



POLICY ON ACEM ACCREDITATION STANDARDS FOR SPECIAL SKILLS PLACEMENTS

1. Purpose

The purpose of this document is to define the educational standard that placements must provide to become accredited as special skills placements by ACEM. These standards apply to all special skills placements. This document does not apply to ACEM critical care placements. Further detail on each individual special skills placement can be found in the relevant guideline on the ACEM Website.

2. Background and Scope

The purpose of the FACEM Training Program is to produce specialist doctors with the clinical knowledge, skills, and attitudes necessary to function safely and independently as emergency physicians at a specialist level. These are described in the ACEM Curriculum Framework.

Within the FACEM Training Program structure is mandated non-ED training time. This is further subdivided into mandatory critical care training time and general non-ED training time.

If a site wishes to be accredited for training stage four (TS4) for the 2022 FACEM training program, it must demonstrate it meets the TS4 learning outcomes. This also applies to Category T application for TS4 elective placement.

Under the relevant section of Regulations B and G, acceptable general non-ED training placements include those accredited by other colleges recognised by the Australian Medical Councils and the New Zealand Medical Council for the purposes of training in another speciality, and other special skills placements approved by ACEM.

3. Terminology

There are two types of special skills placement accreditation categories approved by ACEM:

Categories of Special Skills Placement Accreditation	
Category	Definition
Category A (ACEM)	A site/placement inspected and accredited by ACEM and reinspected every 5 years.
Category T (Trainee)	A trainee specific “one-off” accredited placement approved by the Accreditation Subcommittee for only one trainee. This includes overseas placements.

A Special Skills Placement (SSP) Guideline outlines specific information for that discipline and should be read in conjunction with this document. The approved Special Skills Placement Guidelines can be found on our website: <https://acem.org.au/Content-Sources/Training/Training-site-accreditation> .

4. Site Requirements

The overarching principle is that the site must provide supervision and facilities to promote the health, welfare and interests of all trainees who train at that site. Specifically, the following standards apply.

4.1 Supervisor

Every Special Skills Placement (Category A or T) will have a nominated supervisor. This person is required to have qualifications and credentials within the discipline. The supervisor will have a minimum of three (3) years post Fellowship experience. On the discretion of the Accreditation Subcommittee, supervisors with extensive experience and expertise in the relevant special skills discipline will be accepted as having equivalent skills required to be an approved supervisor for the SSP. For Category A placements, SSP Supervisors should also be familiar with any specific criteria related to their role as outlined in the relevant SSP Guideline for their discipline. The supervisor must be employed minimum of 0.3 FTE at the site or as stipulated in the relevant SSP guidelines.

The SSP Supervisor is the main point of contact for both the trainee and the College. Regular formal contact between the supervisor and the trainee is required throughout the placement. This is defined as a minimum of once per week, in order to ensure the trainee gets adequate feedback about their progress and development. The supervisor is responsible for:

- ensuring trainees are appropriately orientated to the training site at the start of the placement, including relevant operational and governance processes,
- completing a learning development plan at the start of the placement with the trainee, to define the learning outcomes of the placement which are expected to be achieved,
- co-ordinating the provision of an appropriate education and training program to achieve the learning outcomes,
- viewing and verifying any learning activities, mid-term assessments, and/or formative assessments have been completed, such as a learning portfolio or logbook,
- performing end of term assessments. The end of term assessment is an ACEM generated In-Training Assessment (ITA). The SSP Supervisor will be notified via email to complete the ITA in the ACEM Member Portal.

A change in SSP Supervisor must be approved by the College. All new SSP Supervisors will be required to forward a focused and relevant curriculum vitae to accreditation@acem.org.au for approval.

4.2 Facilities

The site must provide adequate facilities to promote training of trainees. Whilst this primarily involves the provision of safe patient care, other considerations need to be met, including access to educational resources (whether on site or online) and access to other specialists of that discipline. Where appropriate, facilities to support the wellbeing of trainees, particularly if they do after hours training, need to be in place. The SSP Guidelines have further details for each specific special skills placement.

4.3 Caseload

Clinical SSPs seeking to be accredited for the FACEM Training program must ensure there is an adequate range of patients (both number and variety) to fulfil the learning outcomes for that SSP. The minimum number of patients that a trainee should manage is not specified in this document rather, case numbers are provided in the specific SSP guideline. The trainee must engage with enough sufficiently complex patients to enable them to reach a level of competence equivalent to Training Stage 2 of the ACEM Curriculum Framework. This means that the trainee will be able to independently assess and provide initial management for a single high complexity patient.

For Non-Clinical SSPs, see the relevant specific guideline for minimum activity requirement.

All patient cases/ activity must be relevant to the SSP discipline. General emergency medicine is excluded unless specified in a particular SSP guideline. Delivery of training beyond the emergency department is highly encouraged to ensure that trainees understand the link between emergency medicine and the overall health system.

5. Placement Structure

Special Skills Placements must be structured in a way that permits trainees to undertake all of their time on duties that relate directly to the special skills focus on, and not core ED activities. Specific special skills guidelines may permit a variation to this educational standard. If so, this will be detailed in the documentation for that specific special skills placement.

Special Skills Placements may be accredited for 3 months at 1FTE, 6 months at 1FTE, 6 months at 0.5FTE and/or 12 months at 0.5FTE. It should be recognised that longer placement durations will entail additional learning objectives and expectations.

5.1 Education program

The site will outline the Education Program to be delivered. It will cover all the aspects listed below, and show clear linkage between the learning activities and the learning outcomes.

Specifically, the Education Program will include:

- The purpose and outcomes of the Education Program
- An alignment mapping to the ACEM curriculum framework
- The delivery and supervision mode of the Education Program
- A rubric demonstrating the ways in which outcomes will be assessed A cohesive educational pedagogy that links the learning activities. assessments and outcomes.

5.2 Learning Outcomes

- The site will provide learning outcomes to be achieved by the end of the placement. These learning outcomes must be concordant with the eight domains of the *ACEM Curriculum Framework* as listed on the generic non-ED ITA.
- Additional learning outcomes specific for each Category A SSP should be included and are found in the relevant SSP guideline.
- Category T SSP should also have additional learning outcomes relevant to that placement.
- All additional learning outcomes must be set at Training Stage 2 level as a minimum, found within the ACEM Curriculum Framework.

For a site wishing to be accredited as a Training Stage 4 site for the 2022 curriculum, it must meet all the non-ED Training Stage 4 Learning Outcomes and requirements:

Training Stage 4 Learning Outcomes (2022 Training Program)

Training Stage 4 (the final 12 months of FACEM training) enables trainees to focus on the development and consolidation of management and leadership skills. By the end of Training Stage 4, trainees should be competent and confident in operational management of the floor including patient flow, the clinical supervision of junior medical staff, and departmental management encompassing clinical governance and quality assurance. Whilst these skills are best enhanced during ED training, it is recognised that placements in appropriate non-ED settings can also provide opportunities to focus on leadership skills.

Please refer to the *AC808 TS4 Accreditation Requirements* guide for specific details on learning outcomes and requirements.

5.3 Learning Activities

The site will provide appropriate activities and learning opportunities to meet the specified learning outcomes outlined in 5.1.1. This includes the following:

- a) *Opportunistic teaching*: Teaching during the course of their duties (e.g. formative assessments such as supervised procedures and workplace based assessments, bedside patient reviews with a consultant, etc).
- b) *Formal didactic education*: Participating in a relevant formal pre-structured education program. The education program may include tutorials, case presentations, simulation and morbidity and mortality sessions.

5.4 Learning Development Plan (LDP)

The purpose of the *Learning Development Plan* is to provide documented evidence of the completion of the learning activities provided in the placement, which are directly linked to the defined learning outcomes of that placement. It will be highly recommended that the trainee completes an LDP. It should be viewed as another learning activity that encourages reflective learning. If used, it is expected that the supervisor will review the portfolio with the trainee once every month and sign the portfolio document as a record thereof.

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. All opportunistic teaching should be recorded in the portfolio if used.
- An educational function through deliberate reflection on activities, encounters and experiences.

Notes:

- The information contained in the LDP will be used by Supervisors to facilitate monitoring of the trainee's experience to ensure it is appropriate for the level of training and aid them in providing an informed completion of the trainee's ITA.
- The information contained in the LDP may be used by ACEM to monitor trainees' training experience whilst they are in that placement.
- The information contained in the LDP may be used by ACEM to ensure the quality and integrity of the placement.

The LDP can be completed online using the Learning Development Plan (LDP) available in the member's portal.

5.5 ITA

The trainee and supervisor will complete an *In-Training Assessment – Generic Non-ED* at the end of a 3 month placement, and in the case of a 6 month placement, s a mid-term assessment at the three month point.

Notes:

- The ITA is used by the supervisor to assess the trainee against learning outcomes.
- The global comments box in the ITA should be used by the supervisor to comment on the extent to which the additional SSP specific learning outcomes have been achieved.

6. Document Review

Timeframe for review: every two (2) years, or earlier if required.

6.1 Responsibilities

Document authorisation: Council of Education
Document implementation: Executive Director Education and Training
Document maintenance: Accreditation Manager

6.2 Revision History

Version	Date of Version	Pages revised / Brief Explanation of Revision
v1	Oct 2018	Approved by COE; incorporates information from AC95
v2	Sep 2021	Amended for Training Stage 4 accreditation in line with the new Accreditation structure

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