisfaction by signing the Completion of a Remedial Program Form, which must be sent to the College Training Department. The trainee is responsible for ensuring that this form is fully completed, signed and submitted to the College.

The completion of a remedial program will not be updated on the trainee's Training Record until this form has been received by the College Training Department. The College will assume that the trainee is in continued remediation until the receipt of this form, which will have implications for a trainee's eligibility to sit the clinical examinations.

2.3 Remedial Programs across Rotations

2.3.1 Remedial Programs across Rotation Changes

As stated in the related policy, the commencement of a new rotation should not hinder a trainee's remedial program. In these cases, the ongoing remedial requirements will be conveyed through a process managed by the DOT.

ITAs will be made available to subsequent supervisors in order to facilitate ongoing support throughout a trainee's progression through training.

2.3.2 Continuing Remediation

A DOT may determine that a trainee requires further remediation to that specified in the original remedial plan. In this case, a revised remedial plan with clear goals, timeframe and outcome measures should be developed, undertaken and reviewed regularly by the trainee, supervisor and DOT (at least every 3 months).

The DOT should oversee the remedial program until the trainee makes improvement to the DOT's satisfaction. DOTs may take part in meetings to review progress and the remedial plan, act as facilitators between trainee and supervisor, assist with remedial training, or provide a fresh viewpoint on the issues requiring remedial action.

Continuing issues can place strain on both supervisors and trainees; it may be necessary to involve an additional supervisor or training facilitator in the remediation.

2.4 Eligibility to Sit Examinations during Rotational Remediation

A trainee (who is already eligible per the Trainee Progress Trajectory) remains eligible to attempt the written examination, Psychotherapy Written Case and/or Scholarly Project while undertaking a rotational remedial program.

2.4.1 Rotational Remediation is a Barrier to the Clinical Examinations

A trainee may not sit a clinical examination while undertaking a rotational remedial program. However, they may *apply* while undertaking the rotational remedial program if they have made progress to a DOT's satisfaction at the time of application and if they are expected to complete the remedial program in time for the examination.

In order to apply for a clinical examination while on rotational remediation, the trainee must submit a fully completed, approved Satisfactory Progress in a Remedial Program Form to the College Head Office along with their examination application.

The trainee must have completed the remedial program by the time of the clinical examination. In order to be able to sit the examination applied for, the trainee must also submit a fully completed, signed Completion of a Remedial Program Form to the College Head Office. This form must indicate DOT approval by signature and must be received by the date of 50 per cent refund for that examination, as noted on the Examinations Cancellation and Refund Schedule on the College website.

The onus is on the trainee to ensure this form has been sent to and received by the College. A trainee will not be allotted a time slot and allocation for the examination if the above process is not complete.

3. Assessment Remediation

Assessment remediation is relevant to the written examination, clinical examinations, Scholarly Project and the Psychotherapy Written Case. The purpose of assessment remediation is to assist trainees to identify the contributing problem(s) and to develop a plan for addressing such problem(s).

As stated in the related policy, assessment remedial plans are required for two different types of assessment failure:

- a) failure to attempt and pass a summative assessment by the deadline indicated in the Progression through Training Policy (6.1) and Training Progress Trajectory
- b) failure of the same summative assessment twice.

A trainee who has not passed a summative assessment by the deadline required or who has failed the same summative assessment twice must undertake and complete an assessment remedial program to the satisfaction of their DOT, which should maximise their ability to reach the required standard.

3.1 Development of an Assessment Remedial Plan

The duration and content of an assessment remedial program is to be determined by agreement between the trainee, DOT and relevant supervisor(s). The DOT and supervisors involved should contribute to the trainee's understanding of any issues that may have led to the delay in attempt or multiple failures and add constructively to the remedial plan to address these.

As a remedial plan for progression issues (for example, not attempting the exam by the deadline) will be different to a remedial plan for multiple failures, there are differences in the examination eligibility rules related to these different types of assessment remediation. These are set out in sections 3.2.2 and 3.3.2.

Further guidelines on the development of remedial plans for each summative assessment are detailed in section 4.0 – 4.5.

3.2 Remedial Plan for Missing an Assessment Deadline

As stated in the Failure to Progress Policy (19.1), the College will send correspondence (with a copy to the DOT) to a trainee who has not passed a summative assessment component of the Fellowship Program by the stated deadline per the Progression through Training Policy (6.1) and Trainee Progress Trajectory. This correspondence will be dated and will remind the recipients of the assessment remediation required.

3.2.1 Commencement of an Assessment Remedial Program for a Missed Assessment Deadline

Once the remedial plan for a missed assessment deadline has been developed, the Commencement of a Remedial Program Form must be fully completed, signed by the DOT and trainee indicating approval of the specified remedial plan and submitted to the College Training Department at the beginning of the remedial period.

The Commencement of a Remedial Program Form must be received by the College within 60 days of the date of correspondence regarding the unmet deadline, as required by the Progression through Training Policy (6.1). Trainees are responsible for ensuring this occurs.

Trainees are reminded that they are responsible for understanding the requirements of all Fellowship Program regulations, policies and procedures and that non-receipt of correspondence from the College does not invalidate the trainee's obligation to adhere to the requirements it presents.

3.2.2 Eligibility to Undertake Assessments during Remediation for a Missed Assessment Deadline

A trainee undertaking a remedial program for missing a summative assessment deadline per the Progression through Training Policy (6.1) remains eligible to apply for and sit/submit that assessment while in remediation. In the case of a missed summative assessment deadline, a trainee's remedial plan may, for example, explicitly state that the trainee needs to sit/submit the summative assessment at the next available opportunity.

A remedial program for missing a particular summative assessment deadline is not a barrier to attempting other Fellowship Program summative assessments.

- For example, a trainee who is currently undertaking an assessment remedial program because they have not passed the Psychotherapy Written Case by the deadline (per the Progression through Training Policy) is still eligible to attempt the examinations and/or to submit the Scholarly Project.

3.3 Remedial Plan for Two Failures of the Same Assessment

For every two failed attempts at a summative assessment component of the Fellowship Program, the trainee must complete a remedial plan to support the successful completion of that assessment.

3.3.1 Commencement of an Assessment Remedial Program for Multiple Failures

Remedial plans should be organised as soon as possible after receiving the results of the trainee's second unsuccessful attempt at the summative assessment.

Once the assessment remedial plan for multiple failures has been developed as guided by sections 4.0 – 4.5, the Commencement of a Remedial Program Form must be fully completed, signed by the DOT and trainee indicating approval of the specified remedial plan and submitted to the College Training Department at the beginning of the remedial period.

The Commencement of a Remedial Program Form must be received by the College within 60 days of the second fail of an assessment. Trainees are responsible for ensuring this occurs.

3.3.2 Eligibility to Undertake Assessments during Remediation for a Multiple Failures

A trainee undertaking a remedial program for failing a particular summative assessment twice is not eligible to reattempt that assessment until they have successfully completed the relevant remedial program.

In the case of a trainee undertaking a remedial program for multiple failures of the written or clinical examinations, the trainee may apply for the relevant examination while undertaking the remedial program if they have made progress to a DOT's satisfaction and if they are expected to complete the remedial program in time for the examination.

- This is due to the length of time between an examination application deadline and the date of the actual examination.

A trainee who wishes to apply to reattempt a written or clinical examination prior to the completion of their related assessment remedial program must submit a fully completed, approved Satisfactory Progress in a Remedial Program Form to the College Head Office along with their examination application.

- The date of expected completion must be listed on this form, which must be prior to the date of the relevant written or clinical examination.

The trainee must have completed the remedial program by the time of the written or clinical examination, as evidenced by the Completion of a Remedial Program Form detailed below. This form must indicate DOT approval by signature and must be received by the College Head Office by the date of 50 per cent refund for that examination, as noted on the Examinations Cancellation and Refund Schedule on the College website.

The onus is on the trainee to ensure this form has been sent to and received by the College. A trainee will not be allotted a time slot and allocation for the relevant examination if the above process is not complete.

A remedial program for failing a particular summative assessment twice is not a barrier to attempting other Fellowship Program summative assessments.

- For example, a trainee who is currently undertaking an assessment remedial program because they have failed the written examination twice is still eligible to attempt the clinical examinations, and to submit the Psychotherapy Written Case and/or the Scholarly Project.

3.4 Completion of an Assessment Remedial Program

The DOT will verify a trainee's completion of the assessment remedial program to the DOT's satisfaction by signing the Completion of a Remedial Program Form, which must be sent to the College Training Department. The trainee is responsible for ensuring that this form is fully completed, signed and submitted to the College.

The completion of the assessment remedial program will not be updated on the trainee's Training Record until this form has been received by the College Training Department. This is true of remediation for a missed summative assessment deadline as well as remediation for failing a summative assessment twice.

The College will assume that the trainee is in continued remediation until the receipt of this form. In the case of remediation for failing a summative assessment twice, the non-receipt of this form will be a barrier to the trainee reattempting that examination or re-submitting the Scholarly Project or the Psychotherapy Written Case.

A separate Completion of a Remedial Program Form is required for each assessment if the trainee was simultaneously required to undertake remediation for more than one assessment (or assessment and a rotation).

4. Guidelines for Assessment Remedial Plans

It is recognised that for each training program and for each trainee, circumstances, resources and existing practices pertaining to remediation vary. Therefore, the following remedial processes are intended as a guide only.

4.1 General Guide to Assessment Remedial Plans

4.1.1 Identification of the Problem

Identification of the problem is a data gathering exercise. It should involve a meeting with the DOT to review trainee progress, assessment feedback, the Training Record, trainee evaluation forms, formative and summative assessment forms and any other sources of information that might be relevant.

Possible key considerations include the following.

- What is the trainee's understanding of the reason(s) for the failure to comply with the deadline?
- What is the trainee's understanding of the reason(s) for the failures?
- Were there any common problematic themes identified in evaluation forms?
- Were any deficits identified that might guide the trainee?
- Was there an attempt to address such deficits?
- What was the breadth of experience offered to the trainee, particularly in terms of the formal education course, clinical rotations, patients assessed and managed, research and psychotherapy training?
- What were the relevant elements of the trainee's supervision?

- What opportunities for supervision and/or preparation of the Psychotherapy Written Case/Scholarly Project were available and were these accessed?
- Did the relevant College-accredited supervisor (e.g. the psychotherapy or Scholarly Project supervisor) read and comment on the case/report prior to submission?
- What opportunities for examination preparation were available and accessed?
- Where there any extraordinary circumstances which could have contributed to the failures?

Details for identification of performance issues for each particular assessment are set out in 4.2.1, 4.3.1, 4.4.1 and 4.5.1.

4.1.2 Development of a Remedial Plan

The trainee and DOT plan a specific remedial program of, for example, knowledge acquisition, practice, clinical experience or improving language skills based on the areas of weakness identified.

Further details for each particular assessment are set out in points 4.2.2, 4.3.2, 4.4.2 and 4.5.2.

4.2 Specifics for Written Examination Remedial Plans

4.2.1 Identification of Written Examination Performance Issues

General key considerations for problem identification are detailed in point 4.1.1. The following guidelines detail possible actions for problem identification and support of specific issues relevant to the written examination.

- The trainee and DOT review examination feedback.
- The trainee and DOT review feedback from any written examination preparation from those involved. This process should review the candidate's strengths and weaknesses.
- The trainee may complete a mock written exam or part thereof.
- The DOT may review previously completed mock written papers or part thereof.

The reviews above should focus on the identification of specific problem(s):

- Deficits in content/knowledge.
- Deficits in organising or integrating knowledge to answer the specific question.
- Problems with particular elements of the examination, for example writing essays.
- Problems with both content and type of question.
- General problems with written English.
- Problems with time management, for example not completing the paper.

4.2.2 Development of a Written Examination Remedial Plan

Upon identification of specific problems, the trainee and DOT must develop a specific and constructive remedial plan to support the trainee to achieve the standard required to pass the written examination. The following measures may guide the development of a remedial plan, of which the College must be notified as detailed in point 3.4:

- The trainee should organise a comprehensive and appropriate revision program of content area(s) where knowledge is inadequate.
- The trainee may practise completing questions or papers, with supervisors or tutors providing detailed feedback on these practice questions and papers.

- The trainee may require help in understanding and practising particular types of questions.
- The trainee may require practice in time management and planning.
- The trainee may need to undertake a rotation in an area of practice in which significant deficits have been identified, for example Psychiatry of Old Age.
- The trainee may require formal cognitive–behavioural therapy (CBT) or exposure therapy for anxiety. Support in undertaking this therapy (e.g. time off to attend or reimbursement if applicable) should be offered.
- The trainee should take part in any written examination preparation organised by the local training program.
- The trainee may need general remediation in written English. Various options exist for this including TAFE courses and language schools.

Progress towards the agreed targets should be coordinated and reviewed two to three times across the period of remediation by the DOT, in addition to the progress review meeting to discuss the trainee's reapplication for the written examination.

4.3 Specifics for Clinical Examination Remedial Plans

4.3.1 Identification of Clinical Examination Performance Issues

General key considerations for problem identification are detailed in point 4.1.1. The following guidelines detail possible actions for problem identification and support of specific issues relevant to the clinical examination:

- The trainee and DOT review examination feedback.
- The trainee and DOT review feedback from any clinical examination preparation. This process should review the trainee's strengths and weaknesses.
- The trainee may complete a mock clinical examination. A video of such sessions can be useful and valuable to review with the trainee as part of the remedial and examination preparation processes.

4.3.2 Development of a Clinical Examination Remedial Plan

Upon identification of specific problems, the trainee and DOT must develop a specific and constructive remedial plan to support the trainee to achieve the standard required to pass the relevant clinical examination. The following measures may guide the development of a remedial plan, of which the College must be notified as detailed in point 3.4:

- The trainee may need to learn how to conduct interviews/Mental State Examinations (MSE) thoroughly and to an appropriate standard.
- The trainee may need to undertake a rotation in an area of practice in which significant deficits have been identified, for example Consultation–Liaison Psychiatry.
- The trainee may need to undertake a minimum number of formative observed interviews with supervisors or tutors.
- The trainee may require practice across a wider range of cases.
- The trainee may need to undertake additional Workplace-based Assessments (WBAs) that are similar in structure to aspects of the clinical examinations. The trainee may need to conduct formulation practice.
- The trainee may need to undertake management planning practice.
- Together with a supervisor and/or DOT, the trainee may assess and review detailed feedback on videoed interviews and *vivas*.

- The trainee may require formal cognitive–behavioural therapy (CBT) or participation in community based activities designed to assist with public speaking anxiety, for example, Toastmasters International, or communication skills training.
- The trainee should take part in any clinical examination preparation activities organised by the local program.

Progress towards the agreed targets should be coordinated and reviewed two to three times across the period of remediation by the DOT, in addition to the progress review meeting to discuss the trainee’s reapplication for the relevant clinical examination.

4.4 Specifics for Scholarly Project Remedial Plans

4.4.1 Identification of Scholarly Project Performance Issues

General key considerations for problem identification are detailed in point 4.1.1. The following guidelines detail possible actions for problem identification and support of specific issues relevant to the Scholarly Project:

- The trainee, Scholarly Project supervisor and DOT review the requirements for the Scholarly Project available on the RANZCP website. It is important that the trainee and the supervisor are conversant with the Scholarly Project requirements (refer to the Scholarly Project Policy and Procedure [13.1]). Has the submission met the requirements?
- The trainee, Scholarly Project supervisor and DOT review the feedback provided by the marker(s) after each attempt. While the Scholarly Project supervisor should have read the report prior to the initial submission and the resubmission, they should read it again at the time of remediation planning.
- Together, the trainee, Scholarly Project supervisor and DOT should ask a second College-accredited supervisor who has experience supervising Scholarly Projects to read and comment on the report and meet to discuss the comments as a group.
- The trainee, Scholarly Project supervisor and DOT should review the attempt(s) at incorporating the feedback in the subsequent submission.

4.4.2 Development of a Scholarly Project Remedial Plan

Upon identification of specific problems, the trainee and DOT must develop a specific and constructive remedial plan to support the trainee to achieve the standard required to pass the Scholarly Project assessment. The following measures may guide the development of a remedial plan, of which the College must be notified as detailed in point 3.4:

- The trainee may need to address specific deficiencies that have been noted by the marker(s) and not incorporated into a previous submission.
- The trainee may need to rewrite the report because the quality of the submission is inadequate or does not follow the guidelines (e.g. exceeds the word limit or inaccurate referencing).
- If the problem is lack of competence in conducting research, more experience may need to be organised and, subsequently, a new topic may need to be chosen.
- If the difficulty relates to general problems with formal communication in English, remedial English language courses should be accessed and specific critiquing of this aspect of the report arranged.

Progress towards the agreed targets should be coordinated and reviewed two to three times across the period of remediation by the DOT, in addition to the progress review meeting to discuss the trainee’s resubmission of the Scholarly Project.

4.5 Guide to Remediation for the Psychotherapy Written Case

4.5.1 Identification of Psychotherapy Written Case Performance Issues

General key considerations for problem identification are detailed in point 4.1.1. The following guidelines detail possible actions for problem identification and support of specific issues relevant to the Psychotherapy Written Case:

- The trainee, psychotherapy supervisor and DOT review the requirements for the Psychotherapy Written Case available on the RANZCP website. It is important that the trainee and the psychotherapy supervisor are conversant with the requirements for the case (refer to the Psychotherapy Written Case Policy and Procedure [11.1]). Has the submission met the requirements?
- The trainee, psychotherapy supervisor and DOT review the feedback provided by the marker(s) after each attempt. While the supervisor should have read the report prior to the initial submission and the resubmission, they should read it again at the time of remediation planning.
- Together, the trainee, psychotherapy supervisor and DOT should ask a second College-accredited supervisor who has experience supervising the Psychotherapy Written Case to read and comment on the report and meet to discuss the comments as a group.
- The trainee, psychotherapy supervisor and DOT should review the attempt(s) at incorporating the feedback in the subsequent submission.
- The trainee, psychotherapy supervisor and DOT should review whether the suitability of the case has been appropriately addressed in the write up.

4.5.2 Development of a Psychotherapy Written Case Remedial Plan

Upon identification of specific problems, the trainee and DOT must develop a specific and constructive remedial plan to support the trainee to achieve the standard required to pass the Psychotherapy Written Case assessment. The following measures may guide the development of a remedial plan, of which the College must be notified as detailed in point 3.4:

- The trainee may need to address specific deficiencies that have been noted by the marker(s) and not incorporated into a previous submission.
- The trainee may need to rewrite the case report because the quality of the submission is inadequate or does not follow the guidelines (e.g. exceeds the word limit or does not protect the identity of the patient).
- If the problem is lack of competence in managing the case or conducting psychotherapy, more experience may need to be organised and, subsequently, a new case may need to be chosen and written up for submission.
- If the difficulty relates to general problems with formal communication in English, remedial English language courses should be accessed and specific critiquing of this aspect of the case report arranged.

Progress towards the agreed targets should be coordinated and reviewed two to three times across the period of remediation by the DOT, in addition to the progress review meeting to discuss the trainee's resubmission of the Psychotherapy Written Case.

5. Serious Concerns About a Trainee's Ability to Meet Overall Requirements of Training

In all situations, the welfare of people with mental health problems and mental illness must be taken into account. 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, 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 Human Resources departments may be required regarding the proper process to be followed.

In the case of serious concerns regarding a trainee's overall competence as a trainee and their ability to respond to training, the Exit from Training Policy (X.X) may be followed.

6. Continued Failure and Relation to Failure to Progress

Continued failure to make satisfactory progress will result in a trainee being required to show cause to the CFT as to why they should be able to continue towards Fellowship as per the Policy on Failure to Progress (19.1).

Associated Documents

1. **Regulation:** 6.1 Progression through the Stages of Training Education Training Regulation

2. **Policy:**
 - 6.2 Remedial Plans Education Training Policy
 - 6.1 Progression through Training Education Training Policy
 - 19.1 Failure to Progress Education Training Policy
 - 7.1 Stage 1 Mandatory Requirements Education Training Policy
 - 2.1 Reviews and Appeals Education Training Policy
 - X.X Exit from Training Education Training Policy
 - RANZCP Privacy Policy
 - RANZCP Code of Ethics

3. **Forms:**
 - Commencement of a Remedial Program Form
 - Completion of a Remedial Program Form
 - Satisfactory Progress in a Remedial Program Form
 - In-Training Assessment (ITA) Form (mid-rotation)
 - In-Training Assessment (ITA) Report (end-of-rotation)
 - End-of-Rotation Training Progress Meeting (Sample Form)

4. **Other:**
 - Remedial Plans Flowchart
 - Trainee Progress Trajectory
 - Examinations Cancellation and Refund Schedule

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Education Training Regulation

Failure to Progress



Approval Date: General Council GC2012/3 – R29 (18 August 2012)

Review Date: July 2014

Regulation Number: 19.1 – Permanent Number to be assigned

Failure to Progress

The Failure to Progress process will manage the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.

The competency requirements for trainees and the expected progress trajectory are outlined in the Regulation, Policy and Procedure on Progression through the Stages of Training.

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Contents

1. Policy on Failure to Progress

This policy sets out the process to support and manage trainees who may be failing to progress within the (competency-based) Fellowship Program.

2. Policy Statement

The (competency-based) Fellowship Program, as governed by the RANZCP Fellowship Regulations 2012, aims to ensure that all who are awarded the qualification of Fellowship have attained the level of competence required by the Fellowship Program in the practice of psychiatry. Consequently, the Fellowship Program must also offer a mechanism to address trainees who remain in training without progressing towards the qualification of Fellowship within the required time constraints.

The Failure to Progress Policy should be read in conjunction with the Progression through Training Policy (6.1) and will facilitate the process of identifying, assisting and, potentially, exiting trainees that do not meet the Fellowship Program competency and progression requirements.

Processes in relation to the Failure to Progress Policy will be implemented in a fair and transparent manner.

3. Purpose

This policy sets out the requirements for trainees who have not complied with the mandatory deadlines set out by the Progression through Training Regulation, Policy and Procedure (6.1). Trainees who fail to meet a specified requirement and/or deadline for a program element will be managed by this policy through a transparent, fair and equitable Failure to Progress process.

Trainees enrolled under the RANZCP Fellowship Regulations 2012 are required to be aware of and adhere to the mandatory deadlines for the elements of the Fellowship Program.

4. Policy Details

4.1 Responsibility in the Failure to Progress Process

4.1.1 Trainee Responsibilities

Trainees are required to fulfil the training requirements of the (competency-based) Fellowship Program, as declared in the signed Training Agreement required for enrolment in the Fellowship Program. As part of this agreement, trainees must keep the College informed of their current contact and medical registration details.

As described by the Progression through Training Policy (6.1), trainees in the Fellowship Program are responsible for their own progress and must comply with the Fellowship Program deadlines set out in the Trainee Progress Trajectory. Trainees in the Fellowship Program must take responsibility for the facets of a summative assessment 'pass,' including the time required for enrolling in, sitting and marking each assessment in order to successfully meet each deadline.

Trainees are required to maintain copies of their own Fellowship Program forms. Trainees are responsible for submitting Fellowship Program forms in a timely manner to avoid consequences of their late/non-submission.

Trainees are responsible for communicating with their Director of Training when exceptional circumstances occur. In exceptional circumstances, individual education plans and progress trajectories can be defined that will support the attainment of competencies through the summative elements of the program in a more flexible manner. Trainees will maintain ongoing communication with their Director of Training in these circumstances.

Trainees are responsible for understanding of the requirements of this policy and all other regulations, policies and procedures underpinning the Fellowship Program. Trainees are responsible for adhering to the mandatory deadlines and the required Failure to Progress processes where appropriate.

4.1.2 Directors of Training Responsibilities

Directors of Training (DOTs) will endeavour to contact and to support a trainee to whom the Failure to Progress policy applies. If a remedial plan is required, the DOT must ensure its development together with the trainee in accordance with the Remedial Plans Policy (X.X). A principal supervisor may support the trainee in the implementation of a remedial plan; however, the DOT holds the overarching responsibility in relation to remedial plans, as per the Remedial Plans Policy.

The DOT may make a written recommendation to the Committee for Training that a trainee's particular circumstances are exceptional and that the trainee requires added flexibility to the trainee's individual Trainee Progress Trajectory. Recommendations will be considered on a case by case basis.

4.1.3 Committee for Training Responsibilities

The Committee for Training (CFT) will review and consider a DOT's written recommendation for flexibility to a trainee's individual Trainee Progress Trajectory due to exceptional circumstances affecting the trainee. The CFT will decide whether to grant any recommended extensions for individual trainee progress.

As outlined in the procedure, the CFT will review relevant written submissions by a trainee who is required to show cause as to why they should remain in the Fellowship Program. The CFT will consider the cause shown by the trainee and, in addition, any recommendation or advice from the DOT.

The CFT may determine that a trainee has not failed to progress and will work with the trainee and the relevant DOT to return the trainee to the trajectory towards Fellowship.

If the CFT determines that a trainee has failed to progress, they will forward this as a recommendation to the Fellowship Attainment Committee for review.

4.1.4 Fellowship Attainment Committee Responsibilities

The Fellowship Attainment Committee (FAC) will review a recommendation made by the CFT that a trainee has failed to progress. The FAC will then make a recommendation in accordance with the usual committee reporting structure as to whether or not the trainee should be managed under the Exit from Training Policy. Further detail on this process can be found in the Exit from Training Policy (19.2).

4.2 Trainee Communication

The College will correspond directly with a trainee who has not progressed in accordance with the stipulated time requirements of the Trainee Progress Trajectory.

4.2.1 Written Communication

The College will issue relevant correspondence to trainees who have not maintained progress towards Fellowship in line with the Progression through Training Policy (6.1). This correspondence will indicate the required action to manage a trainee's progress at that time, as presented within this policy.

4.2.2 Non-Receipt of Communication

The College will endeavour to communicate to trainees where appropriate. However, 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.

4.3 Failure to Adhere to Deadlines

4.3.1 Progress Expected

A trainee who has not passed a summative assessment component of the Fellowship Program by the deadline, as specified in the Progression through Training Policy (6.1), will be required to develop a formal remedial plan with their DOT.

4.3.2 Communication from the CFT

The College will send correspondence to the trainee with a copy to the DOT, reminding the recipients of the requirements of this policy.

- The correspondence will also provide an opportunity for the DOT to recommend in writing that the trainee receive a specified extension for the completion of the assessment (and possibly, for other assessments) for exceptional circumstances. As outlined in point 4.1.2 and 4.1.3, the DOT does not have the authority to determine when a case is exceptional or to grant an extension; this is done by the CFT on a case by case basis.

4.3.3 Remedial Plan Required

The trainee and DOT must identify a remedial plan for the attainment of the summative assessment and send the remedial plan to the College Training Department.

The College Training Department must receive the documentation within 60 days of the letter's date so that the trainee's Training Record can be updated and future correspondence is managed effectively. Further detail can be found in the Remedial Plans Policy and Procedure (X.X).

4.4 Requirement to Show Cause for Continued Failure

4.4.1 Progress Required

A trainee who has continued to fail to pass a summative assessment component of the Fellowship Program will be required to show cause to the CFT as to why they should be able to continue towards Fellowship. The deadline by which the requirement to show cause is applicable for each component is stated in the Progression through Training Policy (6.1).

4.4.2 Communication from the CFT

The College will communicate to the trainee this requirement by sending correspondence to the trainee, with a copy to the DOT. A trainee who wants to continue towards Fellowship with the College must show cause for this in writing to the CFT within 60 days of the date of correspondence.

- The correspondence will also provide an opportunity for the DOT to recommend in writing to the CFT that the trainee receive a specified amount of extra time for the completion of the assessment (and possibly, for other assessments) in exceptional cases.

4.4.3 Show Cause to the CFT

The trainee must show cause in writing in order to be considered able to remain in the Fellowship Program by the CFT. The cause shown should include any relevant reasons for the non-attainment of the competency by the mandatory deadline and any mitigating circumstances and an educational plan to pass the assessment by a specified time.

The CFT must receive the cause in writing from the trainee within 60 days of the letter's sent date to enable the review and consideration process to commence. The CFT will consider all relevant information provided.

4.4.4 CFT Considers Any Cause Shown

The CFT will consider any cause shown in writing from the trainee. The CFT will then make a recommendation as to whether a trainee has failed to progress or not, based on the relevant information provided, assessment and progression evidence and any cause shown.

The CFT may determine that the trainee has not failed to progress, and will work with the trainee and the relevant DOT to develop an educational plan to assist the trainee in successfully completing the competencies within determined time requirements, thereby returning the trainee to the trajectory towards Fellowship.

The CFT may make the recommendation that the trainee has failed to progress, and will forward their recommendation for the trainee to be exited from the Fellowship Program to the FAC for review.

4.4.5 Fellowship Attainment Committee Review

The FAC will review the recommendation of the CFT that a trainee has failed to progress in the Fellowship Program and should be exited from the program.

The FAC will forward its recommendation in accordance with the usual committee reporting structure as to whether the FAC upholds the CFT recommendation and recommends the application of the Exit from Training Policy to the trainee, or the FAC opposes the CFT recommendation. If the FAC opposes the CFT recommendation that the trainee has failed to progress, the FAC will recommend that the CFT is directed to work with the DOT and trainee to develop a plan to return the trainee to the trajectory towards Fellowship by a specified time.

4.5 Other Failures to Progress

4.5.1 Three or More Fails of the Same Assessment

After three failed attempts of any summative assessment component, regardless of timing, the requirements in point 4.4 above will be followed.

The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship, even if the trainee is within the timeframes mandated for the component(s) on the Trainee Progress Trajectory.

4.5.2 Break-in-Training

After a 2-year continuous break-in-training, a trainee's DOT may determine that the trainee requires additional formative assessments/training. The College must be informed of this decision.

If a trainee does not complete any additional formative assessments/training required by their DOT after a break-in-training of 2 years or more, if a trainee does not return from a break-in-training as scheduled and is not contactable for 6 calendar months, or if a trainee's total break-in-training time is greater than 5 years, the process in point 4.4 above will be followed. The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship.

4.5.3 Trainees not Allocated to a Program

If a trainee not allocated to a training program as per the Failure to Progress Procedure, the process in point 4.4 above will be followed. The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship even though they are no longer in contact with a training program.

4.5.4 Training Maximum

A trainee who is still not eligible for Fellowship after 13 years (calendar time) in the Fellowship Program, including any breaks-in-training or part-time training, must adhere to the process in point 4.4 above. The trainee must show cause in writing to the CFT as to why they should be able to continue towards Fellowship.

4.6 Review of Decisions

Any request by trainees for review of a decision in relation to Failure to Progress should follow the formal education review process (X.X) and may be subject to the RANZCP Reconsideration and Appeals Policy.

5. Monitoring, Evaluation and Review

The Board of Education (BOE) shall implement, monitor and review the policy and report on anomalies and issues as these arise.

This policy will be reviewed biennially and updated as required.

6. Definitions and Abbreviations

BOE	The College Board of Education
Break-in-training	A trainee's College-approved interruption to training, which includes the required break-in-training fee to maintain their training record.
College	The Royal Australian and New Zealand College of Psychiatrists
Deadline	The mandatory completion date for a specific component of the Fellowship Program as stated in the Progression through Training Policy.
Decision	Any direction, affirmation or registration of opinion, in response to a request for special consideration, in which a decision is intended to, or does affect, the progression of a candidate pursuant to the Regulations.
DOT	Director of Training. Also applicable to Director of Advanced Training within the context of this policy.
Trainee Progress Trajectory	See Associated Documents
Failure to Progress	The process that manages the identification, support and, potentially, the exit of underperforming and/or non-progressing trainees from the Fellowship Program.
Fellowship Competencies	Fellowship Competencies outline the College's understanding of psychiatry in Australia and New Zealand through the CanMEDS roles, and state the demonstrable endpoint competencies for all trainees engaged in attaining Fellowship of the College.
ITA	In-Training Assessment: formative and summative assessment components of the Fellowship Program.
Remediation	A process in which trainees who have not successfully completed program requirements are assisted, counselled, supported and monitored through the completion of remedial plans.
show cause	The process by which a trainee must provide written support for their case to continue in the Fellowship Program to the CFT.
stage	Training under the RANZCP Fellowship Regulations 2012 will fall into three Stages (Stage 1, Stage 2 and Stage 3), which can be defined as basic, proficient and advanced training.
Training Agreement	The agreement that the trainee must make with the College Headquarters upon enrolment in the Fellowship Program.
Training Record	The official record kept at the College Headquarters of a trainee's progress on all required components of the Fellowship Program.

7. Associated Documents

7.1 Regulation: 6.1 Progression through the Stages of Training Education Training Regulation
 19.1 Failure to Progress Education Training Regulation

7.2 Policy: 6.1 Progression through the Stages of Training Education Training Policy
 X.X Remedial Plans Education Training Policy
 19.2 Exit from Training Education Training Policy

7.3 Procedure: 6.1 Progression through the Stages of Training Education Training Procedure
 19.1 Failure to Progress Education Training Procedure
 X.X Remedial Plans Education Training Procedure
 19.2 Exit from Training Education Training Procedure

7.4 Forms : Correspondence Templates
 Remedial Plan Form
 Show Cause to CFT Form

7.5 Other: Trainee Progress Trajectory

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