What is credentialing?
definition

• ‘a process which provides formal accreditation of competences (which include knowledge, skills and performance) in a defined area of practice, at a level that provides confidence that the individual is fit to practise in that area...’
In practical terms

• Complementary to the Advanced Practice academic qualification (Masters level 7)
• Confirms experience and demonstration of competence
• Provides assurance that a specified standard (ST3) has been reached
• And recognition of specific areas of competence
• And allows/supports mobility and career development
Who is it for?

- Nurses and paramedics
- Experienced in Emergency care (3 of 5 years)
- PGDIP minimum (or full Masters) in Advanced Practice-level 7 with appropriate specific modules
  - History taking and physical assessment
  - Pharmacology
  - Clinical decision making and diagnostics
  - Prescribing
- Either
  - In training (the start of their ACP career)
  - Experienced ACP
What it is not

• A license to practice
• Permission to work as an ACP in the department
• A job description
• A regulated qualification
• Revalidation evidence
• Essential to be employed as an ACP
The curriculum

• Adapted from ACCS plus
  – Syllabus including common competences
  – Where/how learnt
  – Assessment schedule
  – Recommended supervision levels
  – Timing if training

• Estimated to take 3 years or more to complete the training/experience required to collect the evidence

• Can be run alongside a Masters course

• Describes the standard required
EM trainees vs EC-ACPs

- Clinical practice
- Leadership
- Facilitation of learning
- Evidence research and development

- Expert
- Competent
- Practising
- Novice

- Trainee
- ACP
- Consultant
Within clinical competences
Types of ACP/curriculum

- Adult
- Paediatric
- Adult and paediatric
Responsibilities

- Royal College - award the qualification
- Educational supervisor - confirm the final evidence is sufficient and of the right standard
- Clinical supervisor - ensure the standard is met on an individual WBA, keep the patient safe
- Assessor - ensure the standard is met on an individual WBA
- ACP - collect evidence, reflect on progress, understand their own limitations and readiness
The process

- Commitment to credential
- Supervisor support (named with time)
- Plan for cover - access to case mix
- Portfolio – register, populate, review –
- Very large amount of evidence needed
- Regular meetings
- Sign off - ES responsibility
- Submission for consideration
- Panel meet to approve/recommend further evidence
Checklist

- Rigorous – read it and focus on elements
- Must be countersigned by the Educational supervisor
- “it’s there” vs “achieved the standard”
- What type of evidence
- One item – limited number of presentations
- Accurate identification of the evidence offered