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.

Under the relevant section of Regulation B, 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:

<table>
<thead>
<tr>
<th>Categories of Special Skills Placement Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Category A (ACEM)</td>
</tr>
<tr>
<td>Category T (Trainee)</td>
</tr>
</tbody>
</table>

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. 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.

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 an educational 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 forward a focussed 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 is not specified in this document for a trainee to see, however relevant numbers are provided in the appropriate SSP guideline. The trainee must see enough patients with sufficient complexity so that they reach a level of competence equivalent to Advanced 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.
Regardless of the number of patients seen or activities the trainee performs, all activity must be relevant to that discipline. General emergency medicine work is not included in this activity unless specified in a particular SSP guideline. Performance of training outside the emergency department environment is highly encouraged to ensure that trainees understand the link between emergency medicine and the general health system.

5. PLACEMENT STRUCTURE

Special Skills Placements must be structured for trainees to undertake 100% of their time on duties that relate directly to the special skills, and not core ED duties. Specific special skills guidelines may permit a variation to this educational standard. (Please refer to the specific special skills guidelines.)

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 differing placement lengths will determine different learning objectives and duties.

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 outcomes and the learning activities.

Specifically, the Education Program will include:

- The purpose and outcomes of the Education Program
- How all these outcomes align with the ACEM curriculum framework
- How the activities of the Education Program will be delivered and/or supervised e.g. teaching in clinical and educational settings.
- How all the outcomes will be assessed to ensure they have been attained
- Constructive alignment between all the learning outcomes, learning activities and assessments.

5.1.1 Learning Outcomes

The site will provide a set of learning outcomes that the trainee will achieve by the end of the placement. The set includes all the learning outcomes that cover all 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 Advanced Training Stage 2 level as a minimum, found within the ACEM Curriculum Framework.

5.1.2 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.

5.1.3 Educational/Learning portfolio

The purpose of the Educational/Learning portfolio 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 Educational Portfolio. It should be viewed as another learning activity that encourages reflective learning. If used, it is expected that the supervisor will review and sign the portfolio with the trainee once every month.

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.
- The information contained in the Educational/Learning Portfolio 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 Educational/Learning Portfolio may be used by ACEM to monitor trainees’ training experience whilst they are in that placement.
- The information contained in the Educational/Learning Portfolio may be used by ACEM to ensure the quality and integrity of the placement.

The education learning portfolio can be completed using the Learning and Development Plan (LDP) available in the member’s portal. Alternatively, a trainee can upload their own document when the ITA is submitted.

5.1.4 ITA

The trainee and supervisor will complete an In-Training Assessment – Generic Non-ED at the end of the placement, and for a 6 month placement, also at the end of 3 months as a mid-term assessment. 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 whether the additional SSP specific learning outcomes have been achieved, and to what extent.

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

<table>
<thead>
<tr>
<th>Version</th>
<th>Date of Version</th>
<th>Pages revised / Brief Explanation of Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>v1</td>
<td>Oct 2018</td>
<td>Approved by COE; incorporates information from AC95</td>
</tr>
<tr>
<td>v1-1</td>
<td>Jul 2020</td>
<td>Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)</td>
</tr>
</tbody>
</table>

© Copyright – Australasian College for Emergency Medicine. All rights reserved.