

Use of Non-Clinical Time: Evidencing the Supporting SLOs

For credentialing, the ACP is expected to collect evidence of capability in the supporting SLOs, including education and training, academic activity, quality improvement and leadership activities. These are all aspects of the role of a credentialed emergency care practitioner that add value to the department, and to patient care.

In order to develop this capability, and to collect evidence, the ACP will need allocated non-clinical time, which we estimate to be around 7 hours a week.

Whilst completing the Masters, this time may be spent on academic-related work, but additional time for other elements of the curriculum is required. HEI work may be relevant for the supporting SLOs, for example SLO10: Participate in research and managing data appropriately, or SLO11: Participate in and promote activity to improve the quality and safety of patient care.

The list below indicates the complexity and volume of work required, and the evidence needed, and therefore justifies the non-clinical time in the job plan for an ACP. Without this dedicated time, the ACP will struggle to gain the relevant capabilities and to collect the evidence required. A credentialed emergency care practitioner will contribute extensively to these non-clinical leadership activities which are known to enable the delivery of high quality care (see [RCEM Emergency Care ACP Sustainable Careers](#), January 2021).

ACPs are strongly encouraged to discuss their job plan with their line manager and to emphasise the need for non-clinical time to undertake activities which will benefit the department and patients.

The types of activity the ACP will be undertaking in these 7 hours would include (but are not exhaustive):

SLO9: Support, supervise and educate

- develop a lesson plan for delivery of training to ACPs, or to postgraduate doctors in training
- research and collate background information for the lesson
- deliver the lesson plan
- develop a training day or training programme, and deliver it on the day
- analyse feedback on the lesson delivered
- submit reflection
- receive feedback from an assessor who witnessed the lesson
- attend a course on teaching and development and provide accompanying reflection
- teach on a life support course and receive feedback on the educational components of performance
- participate in workplace mentoring and supervision for new starter ACPs.

SLO10: Participate in research and managing data appropriately

- complete the NIHR GCP online course
- devise a research study – apply for ethics, etc.
- complete work for the academic module of the HEI programme

- undertake PI training locally
- review and analyse data for a local research project
- run a critical appraisal session for others with reflection
- complete a critical appraisal e-learning course or activity.

SLO11: Participate in and promote activity to improve the quality and safety of patient care

- undertake an RCA or PSIRF review of a serious incident
- investigate and answer a complaint
- write a guideline
- complete a risk assessment and devise a risk register
- undertake a quality improvement project – as leader or member
- complete an RCEM audit
- reflect on any of the above activities.

SLO12: Manage, Administer and Lead

- participate in a recruitment process, including JD review, advert, shortlist, interview, etc. and give feedback
- manage a rota for ACPs
- write a business case for new equipment/service
- undertake appraisal of more junior staff (also links to SLO9)
- write a coroner's report / solicitor statement.