

RCSEd Course Accreditation Application Form Guidelines

Course Details

Course title	Provide the full title of the course.
Upcoming dates	Scheduled dates on which the course is expected to take place.
No. of hours (CPD)	Detail the duration of the course. In order to calculate CPD points, we use the following system: one hour of educational activity = 1 CPD point. Breaks/intervals are not included.
Max. no. of participants	The maximum number of delegates able to attend the course.
Faculty/participant ratio	Courses should have an appropriate faculty/participant ratio in order to achieve the intended learning outcomes, this will differ from course to course depending on the aim and approach but should be sufficient to comfortably achieve the intended learning outcomes.

Purpose and Outcomes

What is the course need?	This should highlight the shortfall between what would be of educational value to the target audience and what is currently available.
What are the course aims?	These should provide an overarching description of the intended purpose of the course and should address the stated need.
What are the course learning outcomes?	The learning outcomes should focus on the intended changes in the learner as a result of participating in the course and should describe what participants should be able to do as a result of having taken part in the programme. All learning outcomes should be evidenced within the curriculum and should be accessible to all stakeholders.
Who is the target audience?	This should include, where appropriate, level of training, specialty, role and any specific prerequisite knowledge or skills that participants should possess. The learning outcomes as described above must be appropriate for the target audience specified.
What are the course pre-requisites?	Provide details of any prerequisite knowledge, skills, qualifications, level of entry or other requirement that participants should possess in order to qualify for attendance on the course.

Structure and Organisation

What teaching and learning methods are used in the course?	Provide details of the learning and teaching methods used for the course. The teaching and learning methods used should be appropriate for addressing the course aim and intended learning outcomes, and should
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	represent an appropriate progression building on participants existing knowledge.
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Assessment

How are participants assessed against the intended learning outcomes?	<p>Outline the type of assessment learners will undertake to demonstrate their progress and attainment of the course's learning outcomes.</p> <p>As a minimum, participants should be offered the opportunity to self-assess their attainment of the learning outcomes before and after the course. This can be done by providing participants with a self-assessment form before the course takes place. The end of course evaluation form should include participant self-assessment of the learning outcomes.</p>
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Participant/Trainees

What is the participant recruitment process and procedure?	There should be an appropriate policy for accepting participants onto the course.
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Faculty

What are the names and qualifications of the faculty/tutors for the course?	Detail the full names and qualifications of those involved in the delivery of the course. The qualifications and experience of the course faculty should be aligned to the curriculum.
How is relevant evaluation data from the course shared with faculty?	Faculty should be given access to the relevant evaluation data from their course.
What process is in place for faculty to declare personal or conflict of interest?	Detail the processes in place which allow faculty to declare any financial or business interest in relation to the course.

Learning Environments

What is the course venue and its location?	Detail the venue and location of the course.
What are the venue requirements?	Any requirements relating to the venue.
What resources/materials and facilities are used at the venue to deliver the	The course should be delivered within appropriate learning environments, with the necessary resources/materials and facilities to address the intended learning outcomes. Provide details on the range of resources/materials and facilities that will be used to support the delivery of the course. These resources should be referenced in the programme.

requirements of the course?

Governance and Administration

How are issues of complaint or concern raised in relation to the course recorded and addressed?	Provide details on the procedure in place for recording and addressing any concerns or complaints raised in relation to the course.
Who are the sponsors/affiliates of the course?	This should list all sponsors/affiliates of the course, corporate and non-corporate alike. If the course attracts sponsorship, its educational content and aim should not be inappropriately influenced by any endorsement (tacit or direct) of commercial products.
What influence does this sponsorship/ affiliation have on course content?	Provide details of any endorsement (tacit or direct) of any purpose and indicate how this influences the course.
What are the legal considerations for the course and how these have been managed?	Legal considerations should list any areas where legal issues (e.g. those relating to patient confidentiality, copyright, clinical access, supervisions, human and animal tissue) should be considered and how they are appropriately addressed.
What is the booking process for course participants?	There should be an efficient system for booking participants onto the course, with pre-course information provided where appropriate.

Evaluation

What is the course evaluation process?	Course participants and faculty should be given the opportunity to provide feedback on all aspects of the course. Provide details on how all experiences across the breadth of the course will be evaluated.
Does the post-course evaluation allow participants to self-assess against the learning outcomes?	Participants should be offered the opportunity to self-assess their attainment of the learning outcomes through the post-course evaluation.
Does the post-course evaluation ask participants if and how the course has affected their future practice?	Participants should be asked whether they intend to change their practice as a result of attending the course.
How is learner and faculty feedback used for continuous quality improvement of the course?	Detail the process in place for continuous quality improvement of the course which uses learner and faculty feedback.

What quality assurance and management process are in place for the course?

Provide details of the quality assurance, quality management and clinical governance processes in place to regularly monitor and review the programme to ensure it is relevant and fit for purpose.

What changes, if any, have been made to the course as a result of previous evaluations?

Issues may be identified by course participants directly or via the evaluation forms or the assessment, by faculty or visiting faculty directly or via their report. If applicable, provide information on any alterations, enhancements or changes to the course from any previous evaluation feedback or review of the course programme.