



Australasian College
for Emergency Medicine

Special Skills Placement – Medical Administration and/or Safety and Quality

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Document Review

Timeframe for review:	Every two years, or earlier if required
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Revision History

Version	Date	Pages revised / Brief Explanation of Revision
05	July 2015	Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.
06	Apr 2016	Section 6 Learning Objectives updated against the new Curriculum Framework Section 8.1 refinements to the responsibilities of both trainee and Supervisor
06-1	Jul 2017	Changed "Term" to "Placement"
07	Jan 2020	Combined with Safety and Quality SSPs and review of documents
07-1	Jul 2020	Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)
07-2	Dec 2023	Routine review Standardising formatting and layout All SSP terms are standardized to 6 months at 1 FTE LDPs are no longer required but are strongly recommended

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1. Purpose and Scope

The purpose of these guidelines is to outline the criteria for accreditation of a special skills placement in Medical Administration and/or Safety and Quality.

2. Abbreviations

FTE Full-time equivalent

ITA In-Training Assessment

LDP Learning Development Plan

SSP Special Skills Placement

3. Supervisor

The supervisor(s) will have either:

- a postgraduate qualification in health administration, or
- have a specific role within the organisation's Medical Administration and/or Safety and Quality Framework, or
- have a specific role within the organisation's Executive structure.

The supervisor will have a minimum three (3) years post Fellowship experience.

4. Placement Structure

The placement may be undertaken up to the maximum training time equivalent to six (6) months at 1.0 FTE. (Please note the minimum term length is three (3) months at 1.0 FTE or equivalent, as per Regulation G.)

It should be recognised that differing placement lengths may determine differing learning objectives and duties.

5. Demographics

The Medical Administration and/or Safety and Quality unit in which the trainee will work will be able to demonstrate a sufficient infrastructure for the conduct of its activities.

6. Learning Objectives

Many of the learning objectives should fulfil areas within the FACEM Training Program Curriculum domains of Leadership and Management, Communication, and Teamwork and Collaboration. Objectives may include, but are not limited to, developing knowledge and skills in the following:

- General principles – qualities of a good leader and a good manager
- General principles – leading a key clinical support portfolio and/or project
- General principles – effective communication in system and people management

- General principles – the interface between the department and the hospital system
- System management – Continuous improvement methodology and analysis of departmental KPIs
- System management – Identification of departmental service gaps
- System management – Change management principles
- System management – ED design and models of care
- System management – Adverse event management
- System management – Critical incidents analysis
- Patient management – Medico-legal aspects of practice
- Patient management – Disaster management
- Patient management – Handling consumer feedback
- Patient management – Risk management and development of risk stratification scales
- Patient management – Clinical audits
- Patient management – Morbidity and mortality review
- Patient management – Infection control
- Human resource management – Debriefing and peer review
- Human resource management – Clinician credentialing and establishing scope of practice
- Human resource management – Roster development

Not all of the learning objectives are expected to be covered but a variety should be evident. Selected objectives from every general type of management must be covered. These must be discussed and decided upon either before or within the first two weeks of the start of the Special Skills placement.

7. Activities/Duties

The activities/duties that a trainee undertakes within a Medical Administration and/or Safety and Quality placement must reconcile with the selected learning objectives for the placement.

A weekly plan of duties for the trainee must be provided at the beginning of the placement.

The trainee will receive formal instruction with respect to many of the learning objectives via:

- Completing workshops, courses or modules; and
- Receiving education from the placement supervisor (or equivalent) – demonstrated by a set curriculum and teaching program

The trainee will undertake a specific project within the placement e.g. disaster plan creation. This is to be articulated at the beginning of the placement, and mentoring for the project is to be provided by the supervisor.

8. Supervision And Assessment

Regular formal contact with the placement supervisor is required throughout the placement (e.g. weekly meetings).

For each activity/duty being undertaken to achieve a certain learning objective, it should be clear as to how it will be assessed that the trainee has successfully met the objective during the placement.

Satisfactory completion of the project as determined by the supervisor is a requirement for successful completion of the placement.

An initial orientation meeting at the start of the placement is required to ensure that the trainee understands the learning objectives, how they will be achieved and how they will be assessed as being met. A mid-placement assessment is required to review the progress with respect to this.

8.1 Education/Learning Portfolio

The trainee is strongly recommended to maintain an Education/Learning Portfolio in which all learning outcomes are documented in the FACEM Learning and Development Plan.

The trainee should describe the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LDP portfolio:

- a list of educational sessions delivered and/or attended
- a list of supervisor meetings
- any other related activities
- a copy of the project undertaken.

The Portfolio has the following functions:

- It provides trainees with a personal record of the education and training experiences that contribute to the requirements for satisfactory completion of the placement.
- Supervisors will use it to monitor the trainee's experience to ensure it is appropriate for their level of training, and to aid them in providing an informed completion of the trainee's ITA.
- The accreditation inspection team may use the information to determine if the SSP meets accreditation guidelines for ongoing accreditations.
- The learning portfolio can be completed using the Learning Development Plan available in the training portal. Alternatively, a trainee can upload their own document when the ITA is submitted.

At the end of the placement, the primary supervisor will sign off that the trainee's LDP has been reviewed and displayed sufficient evidence that all learning objectives have been attained, as evidence for successful completion of the placement.

8.2 In-Training Assessment

An in-training assessment must be completed every three months.



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