



## Application for accreditation as an ACSEP Training Site

Training site details	
Trading name:	
Address:	
Phone number:	

Primary contact for accreditation	
Name:	
Role:	
Email:	

Person responsible for overseeing ACSEP training at the site	
Name:	
Role:	
Email:	

ACSEP Training Supervisors at the site		
Name	CTS/CTI	Fellowship/s

Number of hours of supervision offered at the site per week (average)	
Level 1 (CTS on-site):	
Level 2 (CTS available on-call):	

Training positions available		
Number of full-time positions:		
Number of part-time positions:	# sessions per week:	
Stages of training offered: <i>(tick all that apply)</i>	<input type="checkbox"/> Stage 1	<input type="checkbox"/> Stage 2 <input type="checkbox"/> Stage 3

Supporting evidence provided (tick all that apply):	
Orientation procedure documentation	<input type="checkbox"/>
Appointment/employment agreement template	<input type="checkbox"/>
Relevant policies/procedures (e.g., OH&S, Bullying & Harassment, Staff Code of conduct, Grievance Policy etc.)	<input type="checkbox"/>
Photographs/video footage of trainee’s consulting space	<input type="checkbox"/>
Example of supervisors’ roster demonstrating time on site	<input type="checkbox"/>
Other: (Please list below)	

Instructions for completing training site self-assessment
<ul style="list-style-type: none"> <li>• Please read the <a href="#">ACSEP Accreditation Standards</a> including the intent for each criterion, before completing the self-assessment.</li> <li>• Complete a self-assessment of whether the training site fulfills each accreditation criterion on the following pages.</li> <li>• The guidance for each criterion is intended to assist training sites to complete the self-assessment and must be interpreted in conjunction with the criterion intent outlined in the <a href="#">ACSEP Accreditation Standards</a>.</li> <li>• Responses should include a brief description of how the site meets the requirements, including relevant examples where applicable.</li> <li>• Training sites are not expected to provide documented supporting evidence for every criterion, however if evidence is available, it should be noted in the “Supporting Evidence” column next to the relevant criterion.</li> <li>• This information will be provided to the accreditation team to assist them in assessing the training site. The accreditation team may request additional evidence.</li> <li>• Submit this application form and self-assessment together with supporting evidence to <a href="mailto:accreditations@acsep.org.au">accreditations@acsep.org.au</a>.</li> </ul>

## Training Site Self-assessment

Domain 1: Trainee health and welfare			
Standard	Criterion	Self-assessment against criterion	Supporting Evidence
1.1. Training takes place in a learning environment that supports trainee health and welfare.	<b>1.1.1 Guidance:</b> Please describe processes for trainees to raise complaints or concerns about any matter affecting their training with the site. How are these responded to and managed?		
	1.1.1. Effective processes are implemented for trainees to raise concerns, grievances and complaints about matters affecting their training. Trainees are informed of these and feel safe to use them.		
	<b>1.1.2 Guidance:</b> Please describe processes in place for identifying, investigating and managing any risks of unlawful and unacceptable behaviours.		
	1.1.2. Risks to trainees regarding bullying, harassment, discrimination, racism and other unlawful or unacceptable workplace behaviours are identified, investigated, managed and recorded.		

<b>1.1.3 Guidance:</b> Consider the general environment where trainees carry out daily duties, are there any factors which contribute to (or detract from) a positive and respectful environment?		
1.1.3. There is a positive learning environment that fosters respect, diversity, inclusion, equity and cultural safety for trainees of diverse backgrounds.		
<b>1.1.4 Guidance:</b> How does the practice identify, manage and record risks of culturally unsafe, unacceptable, discriminatory or unlawful behaviour at the training setting, relating to Aboriginal and/or Torres Strait Islander and Māori trainees?		
1.1.4. Risks to the cultural safety of Aboriginal and/or Torres Strait Islander and Māori trainees are identified, managed and recorded.		
<b>1.1.5 Guidance:</b> Will the site ensure that trainee work hours and the volume of work is appropriate? Are there any processes in place to deal with fatigue?		
1.1.5. Risks to trainees associated with fatigue and volume of work are identified, managed and recorded.		
<b>1.1.6 Guidance:</b> Can trainees access leave arrangements (including leave for sporting coverage)? Is this set-out in the appointment agreement?		
1.1.6. Trainees can access leave arrangements, including leave to fulfil community cultural obligations, in accordance with employment and/or appointment conditions.		

<b>1.1.7 Guidance:</b> Will the site consider requests from trainees for flexible working arrangements?		
1.1.7. Trainees can access flexible working arrangements in accordance with employment and/or appointment conditions.		
<b>1.1.8 Guidance:</b> What support could the site offer to a trainee who is returning to training following a substantial break (e.g., parental leave, sick leave or extended leave)?		
1.1.8. Trainees who have had a break in training are supported in their return to training.		
<b>1.1.9 Guidance:</b> Is the site prepared to offer reasonable adjustments required by law for trainees with disabilities?		
1.1.9. Reasonable adjustments for trainees with disabilities are provided, in accordance with legislative requirements and employment and/or appointment conditions.		
<b>1.1.10 Guidance:</b> Does the site offer any resources that support the health and welfare of trainees?		
1.1.10. Trainees have access to resources that support their health and welfare.		

Domain 2: Supervision, management and support structures			
Standard	Criterion	Self-assessment against criterion	Supporting Evidence
2.1 Clear governance structures support the delivery of effective education and training.	<b>2.1.1 Guidance:</b> <i>Is there a role that will be responsible for oversight and management of training at the site? How will trainees know which role this is?</i>		
	2.1.1. There is an effective, transparent and clearly understood educational governance system that demonstrates a commitment to the training program and manages the quality of training.		
	<b>2.1.2 Guidance:</b> <i>What opportunities will trainees be given to provide feedback to the site on their training and expectations? Will this feedback be considered and responded to, without any repercussions for the trainee?</i>		
	2.1.2. Trainees and the training provider engage constructively about how training is delivered at the training setting and trainees can provide input and feedback into how their local training is delivered.		
<b>2.1.3 Guidance:</b> <i>What administrative or management resources are available at the site to support the delivery of training? Will the registrar receive an appointment/employment agreement prior to commencing?</i>			
	2.1.3. Management and administrative resources, such as rostering and recruitment, effectively support the delivery of training.		

	<b>2.1.4 Guidance:</b> Will there an orientation process in place for trainees? If so, what does this cover?		
	2.1.4 Trainees are provided with effective orientation for each training setting/rotation.		
	<b>2.1.5 Guidance:</b> Is the site willing to engage collaboratively with the College to address any training-related issues that may arise?		
	2.1.5 The training provider engages with the college to resolve issues raised about the training program and training setting.		
	<b>2.1.6 Guidance:</b> Does the site hold accreditations with any other relevant bodies (e.g. NSQHS etc.)? <i>NOTE: This criterion will not be relevant for many community-based, private training sites.</i>		
	2.1.6 The training provider/setting has been accredited by relevant accreditation bodies.		
2.2 Trainees receive appropriate and effective supervision.	<b>2.2.1 Guidance:</b> Is the site able to provide effective and timely supervision in accordance with the expectations of the ACSEP Training Program?		
	2.2.1 There is effective and timely clinical supervision of trainees to support them to achieve the training program outcomes and to protect patient safety.		

<b>2.2.2 Guidance:</b> <i>How will the site ensure that trainees receive effective, timely and constructive feedback on their performance?</i>		
2.2.2 Supervisors engage effectively with trainees and provide regular and timely feedback on performance to guide trainee learning.		
<b>2.2.3 Guidance:</b> <i>How would the site identify and support a trainee who is struggling to meet training milestones?</i>		
2.2.3 Trainees having difficulty in meeting the requirements of the training program are identified and appropriate support measures are available and promoted.		
<b>2.2.4 Guidance:</b> <i>Who will be accountable for overseeing training at the site? Will they have sufficient time and resources to manage this responsibility?</i>		
2.2.4 A designated person is responsible for overseeing the training program and is provided with the time and resources necessary for the role.		
<b>2.2.5 Guidance:</b> <i>Will supervisor/s be supported to deliver education and training? Are there any opportunities for supervisors to receive feedback on their performance?</i>		
2.2.5 Supervisors are supported in meeting their education and training responsibilities, including in providing culturally safe supervision and contributing to a culturally safe environment.		

2.3 Trainees are supported in delivering quality patient care, including culturally safe care.	<b>2.3.1 Guidance:</b> Will trainees be exposed to a diverse patient base at the site, including diverse cultures, religious beliefs, gender, age, disability, language, rurality, geography etc.?		
	2.3.1 Trainees are supported in delivering quality patient care, including culturally safe care, to patients of diverse backgrounds.		
	<b>2.3.2 Guidance:</b> Will the clinic support trainees in developing knowledge and skills to provide quality patient care using a patient-centred approach? Does the site have any specific engagement with Aboriginal and/or Torres Strait Islander or Māori clinicians and communities on initiatives to support culturally safe care?		
	2.3.2 Trainees are supported in developing specific knowledge and skills to deliver quality patient care, including culturally safe care, to Aboriginal and/or Torres Strait Islander and Māori people.		
	<b>2.3.3 Guidance:</b> Will trainees be provided with opportunities to learn about the management of critical incidents and near misses? Will there be opportunities for trainees to participate in any quality improvement processes?		
2.3.3 Trainees have the opportunity to reflect on critical incidents and engage with local clinical governance and quality improvement processes, including how to raise concerns about standards of patient care.			
<b>Domain 3: Educational and clinical training opportunities</b>			
<b>Standard</b>	<b>Criterion</b>	<b>Self-assessment against criterion</b>	<b>Supporting Evidence</b>

3.1 Trainees are provided with the appropriate depth, volume and variety of clinical and other learning experiences.	<b>3.1.1 Guidance:</b> Does clinical caseload and casemix at the site provide trainees with a range of experiences to meet the learning outcomes of the ACSEP Curriculum?	
	3.1.1 Trainees are provided with a clinical caseload and casemix to achieve the training program outcomes.	
	<b>3.1.2 Guidance:</b> What formal or informal learning experiences will be available to trainees at the site? Will trainees be given protected time to attend weekly ACSEP tutorials?	
	3.1.2 Trainees have the opportunity to engage in structured and unstructured learning activities to achieve the training program outcomes.	
	<b>3.1.3 Guidance:</b> Will trainees be engaged with the range of clinical handovers that occur at the site?	
	3.1.3 Trainees are involved in clinical handovers during transitions of care.	
	<b>3.1.4 Guidance:</b> What opportunities will trainees have to work in multi-disciplinary teams or learn within a multidisciplinary setting at the site?	
	3.1.4 Trainees are given experience working and learning in multi-disciplinary teams and/or settings.	
3.2 Learning opportunities are	<b>3.2.1 Guidance:</b> Will trainees be provided with greater responsibility and more complex learning experiences as they progress in the training program?	

transparent, equitable and appropriate for the level of training.	3.2.1 Trainees are given an increasing degree of responsibility as their skills, knowledge and experience grow.		
	<i><b>3.2.2 Guidance:</b> Will all trainees at the site be made aware of relevant training and learning opportunities and have equitable access to these?</i>		
	3.2.2 Training, learning and professional development opportunities are transparent and equitable for all trainees.		
	<i><b>3.2.3 Guidance:</b> Will the site provide sufficient opportunities for trainees to meet milestones and progress through the training program, including completing WBAs in a timely manner and providing time to study for examinations?</i>		
	3.2.3 Trainees are supported to complete their training program assessments in a timely manner.		
<b>Domain 4 Educational resources, facilities and equipment</b>			
<b>Standard</b>	<b>Criterion</b>	<b>Self-assessment against criterion</b>	<b>Supporting Evidence</b>
4.1 Trainees have access to appropriate educational resources and facilities.	<i><b>4.1.1 Guidance:</b> Will trainees have access to a reasonable space and computer/internet to support their learning?</i>		
	4.1.1 Trainees have access to an appropriate quiet space with adequate computer and internet access for their learning.		
<i><b>4.1.2 Guidance:</b> Will trainees have access to educational resources to support their learning? NOTE: ACSEP provides educational resources to trainees including eLearning modules and access to relevant journals.</i>			

	4.1.2 Trainees have access to educational resources that support their learning.		
4.2 Trainees have access to appropriate clinical equipment.	<b>4.2.1 Guidance:</b> Does the site use any equipment (e.g. ultrasound, Extracorporeal Shock Wave Therapy etc.)? If so, will the trainee/s have reasonable access to this and receive an appropriate orientation to the equipment?		
	4.2.1 Clinical or other equipment needed for trainees to achieve the training program outcomes are available, accessible and fit for purpose.		