Academic standards, CV and experience

Els Freshwater
RCEM Credentialed ACP
Consultant Paramedic
Modules are modules right?

What’s the problem?
The modules

- History taking and physical assessment
- Pharmacology
- Clinical decision making and diagnostics
- Independent prescribing (Level 6 or 7) must be held at submission for credentialing

Minimum award of Post Graduate Diploma (PGDip)
Examples of modules

Core modules

- **Advanced Health Assessment and Clinical Decision Making*** (40 credits) - *NB: Students will need to undertake 78 hours of supervised clinical practice*
- **Project Management and Research Governance*** (20 credits)
- **Leadership in Advanced Clinical Practice*** (20 credits)
- **Research Project/Dissertation** (60 credits)

**Route 1: Independent prescribing route - incorporates the Practice Certificate in Independent Prescribing**

Students must complete and pass both to record their prescribing qualifications with their regulatory body.

- **Prescribing: scientific principles and safe practice** (20 credits)
- **Prescribing: safe effective practice** (20 credits)

*Please note: Students will need to undertake 78 hours of supervised clinical practice. The ability to offer the independent prescribing route is subject to final approval by professional bodies*
### Unstructured (3-5 years)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Status</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISSERTATION</td>
<td>Core</td>
<td>Year-long</td>
</tr>
<tr>
<td>ADVANCED MEDICINES MANAGEMENT</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>NURSE INDEPENDENT/SUPPLEMENTARY PRESCRIBING (V300)</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>RESEARCH DESIGN AND METHODOLOGY</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>SUPPORTING EDUCATION IN PRACTICE</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>TRANSFORMING SERVICES FOR QUALITY</td>
<td>Core</td>
<td>1</td>
</tr>
<tr>
<td>ADVANCED ASSESSMENT &amp; CLINICAL REASONING</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>APPLICATION OF DECISION MAKING</td>
<td>Core</td>
<td>2</td>
</tr>
<tr>
<td>STRATEGIC LEADERSHIP FOR HEALTHCARE</td>
<td>Core</td>
<td>2</td>
</tr>
</tbody>
</table>
Modules & assessment

Core modules

- Advanced Skills in Clinical Assessment
- Advanced Non-Medical Prescribing
- Advanced Practice in Context
- Research Proposal
- Major Project

Optional modules

- Adult Acute Care
- Advanced Management of Minor Injuries
- Advanced Practice in Diabetes Care
- Emergency Care
- Advanced Principles of Respiratory and Thoracic Care
- Specialist Mental Health Care
- Minor Illness Assessment and Management
- Cardiac Care
- Pain Management
Learning outcomes
New Emergency Care ACP credentialing process from 2018

A new process is being introduced following a successful pilot. From 2018 there will be no face-to-face meeting between assessors and applicants and there will be no detailed feedback before the credentialing day. ACPs who wish to apply must be confident, along with their supervisors, that they will have appropriate evidence on ePortfolio before the end of the application window (anything uploaded afterwards will not count) of acquisition of all required competences. Please refer to the guidance for further information. Please note that a fee of £295 will be charged and that there will be no discount for re-application following an unsuccessful attempt.
EC ACP Credentialing application - Autumn 2019

The panel for the Autumn 2019 Credentialing opportunity will sit on 12 November 2019.

The application window for the Autumn 2019 EC ACP credentialing opportunity is now open and will close at 23.59 on 17 September 2019 which is also the deadline for uploading all appropriate evidence to ePortfolio. Applicants MUST have a named ES who is a substantive consultant on the GMC Specialist Register in EM, is a member of RCEM and who has attended RCEM ACP Supervisor Training.

ACPs planning to submit a credentialing application, and Educational Supervisors who are signing them off, should ensure that:

• The academic component encompasses the list of learning outcomes for academic modules available here. There is a Word version of the Academic Component Declaration Form;
• All relevant requirements in the checklist marked as the version for the relevant credentialing window have been met.

Checklists valid for the Autumn 2019 Credentialing opportunity are below.

ACP seeing both Adults and Children
ACP seeing Adults only
ACP seeing Children only

Apply via this page.
Learning outcomes for academic modules

History taking and physical assessment

- Elicit a focused history to establish the possible cause of the presentation in all ages
- Establish relevant previous history including drug history and social elements that may contribute to a presentation
- Gather relevant information from a range of other sources including relatives, carers and medical records particularly where this may be sensitive information,
- Recognise the challenges of gathering complex and sensitive information
- Demonstrate an accurate physical examination of all body systems in simple and complex situations in all ages, and consider the findings in the context of the patient presentation
- Synthesise the findings of the history and examination to make a differential diagnosis and formulate a management plan
- Demonstrate judgement in communication and data gathering within the patient encounter and make appropriate recordings
- Distinguish and articulate the difference between normal and abnormal in the context of the patient presentation
- Ensure patient privacy, dignity and confidentiality is maintained throughout the clinical assessment
- Critically consider the place of the skills of history taking and physical examination within the context of advanced clinical practice
Pharmacology

- Demonstrate a comprehensive knowledge of the cellular mechanisms of drug action and physiologic outcomes

- Describe the mechanisms of absorption distribution, metabolism and excretion of drugs and the relevance of this to medicines management in the clinical setting

- Demonstrate a knowledge of the clinical use of drugs in the diagnosis, prevention and treatment of disease in all ages

- Critically evaluated the effectiveness of drug actions and demonstrate expertise in applying this to the management of patients of all ages

- Appraise comprehensive sources of information, advice and decision support in medicines management
Clinical decision making and diagnostics

- Demonstrate an understanding of the decision making process in advanced clinical practice
- Utilise a range of sources of knowledge and information as well as decision support tools to come to a sound clinical judgement
- Critically evaluate decision support tools in the clinical context to support rapid decision making and resuscitation in all ages
- Manage uncertainty and the associated risks in the diagnostic process communicate this appropriately with the patient
- Engage the patient in shared decision making providing sufficient and clear information to support the decision making
- Communicate and record the rationale for decision making to others when making a decision and the importance of that record
- Evaluate decisions in the light of the clinical outcome
- Critically evaluate the contribution of clinical tests (laboratory, imaging and near patient testing) to the clinical decision making in the light of accuracy and cost of those clinical tests as well as the epidemiology of the condition.
- Utilise clinical tests in an effective manner to supplement the clinical assessment. This will require reviewing the risks of over or under utilisation of investigations, statistical utility of investigations balancing the cost with benefit to maximise the impact on patient care
Recognition of Prior Learning
Excellent
Appendix two: Checklist for the ES in signing the STR

<table>
<thead>
<tr>
<th>Overview</th>
<th>Is it the correct Checklist?</th>
</tr>
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<tbody>
<tr>
<td>Academic</td>
<td>Are the academic declaration and transcripts completed – are they all level 7 and are all modules correct?</td>
</tr>
<tr>
<td>CV</td>
<td>Does the CV clearly show 3 years of full time ACP practice – and their previous experience, if not is there an explanation?</td>
</tr>
<tr>
<td>Progression</td>
<td>Are there FGS for more than one year, is there an STR for every year of training and if not what is the explanation? Does the most recent FGS – preferably within a month of submission – specifically state that the tACP is ready to credential and is practising at St3 level in the opinion of all the consultants present?</td>
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## Appendix four: RCEM EC-ACP Academic Component - Credentialing Declaration

<table>
<thead>
<tr>
<th>EC-ACP name:</th>
<th>NMC/HCPC No.</th>
</tr>
</thead>
</table>
| **Title of academic programme:**  
(e.g. Advanced Clinical Practice) | |
| **Awarding institution:** | |
| **Academic award:**  
(i.e. PGDip/MSc/Doctorate) | |
<p>| <strong>Modules studied (names):</strong> | <strong>Academic Credits:</strong> |</p>
<table>
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<tr>
<th>Prescribing award (For professions who can prescribe)</th>
<th>Academic Level 7 (if taken before entering the Masters programme a level 6 will be accepted)</th>
</tr>
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</table>

Additional info: (if required)

Your programme may not have modules with the titles below. In order to ensure you have achieved level 7 academic learning in these areas you must attach the learning outcomes/objectives and credits earned within your programme which you believe covers the following areas *(they may be in different modules on your course)*:

- History taking and physical assessment
- Pharmacology
- Clinical decision making and diagnostics

Please ensure a copy of any certificates and transcripts are clearly labelled and uploaded to a folder in your portfolio title ‘Academic Award’.
CURRICULUM VITAE
Street Name, 1
72000 City Name
Tel: 0000 555555
E-Mail: emailname@server.com

SUMMARY
- Experience in commercial engines development
- Expert knowledge in programming
- Strong experience in software design and architecture
- 50 years of development experience. Worked on projects in various industries.

WORK EXPERIENCE
01/2005 - 01/2007
Company Name Ltd (United States)
Lead Position Name
- Working on new innovative project
- Handled projects and managed a small team of engineers

01/2005 - 01/2006
Company Name Ltd (United States)
Position Name
- Worked in various positions
- Contributed to projects in various industries
The guide to RCEM Emergency Care ACP credentialing
November 2018

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2018 v1.0</td>
<td>10 January 2019</td>
</tr>
<tr>
<td>November 2018 v1.1</td>
<td>5 February 2019</td>
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<td>November 2018 v1.2</td>
<td>4 March 2019</td>
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<td>November 2018 v1.3</td>
<td>21 March 2019</td>
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<td>November 2018 v1.4 <em>(this document)</em></td>
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| Progression  | Are there FGS for more than one year, is there an STR for every year of training and if not what is the explanation?  
               | Does the most recent FGS – preferably within a month of submission – specifically state that the tACP is ready to credential and is practising at St3 level in the opinion of all the consultants present? |


3.5 The ACP is required to upload a current Curriculum Vitae that details the primary qualification, details of the higher education programme and clinical experience as an ACP with dates, working pattern and responsibilities as evidence of at least three years in clinical practice as an ACP (full time equivalent).