



# Standards of Accreditation for Area of Focused Competence Programs in Adult Hepatology

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# INTRODUCTION

The *Standards of Accreditation for Area of Focused Competence (AFC) Programs in Adult Hepatology* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Adult Hepatology AFC programs. The standards aim to provide an interpretation of the *General Standards of Accreditation for Areas of Focused Competence Programs* as they relate to the accreditation of AFC programs in Adult Hepatology, and to ensure these programs adequately prepare AFC trainees to meet the health care needs of their patient population(s) upon completion of training.

The standards include requirements applicable to AFC programs and learning sites and have been written in alignment with the standards organization framework used in the general standards that aims to provide clarity of expectations, while maintaining flexibility for innovation.

These standards are intended to be read in conjunction with the *General Standards of Accreditation for Areas of Focused Competence Programs*, as well as the discipline-specific documents for Adult Hepatology. In instances where the indicators reflected in the *General Standards of Accreditation for Areas of Focused Competence Programs* have been modified within this document to reflect a discipline-specific expectation, the indicator as reflected in this document takes precedence.

# STANDARDS

## DOMAIN: PROGRAM ORGANIZATION

The *Program Organization* domain includes standards focused on the structural and functional aspects of the AFC program, which support and provide structure to meet the general and discipline-specific standards of accreditation for AFC programs.

### **STANDARD 1: There is an appropriate organizational structure, with leadership and administrative personnel to support the AFC program, teachers, and trainees effectively.**

Refer to Standard 1 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

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## DOMAIN: EDUCATION PROGRAM

The *Education Program* domain includes standards focused on the planning, design, and delivery of the AFC program, with the overarching outcome to ensure that the AFC program prepares trainees to be competent for practice in the discipline.

### **STANDARD 2: Trainees are prepared for independent practice in the AFC discipline.**

Refer to Standard 2 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs* in addition to the indicators detailed below.

#### **Element 2.2: There is an effective, organized system of trainee assessment.**

<b>Requirement(s)</b>	<b>Indicator(s)</b>
<b>2.2.1:</b> The AFC program has a planned, defined, and implemented system of assessment.	<b>2.2.1.4:</b> Trainees maintain a logbook throughout training.

**2.2.2:** There is a mechanism in place to engage trainees in a regular discussion for review of their performance, including timely support for trainees not attaining the required competencies as expected.

**2.2.2.7:** The AFC director and each trainee meet face-to-face at least once every three months to review progress and the trainee's portfolio.

## **DOMAIN: RESOURCES**

The *Resources* domain includes standards focused on ensuring that the AFC program's clinical, physical, technical, financial, and human resources are sufficient for the delivery of the education program and, ultimately, to prepare trainees for practice in the discipline.

### **STANDARD 3: The delivery and administration of the AFC program is supported by appropriate resources.**

Refer to Standard 3 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs* in addition to the indicators detailed below.

#### **Element 3.1: The AFC program has the clinical, physical, technical, and financial resources to provide all trainees with the educational experiences needed to acquire all competencies.**

<b>Requirement(s)</b>	<b>Indicator(s)</b>
<b>3.1.2:</b> Clinical and consultative services and facilities are effectively organized and adequate to ensure that trainees attain the required competencies.	<b>3.1.2.5:</b> The Adult Hepatology teaching service provides inpatient adult hepatology consultations to the intensive or critical care unit, other inpatient settings, and the emergency department. <b>3.1.2.6:</b> The AFC program is affiliated with a liver transplant centre. <b>3.1.2.7:</b> The AFC program has access to clinical services in pathology, diagnostic and interventional radiology, and laboratory medicine. <b>3.1.2.8:</b> The AFC program has access to clinical services in internal medicine and hepatobiliary surgery. <b>3.1.2.9:</b> The AFC program has access to an endoscopy service. <b>3.1.2.10:</b> The AFC program has access to an oncology service. <b>3.1.2.11 [Exemplary]:</b> <i>The AFC program's outpatient facilities include designated hepatology clinics and access to space and support for day procedures.</i>

**3.1.3:** The AFC program has the necessary financial, physical, and technical resources.

**3.1.3.2 [Modified]:** Trainees have appropriate access to adequate facilities and services to conduct their work, including workspaces, internet, and patient records.

**3.1.4:** There is appropriate liaison with other programs and teaching services to ensure that trainees experience the breadth of the discipline.

**3.1.4.2:** The university sponsors an accredited program in Gastroenterology or Internal Medicine.

### **Element 3.2: The AFC program has the appropriate human resources to provide all trainees with the required educational experiences.**

#### **Requirement(s)**

#### **Indicator(s)**

**3.2.1:** Teachers appropriately implement the curriculum, supervise and assess trainees, contribute to the program, and role model effective practice.

**3.2.1.1 [Modified]:** The number, credentials, competencies, and scope of practice of the teachers are adequate to provide the breadth and depth of the discipline, including required clinical teaching, academic teaching, appropriate research, and assessment and feedback to trainees. The AFC program's teachers include

- at least two hepatologists who each have one of the following qualifications: formal training in hepatology, at least five years' experience in adult hepatology, or evidence of significant scholarly activity in the field
- health care professionals with expertise in viral hepatitis, liver transplantation, and general hepatology
- hepatologists with a university appointment or affiliation.

**3.2.1.4:** The AFC director has demonstrated expertise in adult hepatology, as evidenced by having a Royal College diploma in Adult Hepatology, formal training in adult hepatology, or a minimum of three years in adult hepatology practice.

## **DOMAIN: LEARNERS, TEACHERS, AND ADMINISTRATIVE PERSONNEL**

The *Learners, Teachers, and Administrative Personnel* domain includes standards focused on safety, wellness, and support for learners and teachers.

## **STANDARD 4: Safety and wellness are promoted throughout the learning environment.**

Refer to Standard 4 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

## **STANDARD 5: Trainees are treated fairly throughout their progression through the AFC program.**

Refer to Standard 5 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

## **STANDARD 6: Teachers deliver and support all aspects of the AFC program effectively.**

Refer to Standard 6 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

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## **DOMAIN: CONTINUOUS IMPROVEMENT**

The *Continuous Improvement* domain includes standards focused on ensuring a systematic approach to the evaluation and improvement of the AFC program.

## **STANDARD 7: There is continuous improvement of the educational experiences to improve the AFC program and ensure trainees are prepared for independent practice in the discipline.**

Refer to Standard 7 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

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