



**College of Intensive Care Medicine
of Australia and New Zealand**
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GUIDELINES FOR THE APPROVAL AND QUALITY ASSURANCE OF TRAINING COURSES

PURPOSE

The purpose of this guideline is to ensure training program courses meet and remain compliant with the College of Intensive Care Medicine of Australia and New Zealand (the College)'s training and quality requirements.

This guideline describes the procedures for external providers seeking approval for courses to be associated with the College's training program. This document also outlines the quality assurance process for all College approved training courses.

SCOPE

These guidelines describe the approval and quality checking process for mandatory and non-mandatory online and face to face/blended courses for the College training program.

INTRODUCTION

The College's training program facilitates trainee learning and development as they progress from a novice trainee to an Intensive Care Medicine (ICM) specialist. The Education Committee has the responsibility to determine the need for courses to support the curriculum. The Committee consults widely to identify knowledge, skills or abilities required to meet or enhance training requirements. The College will either internally develop or approve external courses that will meet these requirements.

1 External Education Providers

The College will mandate trainee completion of training courses that may be delivered by external education providers. External education providers seeking approval for the course to be part of the College's training program must apply to the College. All courses run by external providers will be operated independently of the College. The external provider accepts all liability for the running of the course.

2 Mandatory Online Courses

Online courses that are produced and maintained by external providers will be assessed using the quality assurance checklist for online courses. Courses that satisfy the quality assurance criteria will be approved as part of the training course.

Online courses owned by the College will use the quality assurance checklist for online courses in the development and monitoring of these courses.

Online courses will be reviewed against the quality assurance checklist on a regular basis to ensure the ongoing relevancy and quality of the course. If the course does not meet the quality criteria, the course will be either updated, replaced by a College course or an alternative external provider.

3 Mandatory Face to Face / Blended Courses

External education providers seeking approval for their course must apply via the College [website](#). The Education Committee will assess the course's potential to meet curricular needs using the quality assurance checklist for face to face courses (online component of blended courses assessed using the quality assurance checklist for online courses). If the course is approved, it will be published on the College website. Courses that are not approved will be given feedback and encouraged to reapply.

Trainees may apply for recognition of prior learning (RPL) for face to face courses that are not listed as a College approved course. These applications will be referred to representatives from the Education Committee and the Censor. The Education Committee will use the quality assurance checklist to assess the course and advise the Censor on the outcome.

Trainees may apply for prospective approval of a face to face course not listed as a College approved course. The trainee will be responsible for providing information required by the College, and which will be assessed by representatives of the Education Committee. Course providers that meet College requirements will be contacted and invited to apply for ongoing approval.

Courses are approved until significant amendments are made to a course, or every 5 years. Course providers have the responsibility to advise the College of any course changes. If significant changes to a course are made, or at the end of the specified time period, the Education Committee will re-evaluate the quality and relevance of the course using the quality assurance checklist for face to face courses. External course providers will be required to submit a summary of participant course evaluations during the approval and review process. Trainee feedback will also be used to evaluate course quality. Trainees will be asked to submit a short course evaluation along with their course completion documentation via the College e – learning portal. The College values any feedback and will ensure that courses approved at the time of completion will be accepted towards training requirements, regardless of the nature of the feedback. However, feedback provided by trainees regarding course quality may trigger reassessment of a course. A College Fellow may attend external courses periodically for the purposes of quality evaluation if necessary. The Fellow will use the Face to Face Course Reviewer Template to evaluate the course (see Appendix 1).

The College may withdraw approval from a course. Any courses completed by trainees up until the date of withdrawal of approval by the College will be accepted towards training requirements. Trainees will be given 12 months' notice if approval for a course is to be withdrawn.

Face to face / blended courses developed and delivered by the College are encouraged to use the quality assurance checklist in the development and monitoring of courses, and to implement regular course reviews.

4 Non-mandatory online or face to face/blended courses

Trainees may attend other externally provided or hospital-based training courses for their own personal or professional development. These courses will not be assessed or monitored for quality by the College.

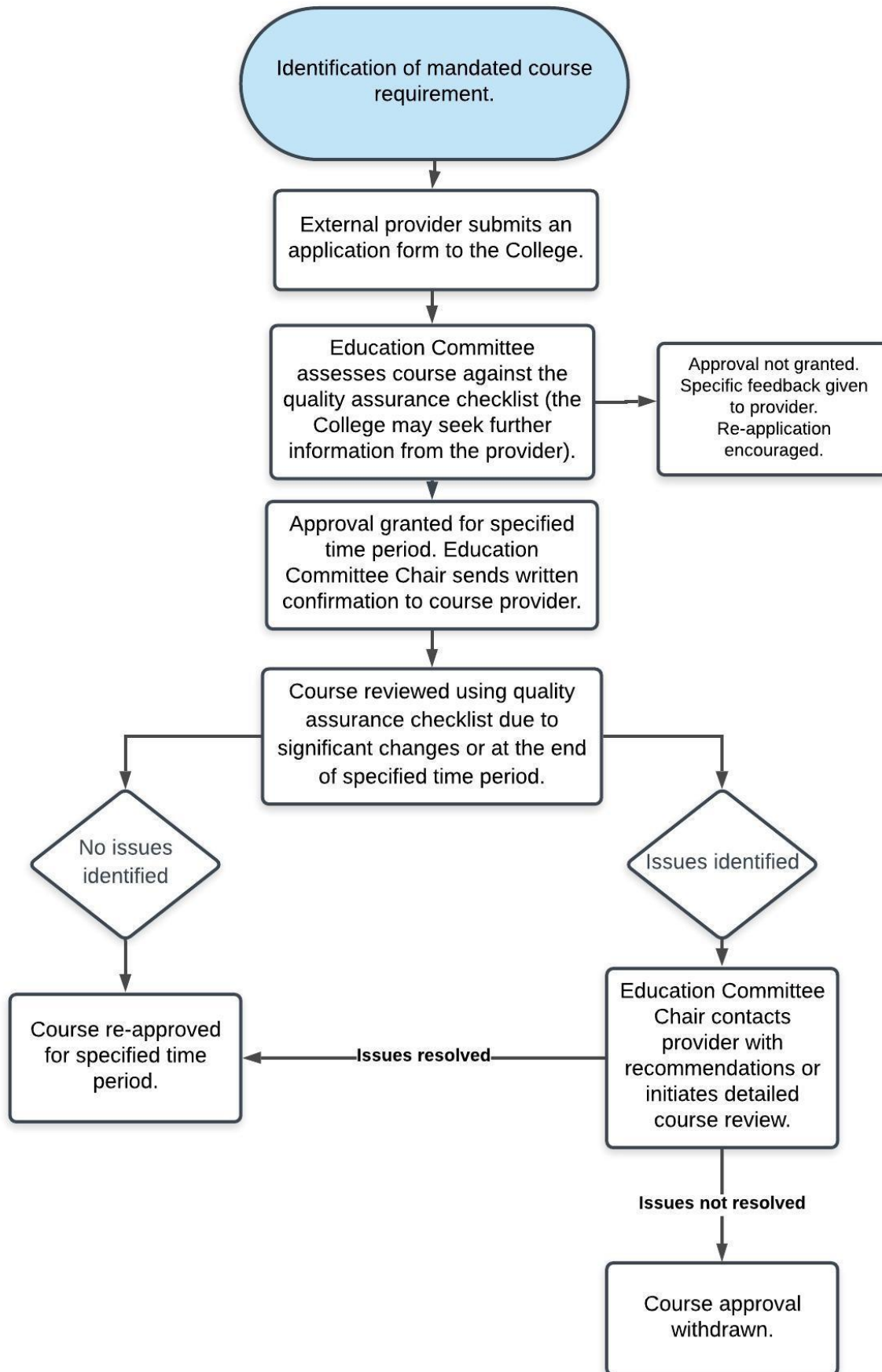
5 Courses delivered by providers outside of Australia and New Zealand

Courses delivered by education providers outside of Australia and New Zealand can apply for approval to be part of the College's training program. The external providers will be assessed as per these guidelines.

6 Conflict of Interest

Fellows who are faculty members of an exam preparation course and are examiners for the first or second part exam must declare this conflict of interest to the Education Committee.

Overview for the approval and quality assurance of external training courses process



References and sources

Not applicable

Acknowledgments

The Education Committee.

Document Control

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Revision History

Date	Pages revised/ Brief explanation of revision
November 2020	Board approval

Further Reading

Not applicable

Publishing Statement

Published by CICM: June 2021. This Training Document has been prepared with regard to general circumstances, and it is the responsibility of the practitioner to have regard to the particular circumstances of each case, and the application of this document in each case. The College's Training Documents are reviewed from time to time, and it is the responsibility of the practitioner to ensure the current version has been obtained. Training Documents have been prepared according to the information available at the time of their publication, and the practitioner should therefore have regard to any information, research or material which may have been published or become available subsequently. Whilst the college endeavours to ensure its Training Documents are as current as possible at the time of their preparation, it takes no responsibility for matters arising from changed circumstances or information or material which may have become available subsequently.

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Appendix 1

Face to Face Course Reviewer Report Template

CICM: External Course Reviewer Assessment

1. Observer name:	2. Date of review:
3. Role (Trainee/Fellow)	
3. Course:	
4. Course provider:	
5. Course contact (name/email/phone):	
5. Duration of course:	
6. Number of participants:	
7. Names of facilitators and roles/qualifications	

1. Context Background and Activities

This section provides a brief overview of the course being observed.

1.1 Course Context

(a) What is the context for review?

(b) Did the review cover a component of the course or the complete course?

(c) Were there multiple break-out components of the course and which were observed?

(d) Where does the course blueprint to curricular requirements?

1.2 Course Focus

Indicate the **major intended aims, objectives and outcomes** of this course, based on information provided by the course developers. In your opinion, were these met?

1.3 Training Course Activities

Observe the activities and related elements (such as resources) and describe them when relevant.

1.3.1 Indicate the main instructional resource(s) used.

Print materials	
Practical equipment / materials	
Technology/audio-visual resources	
Other instructional resources (Please specify)	

1.3.2. Estimate the percentage of participant activity in the overall course

Participant Activity	Percentage of Program
As a whole group	%
As small groups	%
As pairs	%
As individuals	%

1.3.3. Describe the focus of the activities in the course. State N/A if not applicable.

Activity	Describe
Formal presentations by presenter/facilitator	
Formal presentations by participants	
Investigative/ research activities	
Problem-solving activities	
Reading/ written communication	
Reflective activities	
Technology use	
Assessment of participants' knowledge and/or skills	
Skills stations	
Simulation (actors/mannequins)	
Group work/discussion	
Role Play	
Task Trainers	
Other activities	

1.3.4. Please provide any additional comments that are necessary to capture the activities or context of this course.

2. Ratings

Using the information from section 1 and observation, rate the four categories: design, implementation and delivery, content and assessment, culture/equity and complete the section regarding recommendations for continued approval.

Please note:

- Use 'insufficient evidence' when you do not have sufficient evidence to make a judgment.
- Use N/A (Not Applicable) if the indicator is not applicable

2.1 Design

Please indicate the extent to which the indicators were displayed in the course.

Key Indicator	Not at all				To a great extent	Insufficient evidence	N/A
1. The teaching and learning activities in this course were appropriate for accomplishing course aim/s and outcomes	1	2	3	4	5		
2. The course's design appropriately balanced multiple aims/ outcomes	1	2	3	4	5		
3. Meaningful and authentic learning experiences are provided	1	2	3	4	5		
4. The course's design reflected careful planning and organisation	1	2	3	4	5		
5. The course effectively built on participants' knowledge and/or skills	1	2	3	4	5		
6. The course's design encouraged a collaborative approach to learning	1	2	3	4	5		
7. Adequate time and structure were provided for participants to reflect, share experiences and insights	1	2	3	4	5		
7. Adequate time and structure were provided for learners to develop knowledge, skills or abilities	1	2	3	4	5		

8. The course provides appropriate learning support	1	2	3	4	5		
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2.1.1 Synthesis Rating

Circle the appropriate rating of the course's design

1	2	3	4	5
Course design was <u>not at all</u> reflective of best practices for learning	Course design was <u>slightly</u> reflective of best practices for learning	Course design was <u>moderately</u> reflective of best practices for learning	Course design was <u>very</u> reflective of best practices for learning	Course design was <u>extremely</u> reflective of best practices for learning

2.1.2 Please specify the supporting evidence for above synthesis rating.

2.2. Implementation and delivery

Please indicate the extent to which the indicators were displayed in the course.

Key Indicators	Not at all				To a great extent	Insufficient evidence	N/A
1. The course effectively incorporated instructional strategies appropriate for course aim/s and learner needs	1	2	3	4	5		
2. The course effectively used strategies to enhance conceptual understanding (e.g. emphasis on higher-order questions, appropriate use of "wait time," identifying perceptions and misconceptions)	1	2	3	4	5		
3. The pace of the course was appropriate for course aim/s and learner needs	1	2	3	4	5		
4. The presenter/s qualifications, experience, and/or expertise enhanced the quality of the course	1	2	3	4	5		
5. The presenter/s teaching style/strategies enhanced the quality of the course	1	2	3	4	5		
6. The physical environment / resources were appropriate	1	2	3	4	5		
7. The number of participants were appropriate for the activities	1	2	3	4	5		

2.2.1 Synthesis Rating

Circle the appropriate rating of the course's implementation and delivery

1	2	3	4	5
Implementation and delivery of the course was <u>not at</u>	Implementation and delivery of the course was	Implementation and delivery of the course was	Implementation and delivery of the course was <u>very</u>	Implementation and delivery of the course was

<u>all reflective</u> of best practices for learning	<u>slightly reflective</u> of best practices for learning	<u>moderately reflective</u> of best practices for learning	<u>reflective</u> of best practices for learning	<u>extremely reflective</u> of best practices for learning
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2.2.1 Please specify the supporting evidence for the above synthesis rating.

2.3. Content and Assessment

Please indicate the extent to which the indicators were displayed in the course.

Key Indicators	Not at all				To a great extent	Insufficient evidence	N/A
1. The content was appropriate for the aim/s of the course, participants' backgrounds and needs.	1	2	3	4	5		
2. The content was accurate, current, complies with professional standards and appropriately presented/ explored.	1	2	3	4	5		
3. The facilitator/s displayed appropriate knowledge / skills in content area.	1	2	3	4	5		
4. The content area was portrayed by a dynamic body of knowledge enriched by conjecture, investigation, analysis, and proof/justification.	1	2	3	4	5		
5. Depth and breadth of content was appropriate for course aim/s and learner needs	1	2	3	4	5		
6. Appropriate connections were made to real world contexts and/or other disciplines.	1	2	3	4	5		
7. Formative feedback is available to the learner	1	2	3	4	5		
8. Assessments are fit for purpose with clear standards and criteria	1	2	3	4	5		

2.3.1 Synthesis Rating

Circle the appropriate rating of the course's content and assessment.

1	2	3	4	5
Course content and assessment was <u>not at all reflective</u> of best clinical and educational practice	Course content and assessment was <u>slightly reflective</u> of best clinical and educational practice	Course content and assessment was <u>moderately reflective</u> of best clinical and educational practice	Course content and assessment was <u>very reflective</u> of best clinical and educational practice	Course content and assessment was <u>extremely reflective</u> of best clinical and educational practice

2.3.2 Supporting Evidence for Synthesis Rating

Please specify the supporting evidence for the above synthesis rating.

2.4 Culture/Equity

Please indicate the extent to which the indicators were displayed in the course.

Key Indicator	Not at all				To a great extent	Insufficient evidence	N/A
1. Psychological safety was established	1	2	3	4	5		
2. Active involvement of all the participants was encouraged and valued	1	2	3	4	5		
3. There was a climate of respect for participants' experiences, ideas, and contributions	1	2	3	4	5		
4. Interactions reflected collaborative working relationships among participants	1	2	3	4	5		
5. Interactions reflected collaborative working relationships between facilitator/s and participants.	1	2	3	4	5		
6. The presenter/s demonstrated sensitivity and respect to participant individuality	1	2	3	4	5		
7. Opportunities were taken to recognise and challenge stereotypes and biases that became evident during the course	1	2	3	4	5		
8. Participants were encouraged to generate ideas, questions, conjectures, and propositions.	1	2	3	4	5		
9. Intellectual rigor, constructive criticism, and the challenging of ideas were valued.	1	2	3	4	5		

2.4.1 Synthesis Rating

Circle the appropriate rating of the course's culture

1	2	3	4	5
Culture of the course <u>strongly interferes with engagement</u> of participants as members of a	Culture of the course <u>slightly interferes with engagement</u> of participants as members of a	Culture of the course <u>neither interferes nor facilitates engagement</u> of participants as	Culture of the course <u>slightly facilitates engagement</u> of participants as members of a	Culture of the course <u>strongly facilitates engagement</u> of participants as members of a

learning community	learning community	members of a learning community	learning community	learning community
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2.4.2. Please specify the supporting evidence for the synthesis rating above.

2.5. Recommendation for continued college approval

Based on the synthesis ratings above, any related participant interviews or feedback and your knowledge of the overall training program, please state your recommendation for ongoing College accreditation.

I would recommend the course has ongoing CICM accreditation:

Yes No

If no, please state the reasons and recommendations to course providers in order to meet College accreditation requirements:

Additional comments: