**Evidence bundle checklist for submission**

For programmes to be considered for accreditation, the programme needs to map fully to all the ACCP Curriculum framework capabilities. Programmes that only enable partial fulfilment of the capabilities of the framework for ACCPs cannot be considered for accreditation.

Please use this form to structure your Evidence Submission to ensure all necessary elements are included, where possible please note the page references on the checklist for the panel to easily navigate the evidence.

* The evidence bundle must reach FICM at least 4 weeks prior to the proposed visit.
* It is intended that documents submitted in support of an accreditation process should reflect the normal requirements for a course validation process within the HEI.
* The Faculty would expect a set of documents that would include (as a minimum):
* The programme specification (in accordance with QAA requirements)
* A critical review of the programme (where it is an existing programme)
* A submission document (or combination thereof) covering all aspects of provision detailed in the accreditation criteria. Where it is the HEI’s policy to provide existing documents, such as student handbooks, as part of the submission, this is acceptable to the Faculty. HEIs should ensure that sufficient evidence is included for accreditation decisions to be made.
* Evidence of provision or intention to provide blended learning options for course provision.

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| Criterion | Description /evidence required | Included (Page references) | Comments |
| Opening Statement | The opening statement should include the following;  A named contact to lead the project from the HEI  HEI award & validation: indicating the status of the HEI in relation to degree awarding powers and validation  Distance learning capacity: Indicate the option for blended/distance learning provision of the course content, assessment and exit award  Demonstrate how the programme is managed and resourced to:   * Provide a high-quality learning experience * Maintain the programme’s viability and sustainability * Ensure risks, issues and opportunities are kept under regular review and appropriately managed and optimised. * Seek to build capacity and to sustain the programme’s ongoing delivery, including through encouraging and enabling alumni to contribute to the learning of future cohorts. |  |  |
| Resource capacity | Written assurances from the CEO (vice-chancellor) that appropriate capital and revenue funding will be maintained throughout the accreditation period, must be included within the submission. |  |  |
| Quality outcomes | The proposal should include a summary of the outcomes of any relevant external review. This would include QAA institutional audits, developmental engagements and major reviews and clinical audits of the proposed practice areas. The report of the most recent internal faculty/school/departmental review of quality management should be included within the submission. |  |  |
| Admission criteria & process | The submission must detail policies and procedures for the admission of students to the programme. This should specify minimum entry requirements, selection criteria, APL and admission with advanced standing.  Specimen pre-entry materials must be included within the submission. These must be accurate in describing the course and the relationship with the Faculty.  The submission must detail the size of cohorts.  Details of inductions for new students must be included within the submission. Students must be made aware of all of the university’s services and facilities. This is particularly important for students who are not on the university site full-time.  Evidence that equality and diversity policies underpin all aspects of the programme’s delivery (including its admission processes), with their implementation monitored to foster equality of opportunity and to respect diversity.  Please Note: Trainees must be an NMC or HCPC registered professional, eligible to undertake Non-Medical Prescribing qualification\*As current legislation stands, this would not include ODPs  Trainees must have appropriate recent Critical Care experience  Trainees must be able to demonstrate evidence of continuing professional development in Critical Care  Trainees must have a bachelor-level degree or be able to demonstrate academic ability at degree level  Trainees must have successfully completed a robust selection process which includes a clinical and academic assessment  Trainees must be in a substantive, recognised ACCP post, having successfully met individual trust/board selection procedure in terms of skills and relevant experience  Trainees must be entered into a programme leading to an appropriate Postgraduate Diploma/Master’s degree with a Higher Education Institution. This programme must include Non-Medical Prescribing |  |  |
| Statutory requirements | HEI mechanisms to verify that potential students satisfy all statutory requirements for employment within the National Health Service, including Criminal Records Bureau checks and actions resulting from disclosures must be included within the submission. |  |  |
| University resources | A statement of resources must be included within the submission and should detail teaching accommodation, equipment and physical resources learning materials and resources including book stock and electronic media. |  |  |
| Training Environments | The training of ACCPs will occur in existing UK training centres approved for, at a minimum, Stage 1 and 2 ICM level training OR a site with a Regional Advisors approval form in place. Departments in which training occurs must comply with the regulations and recommendations of the relevant national Departments of Health, the GMC, NMC, HPC and the FICM. Please include a list of training locations. |  |  |
| Staff roles and responsibilities | Please ensure an organisation chart detailing all those contributing to the programme is included with the submission. The panel must ensure that the staffing suggested to deliver and support the programme is appropriate. The chart should identify the roles of individual staff and associated qualifications, including clinical supervisors, mentors, educational supervisors and teachers.  Every ACCP trainee must have a nominated Educational Supervisor to oversee their individual learning.  Evidence that the programme team reviews individual work-based learning on a regular basis and addresses any issues in a timely manner. |  |  |
| Programme specification; mapped onto learning outcomes. | The programme specification (in accordance with QAA requirements)  A critical review of the programme (where it is an existing programme)  Programme aims must be included within the submission (within the programme specification) and there be clear linkages with programme objectives and/or programme learning outcomes.  It is helpful to accreditation panels if there is an indication, by means of a summary, where in the programme specific programme learning outcomes are demonstrated.  The programme must be structured to facilitate an appropriate balance between theoretical and practical elements. The minimum number and range of clinics students are expected to participate in must be detailed. Equally, the number and range of surgical procedures to be undertaken to establish competence must be detailed  The submission must state clearly how and where within the proposal, skills development and professional and educational values for the ACCP are delivered  The programme must allow students to demonstrate competence in all areas of the core syllabus, namely.   * Anatomy, physiology and pathophysiology * History taking and examination * Clinical decision making and reasoning * The patient as the focus of care * competencies * Resuscitation and first stage management of the critically ill patient * Interpretation of clinical data and investigations in the assessment and management of critical care patients * Diagnosis and disease management within the scope of critical care * Therapeutic interventions/organ system support * Radiology * Principles of microbiology * Principles of laboratory medicine * Principles of pharmacology and non-medical prescribing with focus on critical care medication * Technology in critical care * Legal framework for care * Discharge planning and rehabilitation * End of life care * Organ / tissue donation * Surgical procedures * Communication * Legal and ethical aspects of care * Quality standards of care and education * Personal attitudes and behaviours * Management and leadership   <https://www.ficm.ac.uk/sites/default/files/accp_curriculum_part_iii_-_syllabus_v1.1_2019_revision.pdf>  The submission should detail an appropriate range of pastoral and academic (including personal tutor) mechanisms, including mechanisms for the monitoring of attendance. |  |  |
| Learning and Teaching | The learning and teaching strategy for the programme should be included in the submission and this should outline an appropriate range of learning and teaching methods. Linkages between theoretical and practical elements of the programme should be outlined.  Evidence of systems in place to identify and address the needs of learners who require additional support to engage with and complete the programme.  Evidence that learners receive regular feedback on their progress: In both the academic and work-based components of their learning, and areas for their ongoing development.  The submission should detail the arrangements in place for Non-Medical Prescribing |  |  |
| Assessment | The assessment strategy for the programme should be included in the submission and this should outline an appropriate range of assessment methods designed to allow students to demonstrate the achievement of learning outcomes.  Assessment criteria, related to learning outcomes and marking schemes should be included within the submission.  The submission must include appropriate regulations for governing student progression and achievement, covering the failure of programmes, or components of programmes and opportunities for students to retrieve referral. Students may not be awarded more than the threshold-passing grade on referral. No compensation or condonement of failed or referred elements is permissible.  Please include guidance issued to trainees on how to prepare and evidence items on their portfolio, including appropriate numbers of evidence. |  |  |
| Award and Credit structure | The final award and credit structure must be clearly articulated within the submission.  It is useful to the accreditation panel if a diagram of the (modular) structure of the programme is provided. The (modular) structure of the programme should correspond to the requirements of the FHEQ and should facilitate academic progression in terms of knowledge and skills.  Where an external examiner has been appointed to the programme, details should be included in the submission. The roles of the external examiner should be detailed. |  |  |
| Quality Assurance | The HEI’s policy for the assurance of academic standards where practice-based staff are involved in the assessment of students must be included within the submission. It is important that the HEI has appropriate process in place to ensure the quality of the programme and standard of the award is maintained through practice  Mechanisms to combat plagiarism and related academic offences should be detailed within the submission.  The submission must detail the full range of quality assurance mechanisms employed in the placement of students in surgical and healthcare environments. This should include:   * The mechanisms and criteria for the selection, approval and monitoring of placements. * The mechanisms and criteria for the selection, approval and monitoring of staff to support students in placement, including the training and support of placement staff and the establishment of an appropriate range of staff. Placement staff must possess an appropriate educational supervision or mentorship qualification. * Mechanisms for conflict resolution and interrupted placements. * Criminal Records Bureau and other statutory checks and actions resulting from disclosures. * Mechanisms to ensure a safe environment for students. * Mechanisms to ensure safe, ethical and professional practice by students. * The clear communication of the learning expectations of students, to both students and staff. * Arrangements for assessment in practice, including types of assessment, timing, loading and weighting in relation to credit, and the mechanisms for observation and moderation of practice-based assessment by external examiners.   Please include clear details on how learners can raise concerns about the quality of the programme through accessible and clear processes. |  |  |