

The Royal New Zealand College of Urgent Care – Progress on required actions

The Royal New Zealand College of Urgent Care underwent an accreditation assessment as an Aotearoa New Zealand provider of vocational medical training and recertification programmes on 15 and 16 June 2021.

The overall outcome of the assessment for the Royal New Zealand College of Urgent Care’s accreditation was ‘**substantially met**’.

The Royal New Zealand College of Urgent Care is currently accredited for vocational medical training and recertification programmes until **November 2025**, subject to satisfactorily addressing the required actions listed below.

Required actions on accreditation	Standard	Status
<p>1. The RNZCUC must devise a more robust process for consultation with external stakeholders, including consumers, Māori and Pasifika, and closely associated medical colleges, to assist with substantive changes to its vocational training programme.</p>	<p>The outcomes of vocational medical training – Educational purpose</p> <p>2.1.3: In defining its educational purpose, the training provider has consulted internal and external stakeholders.</p>	Addressed (March 2023)
<p>2. The RNZCUC must better define and clearly communicate its programme outcomes.</p>	<p>The outcomes of vocational medical training – Programme outcomes</p> <p>2.2.1: The training provider develops and maintains a set of programme outcomes for each of its vocational medical programmes, including any subspecialty programmes that take account of community needs, and medical and health practice. The provider relates its training and education functions to the health care needs of the communities it serves.</p>	Addressed (March 2024)
<p>3: The RNZCUC must develop and implement a comprehensive engagement strategy, to ensure it seeks and receives external input into the curriculum design. This must include medical schools, other vocational training providers, prevocational medical training providers and employers.</p>	<p>The vocational medical training and education framework – Continuum of training, education and practice</p> <p>3.3.1: There is evidence of purposeful curriculum design which demonstrates horizontal and vertical integration, including undergraduate and prevocational education and continuing professional development through the recertification programme.</p>	Addressed (March 2023)

Required actions on accreditation	Standard	Status
<p>4: The RNZCUC must strengthen its model of supervision, to ensure each trainee meets with their supervisor and receives feedback that is documented in a formal written supervision report on a regular basis that enables progressive judgements to be made about each trainee's preparedness for the vocational scope of urgent care.</p>	<p>Assessment of learning – Assessment approach</p> <p>5.1.1: The training provider has a programme of assessment aligned to the outcomes and curriculum of the vocational medical training programme which enables progressive judgements to be made about trainees' preparedness for the vocational scope of practice.</p>	<p>Addressed (March 2023)</p>
<p>5. The RNZCUC must formalise and increase the frequency and requirement for workplace-based assessments, ensuring each trainee receives documented feedback and progressive judgements, in order to provide assurance of teaching and learning across the breadth of the curriculum and the achievement of the outcomes of the training programme.</p>	<p>Assessment of learning – Assessment approach</p> <p>5.1.2 The training provider clearly documents its assessment and completion requirements. All documents explaining these requirements are accessible to all staff, supervisors and trainees.</p>	
<p>6: The RNZCUC must put in place a system to record and maintain a complete record of learning for each trainee, with access for all trainees and supervisors to facilitate transparency, clarity and reliability of information about progress in the training programme.</p>	<p>Assessment of learning – Performance feedback</p> <p>5.3.1: The training provider facilitates regular and timely feedback to trainees on performance to guide learning.</p>	<p>Addressed (March 2023)</p>
<p>7: The RNZCUC must ensure there are clear policies and procedures in place to inform employers where patient safety concerns arise related to a trainee.</p>	<p>Assessment of learning – Performance feedback</p> <p>5.3.4: The training provider has procedures to inform employers and, where appropriate, the regulators, where patient safety concerns arise in assessment.</p>	<p>Addressed (March 2023)</p>
<p>8. The RNZCUC must ensure it improves supervisors' ability to contribute to programme development and monitoring of the training and education programme by standardising supervisor feedback assessment tools.</p>	<p>Monitoring and evaluation – monitoring</p> <p>6.1.2: Supervisors contribute to monitoring and to programme development. The training provider systematically seeks, analyses and uses supervisor feedback in the monitoring process.</p>	<p>Addressed (March 2024)</p>

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<p>9: The RNZCUC must formulate and publish its programme outcomes and then develop clear standards to evaluate these outcomes.</p>	<p>Monitoring and evaluation – Evaluation</p> <p>6.2.1: The training provider develops standards against which its programme and graduate outcomes are evaluated. These programme and graduate outcomes incorporate the needs of both graduates and stakeholders and reflect community needs, and medical and health practice.</p>	<p>Addressed (March 2024)</p>
<p>10. The RNZCUC must ensure there is an effective system of clinical supervision to support trainees to achieve the programme and graduate outcomes.</p>	<p>Implementing the programme: delivery of education and accreditation of training sites – Supervisory and educational roles</p> <p>8.1.1 The training provider ensures that there is an effective system of clinical supervision to support trainees to achieve the programme and graduate outcomes.</p>	<p>Addressed (November 2024)</p>
<p>11: The RNZCUC must record a list of approved supervisors and effectively monitor supervisor training.</p>	<p>Implementing the programme: delivery of education and accreditation of training sites – Supervisory and educational roles</p> <p>8.1.3: The training provider selects supervisors who have demonstrated appropriate capability for this role. It facilitates the training, support and professional development of supervisors.</p>	<p>Addressed (November 2024)</p>

Required actions on accreditation	Standard	Status
<p>12. The RNZCUC must take the lead in matching training needs to training sites.</p>	<p>Implementing the programme: delivery of education and accreditation of training sites – Training sites and posts</p> <p>8.2.2: The training provider’s criteria or standards for accreditation of training sites link to the outcomes of the vocational medical training programme and:</p> <ul style="list-style-type: none"> • promote the health, welfare and interests of trainees • ensure trainees receive the supervision and opportunities to develop the appropriate knowledge and skills to deliver high-quality and safe patient care, in a culturally safe manner • support training and education opportunities in diverse settings aligned to the curriculum requirements including rural and regional locations, and settings which provide experience of the provisions of health care to Māori • ensure trainees have access to educational resources, including information communication technology applications, required to facilitate their learning in the clinical environment. • inform the MCNZ with reasonable notice of any intention to limit or withdraw the accreditation of any training site. 	<p>Addressed (March 2024)</p>

Required actions on accreditation	Standard	Status
<p>13. The RNZCUC must ensure that trainees have supervisors that are appropriate for their training needs.</p>	<p>Implementing the programme: delivery of education and accreditation of training sites – Training sites and posts</p> <p>8.2.2: The training provider’s criteria or standards for accreditation of training sites link to the outcomes of the vocational medical training programme and:</p> <ul style="list-style-type: none"> • promote the health, welfare and interests of trainees • ensure trainees receive the supervision and opportunities to develop the appropriate knowledge and skills to deliver high-quality and safe patient care, in a culturally safe manner • support training and education opportunities in diverse settings aligned to the curriculum requirements including rural and regional locations, and settings which provide experience of the provisions of health care to Māori • ensure trainees have access to educational resources, including information communication technology applications, required to facilitate their learning in the clinical environment. • inform the MCNZ with reasonable notice of any intention to limit or withdraw the accreditation of any training site. 	<p>Addressed (March 2024)</p>