



AUSTRALASIAN COLLEGE
FOR EMERGENCY MEDICINE

ACCREDITATION GUIDELINES

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SPECIAL SKILLS PLACEMENT – SAFETY AND QUALITY

1. PURPOSE AND SCOPE

The purpose of these guidelines is to outline the minimum criteria for accreditation of a Special Skills Placement in Safety and Quality.

2. ABBREVIATIONS

SSP	Special Skills placement
FTE	Full-time equivalent
LNA	Learning needs analysis
ITA	In-Training Assessment

3. SUPERVISOR

The supervisor(s) will have a specific role within an organisation's Safety and Quality framework. This will be external to the Emergency Department and may be at a hospital, area or state-wide level.

The supervisor(s) will have significant experience and expertise within this area.

4. PLACEMENT STRUCTURE

The placement may be undertaken at 0.5 to 1.0 FTE. It should be recognised that differing placement lengths may determine differing learning objectives and duties.

5. DEMOGRAPHICS

The Safety and Quality Unit in which the trainee will work will be able to demonstrate a sufficient infrastructure for the conduct of activities.

6. LEARNING OBJECTIVES

Many of the learning objectives should fulfil the patient safety and quality elements within the ACEM Curriculum Framework Leadership and Management domain. Objectives may include, but are not limited to, developing knowledge and skills in the following:

- Leadership
- Risk management
- Development of risk stratification scales
- Adverse event management
- Root cause analysis – training and/or investigation
- Continuous improvement methodology
- Clinical audit
- Morbidity and mortality review

- Medico-legal aspects of practice
- Infection Control

Not all of the learning objectives are expected to be covered but a variety should be evident.

7. ACTIVITIES/DUTIES

The activities/duties that a trainee undertakes within a Safety and Quality placement must reconcile with the selected learning objectives for the placement. For each learning objective, there should be documented activities/duties being undertaken in order for the trainee to achieve the objective.

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. 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 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 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning Needs Analysis (LNA). The trainee is to describe the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LNA:

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

At the end of the placement, the supervisor will sign off that the trainee's LNA has been reviewed and adequately reflects that the learning objectives have been achieved, demonstrating completion of the placement.

8.2 In Training Assessment (ITA)

An in training assessment must be completed every three months.

9. DOCUMENT REVIEW

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

9.1 Responsibilities

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

9.2 Revision History

Version	Date of Version	Pages revised / Brief Explanation of Revision
06	July 2015	Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.
07	Apr 2016	Section 6 Learning Objectives updated against the new Curriculum Framework Section 8.1 refinements to the responsibilities of both trainee and Supervisor
07-1	Sep 17	Reference to “term” changed to “placement” as per Regulation B

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