



# **ACCS Curriculum Launch Organiser Handbook**

*Guidance for delivering regional training on the new  
ACCS curriculum.*

## Introduction

The purpose of this document is to enable ACCS leads around the UK to deliver online training on the new ACCS curriculum to trainers and doctors in training in their region.

The following pages include links to presentations recorded by members of the Intercollegiate Committee for ACCS Training on the most important aspects of the new curriculum; we have also included descriptions of the slides that you are welcome to share:

1. [Presentation 1: Curriculum Overview \(30 minutes\)](#)
2. [Presentation 2: Assessment 1 – The Why and the What \(15 minutes\)](#)
3. [Presentation 3: Assessment 2 – The How \(15 minutes\)](#)
4. [Presentation 4: Transition and implementation \(15 minutes\)](#)

Additionally, we have produced a *User Guide to Implementation of the 2021 ACCS Curriculum* that is available on the [ACCS website curriculum resources page](#), along with other useful material.

If you are delivering these presentations to a large audience you are likely to find it beneficial to have a colleague monitor the webinar chat/Q&A to collate and respond to questions. If you receive any questions you feel unable to answer you are welcome to attend, or suggest the questioner attends, one of the ACCS *Curriculum Q&A sessions* (online); [please visit the ACCS website for details](#). If these events have finished when you are delivering the training, please feel free to email us at the address below.

We hope that this all proves useful! If you require any further assistance, please get in touch with us at: [accs@rcoa.ac.uk](mailto:accs@rcoa.ac.uk).

# Presentation 1: Curriculum Overview

Timeline: 30 minutes

Faculty: Experienced presenter who is familiar with the changes to the ACCS curriculum.

## Recording of the presentation

You can access the presentation recording on Vimeo (<https://vimeo.com/526083434>) or via the ACCS website (<https://www.accs.ac.uk/accs/2021-curriculum/resources>).

## Content of Talk

### *Slide 1*

Title slide.

### *Slide 2*

Use this slide to introduce the event: it appears at the start of every lecture and is used to show how the coming lecture fits into the overall day.

### *Slide 3*

This slide outlines the scope of the coming presentation and what will be covered over the next few minutes. It is worth re-iterating that it is an introductory talk, and many of the concepts introduced will be covered more fully as the event progresses.

### *Slides 4 and 5*

Use these two slides to tell the audience that change seems to happen frequently and how many of them will have been involved in the delivery of several different versions of curricula. The second slide describes however that there is little new in this world – and that this new ACCS curriculum is essentially the same in content as the previous version. Use this to reassure the audience!

### *Slide 6*

Use this slide as a means of introducing the next area to be covered – why a new curriculum was necessary and how it was developed.

### *Slides 7 to 14*

This section of the talk outlines the GMCs standards for curriculums that all curricula have now to be based around – the reason for the changes being presented today. Make sure that the principles for curricula are outlined (slide 9): these themes and principles are fully outlined in slides 10 to 14 which has several 'builds' to describe the key principles in detail. This slide will take several minutes to talk through fully.

### *Slide 15*

Use this slide as a means of introducing the next area to be covered – why a new curriculum was necessary and how it was developed.

#### *Slide 16*

Use this slide to introduce the next subsection of the talk, and what will be discussed: Generic Professional Capabilities (GPCs), the concept of a curriculum based on Learning Outcomes and Entrustment, each of which will be discussed more fully over the coming section of the talk.

#### *Slides 17 to 120*

GPCs (Generic Professional Capabilities) are introduced in this section of the talk – that is the minimal critical capabilities required of doctors working in the UK. There are 3 fundamental domains and 6 themed domains which are outlined fully in the subsequent slides.

#### *Slides 21 to 26*

These slides outline the concept of learning outcomes and how these are now used in all curricula. A particular challenge for ACCS was 'marrying' the Los from the 4 colleges and faculties (ie RCP, RCoA, RCEM and FICM). As a result, the ACCS curriculum has been designed around the concept of ACCS Learning outcomes. These are common outcomes that all ACCS doctors in training (irrespective of parent specialty) must achieve at the end of the 2 year ACCS part of their training. All of the Colleges and Faculties have fully signed up to this concept, as have NHS employers and other key groups.

The 11 ACCS LOs should be introduced here: these will be expanded on throughout the rest of the event in subsequent talks.

#### *Slides 27 to 30*

Use this slide to describe the concept of how the learning outcomes will be assessed, using Entrustable Professional Activities: the following slide outlines the EPA scale and gives an initial outline of examples of entrustment requirements. It is important that the speaker is familiar with the concept of entrustment before giving this talk – it will be an area for discussion!

#### *Slides 31 to 37*

Slides 27 and 28 should be used to introduce this section of the talk and stress that fundamentally there have been little changes to the core content of the ACCS curriculum, and that it will remain familiar to experienced trainers.

The talk outlines the content of the curriculum, with examples of learning outcomes, procedural skills etc. It also shows the content of the curriculum has not changed (slide 33) – but that the way it is presented has done.

#### *Slide 38*

This slide should be used to re-enforce again the message of continuity of content – it is a very important message!

#### *Slide 39*

Questions slide.

#### *Slide 40*

Summarise then talk and its key messages. Link to upcoming talks and what they will cover.

## Presentation 2: Assessment 1 – The Why and the What

Suggested duration: c. 15 minutes

Presenter: experiences trainer who is familiar with the changes to the ACCS curriculum

### Aim of presentation

The aim of this presentation is to introduce the main elements of the programme of assessment in the curriculum, emphasising what is new, and placing them within the overall context of the curriculum as a whole. Running through it is a theme of clarity, self-regulated learning and reassurance.

### Recording of the presentation

You can access the presentation recording on Vimeo (<https://vimeo.com/526073981>) or via the ACCS website (<https://www.accs.ac.uk/accs/2021-curriculum/resources>).

### Content of talk

#### *Slide 1*

Title slide.

#### *Slide 2*

This welcome slide introduces the presentation and sets it within the context of the overall set of curriculum presentations.

#### *Slide 3*

This slide gives an overview of what will be covered during the presentation.

#### *Slide 4*

This slide sets out the three key purposes of assessment as defined by the GMC.

#### *Slide 5*

This slide introduces the concept of ACCS Learning Outcomes (LOs) and relates these to the parent specialty curricula.

#### *Slide 6*

This slide goes through the title of each ACCS Clinical Learning Outcome and is an opportunity for attendees to fully appreciate the scope of the curriculum.

#### *Slide 7*

This important slide uses a curriculum screenshot to emphasise how each LO is clearly broken-down into Key Capabilities and Descriptors. It provides reassurance that the LOs, and associated expectations, are clear and easy to understand.

#### *Slide 8*

This slide addresses the key question of what has happened to the previous curriculum presentations. It shows how they remain within the overall clinical syllabus and how this is clearly set out in the curriculum under the headings of Systems/specialty, Clinical presentations and Conditions/issues. It also advises that the presentations are the clinical contexts in which doctors in training can evidence the higher-level LOs.

#### *Slide 9*

This slide goes through the titles of the ACCS Generic Learning Outcomes and explains their explicit link to the GMC Generic Professional Capabilities (GPCs). Again it reinforces the clarity of expectations.

#### *Slide 10*

This slide shows how the curriculum also sets out clearly the Key Capabilities and Descriptors for the Generic LOs and emphasis that the given list is not exhaustive.

#### *Slides 11*

This slide looks in more detail at ACCS LO5, Procedural Skills. It lists the procedures to be covered and references those that are included separately within the Anaesthesia and ICM-related LOs (7 & 8 respectively).

#### *Slide 12*

This slide illustrates the training pathways through ACCS and the broad level to which core ACCS training takes doctors in training.

#### *Slide 13*

This important slide introduces the concept of entrustment and emphasises that it is used within WPBAs as well as for rating the overall ACCS LOs.

#### *Slide 14*

This slide goes into some more detail on entrustment, showing the table of levels from the curriculum and reinforcing how this provides transparency of expectations for doctors in training, trainers and the wider public.

#### *Slide 15*

This slide gives an overview of how assessment is undertaken and reinforces how assessment has been hard-wired into the curriculum from the outset.

#### *Slide 16*

This slide explores WBAs and is explicit about the changes and rationale, addressing historical criticism of the previous approach. It also repeats the link to entrustment and emphasises the concept of self-regulated learning skills.

#### *Slide 17*

This slide explores panel-based judgements, specifies the methods used in the different ACCS placements and links them to progression and remediation.

*Slide 18*

This slide illustrates how evidence from assessment and beyond is pulled together to inform the Educational Supervisor's report and ARCP.

*Slides 19 to 21*

These slides show the overall assessment blueprint in the curriculum in terms of which assessments may be used for which Clinical LOs. The important message again is that of clarity and avoidance of being over-prescriptive.

*Slide 22*

This does the same for the generic LOs, reinforces the link to GPCs and notes that entrustment is not used for these LOs.

*Slide 23*

This crucial slide sets out the overall expectations for each placement in ACCS in terms of entrustment level for the Clinical LOs. It also addresses the issue of rotation order of placements, with reassurance that this is not a problem, and that final ARCP also considers ACCS as a whole.

*Slide 24*

This slide sets out the expectations for the procedural skills comprising LO5 and refers to the accompanying presentation, "Assessment 2 – The How", which goes into detail on how all these standards are applied for the ACCS LOs.

*Slide 25*

This slide gives a summary overview of what has been covered, reinforces the key concepts, references the crucial role of the Educational Supervisor and links to the accompanying presentation, "Assessment 2 – The How".

## Presentation 3: Assessment 2 – The How

Suggested duration: c. 15 minutes

Presenter: experienced trainer who is familiar with the changes to the ACCS curriculum

### Aim of presentation

The aim of this presentation is to discuss the arrangements for supervision, feedback and appraisal including the process for ARCP in the new ACCS curriculum. Details of the various panel-based entrustment decisions are also provided.

### Recording of the presentation

You can access the presentation recording on Vimeo (<https://vimeo.com/526080355>) or via the ACCS website (<https://www.accs.ac.uk/accs/2021-curriculum/resources>).

### Content of talk

#### *Slide 1*

Title slide.

#### *Slide 2*

This welcome slide introduces the presentation and sets it within the context of the overall set of curriculum presentations.

#### *Slide 3*

This slide gives an overview of what will be covered during the presentation.

#### *Slide 4*

This slide gives an overview of doctor in training Educational and Clinical Supervisor arrangements.

#### *Slide 5*

*This slide describes the formal process of feedback and appraisal through educational meetings.*

#### *Slide 6*

This slide highlights the importance of receiving feedback with humility.

#### *Slide 7*

This slide highlights the importance of giving feedback with respect and sensitivity.

#### *Slide 8*

This slide provides a diagram of the annual appraisal / ARCP process.

*Slide 9*

This slide describes the process by which the Generic LOs are appraised.

*Slide 10*

This slide shows describes the Clinical LO appraisal process and WPBA schedule.

*Slide 11*

This slide shows a table explaining the ACCS Entrustment Scale.

*Slide 12*

This slide provides information on the critical progression point within the generic ACCS programme.

*Slide 13*

This is the first of a series of important slides providing detail on local faculty groups and panel-based entrustment decisions. Specifically, it describes who should be on local faculty groups.

*Slide 14*

This slide describes the 3 panel-based entrustment decisions.

*Slide 15*

This slide provides detail about when the various entrustment decisions are made.

*Slide 16*

This slide explores the rationale behind panel-based entrustment decisions.

*Slide 17*

This slide is the first of two describing the process of the FEGS for doctors in training in their Emergency Medicine placement.

*Slide 18*

The second slide describing the FEGS process.

*Slides 19*

This slide describes the MCR process and compares it with the MSF. This is relevant for the AIM, ICM and anaesthesia attachments.

*Slide 20*

This slide describes the HALO process during the anaesthesia attachment.

*Slide 21*

This final slide on entrustment decisions explains that these are held on the e-portfolio and accessible only to the doctor in training and relevant members of the training team.

*Slide 22*

A slide with a photo demonstrating the concept of bring clarity or focus to a subject.

*Slide 23*

This slide gives a summary overview of what has been covered and reinforces the key concepts discussed.

## Presentation 4: Transition and implementation

Duration: 11 minutes

Faculty: Experienced presenter who is familiar with the changes to the ACCS curriculum

### Recording of the presentation

You can access the presentation recording on Vimeo (<https://vimeo.com/526088336>) or via the ACCS website (<https://www.accs.ac.uk/accs/2021-curriculum/resources>).

### Content of talk

#### *Slide 1*

Title slide.

#### *Slide 2*

This slide sets the aims of the presentation which are to provide clear information about the transition process for all doctors in training and also to outline the implementation plan for the doctors in training and those involved in training.

#### *Slide 3*

This slide explains the transition arrangements for all doctors in training who are starting a new placement in Aug 2021. It is important to highlight that however far through the ACCS programme they are, the doctor in training who is changing placement in Aug 2021, will be moving onto the new curriculum, even if it is for the final 6 months of their ACCS training.

#### *Slide 4*

This slide outlines the transition plan for the LTFT doctors in training.

If part-way through a placement in August 2021, they should complete their existing placement and transition to 2021 curriculum for the start of their next placement. Should they want to transition across in 2021, mid-placement, this needs to be a bespoke arrangement with the TPD.

#### *Slide 5*

This slide explains the transition plan for those doctors in training returning from sick leave or OOP period. Exactly the same rules apply as for the LTFT doctors in training.

#### *Slide 6*

Slides 6 explains the implementation responsibilities of the TPD. The fact that this toolkit is being used suggests that a local information event is taking place, which is great as it is what we would like to strongly encourage.

The TPD is responsible for ensuring all the ACCS doctors in training have an ES, from their parent specialty, allocated to them prior to Aug 2021.

It is important to highlight that all LTFT, OOP, and doctors in training returning from sick leave should be reviewed by the TPD in good time, prior to August 2021 and a bespoke transition plan made.

#### *Slide 7*

This slide outlines the responsibilities of the educational supervisor (ES).

The ES, who has overall responsibility for the doctor in training's education over the generic 2 years, should meet with the doctor in training prior to, or shortly after Aug 2021 to establish what has been covered to date and what areas and learning outcomes still need to be addressed.

Whatever placements have been signed off already do not need to be revisited.

#### *Slide 8*

This slide outlines the responsibilities of the clinical supervisor (CS).

The CS will supervise the doctor in training during that placement. They should meet with the doctor in training regularly, initiate the FEGs/MCRs and complete the end-of-placement report. It is important to emphasise that the end-of-placement report must include the entrustment decisions made for the relevant LOs for that placement.

#### *Slide 9*

This slide outlines what is expected of the doctor in training.

They should take responsibility for ensuring they have made contact with their ES and also their CS for that placement.

They need to have an understanding of what LOs need to be addressed during that placement and what entrustment decisions are required. This is done by reviewing their e-portfolio and the LO entrustment matrix.

#### *Slide 10*

This is a very important slide as it provides a summary for what gets covered where.

It is important to point out that most LOs have entrustment decisions made in several placements (eg LO3), however some eg LO4 and LO7 are placement specific.

If the doctor in training has successfully completed their EM placement in CT1 and is entering CT2 in Aug 2021, they would not need to revisit LO4.

#### *Slides 11 and 12*

These slides highlight some of the resources that will be available for ACCS trainers and doctors in training to provide as much information as we can about the new curriculum.

People should be encouraged to use the resources.

#### *Slide 13*

This slide is to let people know that the doctors in training should continue to use their parent specialty e-portfolio and that these are all being adapted to support the new curriculum.

#### *Slide 14*

Summary slide.

This slide reiterates the take home message regarding transitioning, which is that the doctor in training should transition to the new curriculum ASAP from Aug 2021.

Remind people to use the resources available (see the ACCS website:  
<https://www.accs.ac.uk/accs/2021-curriculum/resources>

Provide reassurance that we believe the new curriculum will be clearer, better suited to the needs of the programme and easier to navigate than the existing one so we would urge you all to embrace it.