

## ACCS ARCP 2021-2: DECISION AID

This document summarises the evidence that ACCS trainees of all parent specialties must provide for ARCP and the standards expected in order to achieve satisfactory ARCP outcome.

| REQUIREMENT  | EVIDENCE REQUIRED  | CT1   | CT2  |
|--|--|---|--|
| <b><i>Educational Supervisor Report (ESR)</i></b>            | One per year to cover the training year since last ARCP  | Confirms meeting or exceeding expectations and no concerns                        | Confirms meets minimum requirements for progress into next stage of training ( <i>see checklist also</i> ) |
| <b><i>MSF</i></b>  | MSF in e-Portfolio, minimum 12 respondents   | 1 for the year (minimum)  | 1 for the year (minimum)   |
| <b><i>End of Placement (Clinical Supervisor) Reports</i></b> | One for each placement in year   | Confirm meeting or exceeding expectations and no concerns                         | Confirm meeting or exceeding minimum requirements for progress into next stage of training                 |
| <b><i>ACCS Clinical Learning Outcomes</i></b>                | Faculty Educational Governance (FEG) statement and/or Multi-Consultant/Trainer Report (MCR/MTR) for placements in year   | Minimum levels achieved/exceeded for each ACCS Clinical LO for placements in year | Minimum levels achieved/exceeded for all ACCS Clinical LOs   |
| <b><i>Practical Procedures (ACCS LO 5)</i></b>               | Faculty Educational Governance (FEG) statement and/or Multi-Consultant Report (MCR) for placements in year – <i>refer to LO5 practical procedure checklist</i> | On track for minimum levels to be achieved/exceeded                               | Minimum levels achieved/exceeded for each procedure  |
| <b><i>ACCS Generic Learning Outcomes</i></b>                 | Educational Supervisor Report  | Satisfactory progress   | Satisfactory progress  |
| <b><i>Revalidation</i></b>                                   | Form R/SOAR declaration (Scotland)   | Fully completed and submitted   | Fully completed and submitted  |

## ACCS Learning Outcomes: Requirements by Placement

This table sets out the minimum standards to be achieved in each ACCS placement for each of the clinical and generic ACCS Learning Outcomes.

### ***Entrustment level descriptors:***

|           |   |
|-----------|---|
| Level 1:  | Direct supervisor observation/involvement, able to provide immediate direction or assistance  |
| Level 2a: | Supervisor on the 'shop-floor' (e.g. ED, theatres, AMU, ICU), monitoring at regular intervals   |
| Level 2b: | Supervisor within hospital for queries, able to provide prompt direction or assistance and trainee knows reliably when to ask for help                    |
| Level 3:  | Supervisor 'on call' from home for queries, able to provide directions via phone and able to attend the bedside if required to provide direct supervision |
| Level 4:  | Would be able to manage with no supervisor involvement (all trainees practice with a consultant taking overall clinical responsibility)                   |

| Learning Outcome   | Entrustment requirements |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | EM                       | IM                       | An                       | ICM                      |
| 1. Care for physiologically stable adult patients presenting to acute care across the full range of complexity | 2b                       | 2b                       |                          |                          |
| 2. Support the team by answering questions and making safe decisions   | 2a                       | 2a                       |                          |                          |
| 3. Identify sick adult patients, be able to resuscitate and stabilise and know when it is appropriate to stop  | 2b                       | 2b                       | 2b                       | 2b                       |
| 4. Care for acutely injured patients across the full range of complexity                                       | 2b                       |                          |                          |                          |
| 5. Deliver key ACCS procedural skills  | <i>See LO5 Checklist</i> | <i>See LO5 Checklist</i> | <i>See LO5 Checklist</i> | <i>See LO5 Checklist</i> |
| 6. Deal with complex and challenging situations in the workplace   | 2a                       | 2a                       | 2a                       | 2a                       |
| 7. Deliver safe anaesthesia and sedation   |                          |                          | 2b                       |                          |
| 8. Manage patients with organ dysfunction and failure  |                          |                          |                          | 2a                       |
| 9. Support, supervise and educate  | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    |
| 10. Participate in research and manage data appropriately  | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    |
| 11. Participate in and promote activity to improve the quality and safety of patient care                      | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    | Satisfactory progress    |
| Other evidence   | Requirements             |                          |                          |                          |
|  | EM                       | IM                       | An                       | ICM                      |
| Faculty Educational Governance (FEG) statement   | 1                        |                          |                          |                          |
| Multi-Consultant Report (MCR)  |                          | 1                        |                          | 1                        |
| Multi-Trainer Report (MTR)   |                          |                          | 1                        |                          |
| HALO   |                          |                          | 1 (Sedation)             | 1                        |
| IAC (EPA 1 and 2)  |                          |                          | 1                        |                          |
| Clinical Supervisor End of Placement Report  | 1                        | 1                        | 1                        | 1                        |

## **ACCS LO5 Practical Procedures: Entrustment Requirements**

ACCS trainees must be able to outline the indications for these procedures and recognise the importance of valid consent, aseptic technique, safe use of analgesia and local anaesthetics, minimisation of patient discomfort, and requesting for help when appropriate. For all practical procedures, the trainee must be able to recognise complications and respond appropriately if they arise, including calling for help from colleagues in other specialties when necessary.

ACCS trainees should ideally receive training in procedural skills in a clinical skills lab before performing these procedures clinically, but this is not mandatory. Assessment of procedural skills is made using the direct observation of procedural skills (DOPS) tool.

The table below sets out the minimum competency level expected for each of the practical procedures at the end of ACCS.

| <b>Procedure</b>  | <b>Entrustment level at completion of the first two generic years of ACCS</b> |
|---|---|
| Pleural aspiration of air   | 2b  |
| Chest drain: Seldinger technique  | 2b  |
| Chest drain: open technique   | 1   |
| Establish invasive monitoring (central venous pressure and arterial line)     | 2b  |
| Vascular access in emergency (intraosseous infusion and femoral vein)         | 1   |
| Fracture/dislocation manipulation   | 1   |
| External pacing   | 2b  |
| Direct current cardioversion  | 2b  |
| Point of care ultrasound-guided vascular access and fascia iliaca nerve block | 2b  |
| Lumbar puncture   | 2b  |

When an ACCS trainee has been signed off as being able to perform a procedure independently, they are not required to have any further assessment (DOPS) of that procedure, unless they or their educational supervisor think that this is required (in line with standard professional conduct). This also applies to procedures that have been signed off during other training programmes. They would be expected to continue to record activity in their logbook.