

New Zealand College of Public Health Medicine – Progress on required actions

The New Zealand College of Public Health Medicine (NZCPHM) underwent an accreditation assessment as a New Zealand training provider of vocational medical training and recertification programmes on 4, 5 and 6 May 2022.

The overall outcome of the assessment for the NZCPHM's accreditation was '**substantially met**'.

The NZCPHM is currently accredited for vocational medical training and recertification programmes until 30 August 2028, subject to satisfactorily addressing the required actions listed below.

	Required actions on accreditation	Standard	Status
1	The NZCPHM must implement a planned approach to engagement and collaboration with relevant groups and stakeholders, the wider health sector, and the public on key issues relating to its purpose, training and education functions, and governance, with relevant external stakeholders able to provide regular feedback on programme and graduate outcomes.	<p>The context of training and education – Governance</p> <p>The training provider collaborates with relevant groups on key issues relating to its purpose, training and education functions, and educational governance (1.1.5).</p> <p>The context of training and education – Interaction with the health sector</p> <p>The training provider seeks to maintain effective relationships with health-related sectors of society and government, and relevant organisations and communities to promote the training, education and continuing professional development of vocationally registered doctors through recertification (1.6.1).</p> <p>The training provider works with training sites to enable clinicians to contribute to high-quality teaching and supervision, and to foster professional development (1.6.2).</p> <p>The training provider works with training sites and jurisdictions on matters of mutual interest (1.6.3).</p> <p>The training provider has effective partnerships with Māori health providers to support vocational medical training and education (1.6.4).</p> <p>The outcomes of vocational training – educational purpose</p> <p>In defining its educational purpose, the training provider has consulted internal and external stakeholders (2.1.4).</p> <p>Monitoring and evaluation – Evaluation</p> <p>Stakeholders contribute to evaluation of programme and graduate outcomes (6.2.3).</p>	

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2	The NZCPHM must ensure that there are sufficient placements, supervisors, assessors, and examiners to provide for the needs of the future numbers of advanced trainees. If the NZCPHM cannot ensure sufficient placements, then it needs to further consider the number of trainees within the training programme.	<p>The context of training and education – Programme management</p> <p>The training provider has structures with the responsibility, authority and capacity to direct the following key functions:</p> <ul style="list-style-type: none"> • planning, implementing and evaluating the vocational medical programme(s) and curriculum, and setting relevant policy and procedures • setting and implementing policy on its recertification programme(s) and evaluating the effectiveness of recertification activities • setting, implementing and evaluating policy and procedures relating to the assessment of SIMGs • certifying successful completion of the training and education programmes • reporting on the six-factor framework on the viability of the vocational training provider as part of its accreditation process (1.2.1). 	
3	The NZCPHM must develop a process for evaluating de-identified appeals and complaints.	<p>The context of training and education – reconsideration, review and appeals processes</p> <p>The training provider has a process for evaluating de-identified appeals and complaints to determine if there is a systems problem (1.3.2).</p>	Addressed (November 2023)
4	The NZCPHM must consider the appropriate balance between registrar-led and college-led teaching in its advanced training programme, ensuring that trainees will receive full coverage of the curriculum, and trainees leading any teaching have suitable support.	<p>Teaching and learning – Teaching and learning approach</p> <p>The vocational medical training programme employs a range of teaching and learning approaches, mapped to the curriculum content to meet the programme and graduate outcomes (4.1.1).</p>	
5	The NZCPHM must review its summative examination processes to ensure validity and reliability in the determination of passing scores.	<p>Assessment of learning – assessment methods</p> <p>The training provider uses valid methods of standard setting for determining passing scores (5.2.3).</p>	
6	The NZCPHM must implement a formal process by which workplace supervisors are informed of trainee performance in a manner that does not disadvantage the trainee.	<p>Assessment of learning – Performance feedback</p> <p>The training provider informs its supervisors of the assessment performance of the trainees for whom they are responsible (5.3.2).</p>	Addressed (November 2023)

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7	The NZCPHM must formalise the mechanisms by which the workplace supervisors can contribute to monitoring of the training programme, especially on curriculum content and workplace-based assessment.	Monitoring and evaluation – Monitoring Supervisors contribute to monitoring and to programme development. The training provider systematically seeks, analyses and uses supervisor feedback in the monitoring process (6.1.2).	
8	The NZCPHM must develop and implement a systematic and sustainable monitoring and evaluation framework to strengthen its monitoring and evaluation approaches.	Monitoring and evaluation – Evaluation 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 (6.2.1).	Addressed (November 2023)
9	The NZCPHM must develop and implement a structured reporting system for monitoring and evaluation activities and ensure the reports are distributed to internal and external stakeholders with an interest in programme and graduate outcomes.	Monitoring and evaluation – Feedback, reporting and action The training provider makes evaluation results available to stakeholders with an interest in programme and graduate outcomes, and considers their views in continuous renewal of its programme(s) (6.3.2).	
10	The NZCPHM must routinely evaluate supervisor effectiveness at all levels of trainee supervision. Evaluation must include formalised processes for timely and meaningful feedback from trainees, balancing the need for trainee confidentiality and safety.	Implementing the programme: delivery of education and accreditation of training sites – Supervisory and educational roles The training provider routinely evaluates supervisor effectiveness including feedback from trainees (8.1.4).	
11	The NZCPHM must develop and implement regular training for assessors in both work-based and examination settings, to facilitate professional development opportunities relevant to the respective roles of assessors.	Implementing the programme: delivery of education and accreditation of training sites – Supervisory and educational roles The training provider selects assessors in written, oral and performance-based assessments who have demonstrated appropriate capabilities for this role. It provides training, support and professional development opportunities relevant to this educational role (8.1.5).	

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12	The NZCPHM must routinely evaluate the effectiveness of its assessors at all levels of training and education. Evaluation must include formalised processes for timely and meaningful feedback from trainees, balancing the need for trainee confidentiality and safety.	<p>Implementing the programme: delivery of education and accreditation of training sites – Supervisory and educational roles</p> <p>The training provider routinely evaluates the effectiveness of its assessors including feedback from trainees (8.1.6).</p>	

Updated November 2023