



Accreditation of Specialist Medical Education and Training, and Recertification Programmes:

A guide to aid New Zealand education providers in preparing a progress- or annual report

Training and/or Continuing Professional Development (CPD) programme providers can be required to report on an annual or specified basis to Council as a condition of their accreditation. This guide provides an outline of the expected structure of an annual- or progress report.

If you have any queries regarding your reporting requirements, please contact Elmarie Stander, Education Coordinator, at estander@mcnz.org.nz.

Section A – Provider details

Provider name:

Postal address:

Physical address:

Date of last accreditation decision:

Periodic reports since last Council accreditation assessment:

Reaccreditation due:

This report due:

Officer at College/Association to contact concerning the report:

Telephone number:

Email:

Section B – Report against the standards and accreditation conditions

In this section, the education provider is asked to report on significant developments undertaken or planned since the accreditation assessment, or the last report. The education provider is also asked to report on activity against required actions identified in the accreditation report, and recommendations for improvement. The report should relate any developments or activities to Council's accreditation standards. Council's reaccreditation standards are available [here](#).

Council also expects accredited providers to report on matters that may affect the accreditation status of the programme(s), such as a change in capacity to meet the accreditation standards, or any significant change to the structure and/or content of the programme(s). Please address any such changes in this section of the report (and relate the changes to the relevant accreditation standard).

If there have not been any significant developments or activities that relate to a particular standard, then this does not need to be included in the progress report (ie, if there were no conditions or the provider is not making any changes to the programme(s) as they relate to *standard 2: Outcomes of the training programme*, then the provider does not need to comment on this standard).

Example:

Standard 1: The context of education and training

Rating of college performance against Standard 1 in accreditation assessment (date):
(Unsatisfactory, not progressing, progressing or satisfied)

Summary of significant developments

This section gives Council information regarding the continuing development of the training and/or CPD programmes, and any structural or contextual changes that may have an impact on the provision of training/CPD programmes. In this response please cross reference any activities against the accreditation standards, or if applicable against the suggested areas for improvement (the areas of improvement are linked to specific accreditation standards).

Activity against conditions

The provider is asked to explicitly address each of the required actions that pertain to standard 1, providing a brief summary of the actions taken to address the required actions and any associated outcomes. The provider should provide reasoning of any course of actions, as well as any evidence that suggests the condition has been met. If any required actions from the accreditation assessment have been addressed in previous progress reports, please note this in this section of the report.

Section C – Statistics and annual updates

In this section, the education provider is asked to provide an update on the items below;

- Number of trainees entering the training programme, including basic and advanced training.
- Number of trainees who completed training in each programme.
- Number of trainees undertaking each training programme.
- Number and proportion of fellows enrolled and participating in the CPD programme.
- Each summative assessment activity and the number and percentage of candidates sitting and passing each time they were held.
- A summary of evaluations/requests for feedback from members/trainees/fellows/supervisors, the main issues arising from the evaluations and the provider's response to these.