

## Appendix 1: About ANZCA

### ANZCA

*The Australian and New Zealand College of Anaesthetists (ANZCA) is the professional medical body in Australia and New Zealand that conducts the education, training, and continuing professional development of anaesthetists, intensive care medicine, and pain medicine specialists. ANZCA represents more than 3,500 Fellows across Australia and serves the community by ensuring the highest standards of clinical practice and patient safety.*

*ANZCA, which meets the requirements set by the Australian Medical Council (AMC, 2002)<sup>3</sup>, has two Faculties, the Joint Faculty of Intensive Care Medicine (JFICM), jointly with the Royal Australasian College of Physicians (RACP), and the Faculty of Pain Medicine (FPM) which liaises with and has input from five Specialist Colleges. The training and education programs of both Faculties have been accredited by the AMC. ANZCA sets the standards of clinical practice in Australia and New Zealand.*

*ANZCA has contributed to the work of the Australian Medical Workforce Advisory Committee (AMWAC, 1996, 2001)<sup>4 5</sup>, and reports annually to the Medical Training Review Panel (MTRP, 2007)<sup>6</sup>. ANZCA is accredited by the AMC until 2012. Details of the ANZCA education, training and continuing professional development programs are available on the College website at [www.anzca.edu.au](http://www.anzca.edu.au).*

<sup>3</sup> Australian Medical Council, 2002. Accreditation Report: The Education and Training Programs of the Australian and New Zealand College of Anaesthetists, October 2002.

<sup>4</sup> Australian Medical Workforce Advisory Committee 1996, The Anaesthetic Workforce in Australia, AMWAC Report 1996.3, Sydney.

<sup>5</sup> Australian Medical Workforce Advisory Committee 2001, The Specialist Anaesthesia Workforce in Australia, AMWAC Report 2001.5, Sydney.

<sup>6</sup> Medical Training Review Panel, 2007, Eleventh Report, Commonwealth of Australia, Canberra, Available:  
[http://aodgp.gov.au/internet/main/publishing.nsf/Content/EE0C89E5EA6C1DA8CA2573F70002AD70/\\$File/mtrp11.pdf](http://aodgp.gov.au/internet/main/publishing.nsf/Content/EE0C89E5EA6C1DA8CA2573F70002AD70/$File/mtrp11.pdf)

## Education and Training of Anaesthetists

There is a **continuum of medical education** from undergraduate level (delivered by the Universities) through pre-vocational training (co-ordinated by the postgraduate medical councils in every state and the Institute of Medical Education and Training in NSW) through to postgraduate medical/vocational training and then continuing professional education provided by the medical colleges. Clinical placement learning is an essential component at each level of training. After medical school, the contribution of pre-vocational and vocational doctors to the workforce adds to the complexity of planning. The situation for medicine in this sense is fairly unique however we recognize there are also important challenges for the nursing and allied health professions.

Over the years ANZCA ("the College") has developed a comprehensive and high quality training and education program, administered by the College, with supervision and governance arrangements. ANZCA supports on-going learning by all health professionals through its Continuing Professional Development (CPD) program, recently updated and made available on-line.

It is important to highlight the fact that *ANZCA accredits institutions for specialist training but does not control the number of trainee placements in public hospitals* – that is a matter for the state/territory jurisdictions and the health services. ANZCA has supported the increase in the number of specialists being trained over the last ten years and the College is prepared and willing to train more specialists providing adequate resources are available.

Medical colleges make effective use of a highly dispersed workplace-based network of clinical teachers. ANZCA currently relies heavily on its membership, the Fellows, as well as the public hospital system in each state, and some private hospitals, to provide the basic infrastructure necessary to enable the training of specialists in anaesthesia, intensive care, and pain medicine. Most ANZCA Fellows participating in specialist training provide their services to the College on a pro-bono basis. The supervision and monitoring of trainees is critical to their development as professional specialists.

The ANZCA model of training relies on trainees moving through the module-based training program, with a gradual reduction in the requirement for close supervision, combined with competency based workplace assessments and formal examinations. Supervision is provided by specialist anaesthetists, as part of their normal duties.

## ANZCA Training Program

ANZCA operates its Training Program bi-nationally, through its regional offices in the Australian states/territories as well as the national office of New Zealand. ANZCA conducts training and examinations in South East Asia, in Hong Kong, Malaysia and Singapore. The College also has a well developed series of clinical standards in anaesthesia which should apply across all hospitals seeking accreditation. ANZCA maintains international best practice and stays abreast of all international trends (Thompson, Phillips, & Cousins, 2007)<sup>7</sup>.

The ANZCA Training Program requirements include completion of Basic and Advanced Training; Curriculum Modules; In-training assessment and Primary and Final Examinations over five years. It was redeveloped for implementation in 2004 using CanMEDS (RCPSC, 2001)<sup>8</sup> principles and addresses key components of modern professional practice with knowledge, skills and professional behaviour integrated into the framework. The College is seeking to further improve training by reviewing and redesigning components of its:

- teaching and learning activities based on current best practice;
- match between learning activities and assessment;
- course evaluation and continuous quality improvement / monitoring activities; and
- teacher training and development to support the curriculum delivery.

A series of innovative teaching strategies are currently being funded, developed and systematically trialled.

A comprehensive curriculum review has been initiated which will include large scale participation and wide ranging stakeholder involvement. The curriculum review is being designed to ensure that the curriculum is contemporary and prepares trainees to be competent and well prepared to deliver safe and effective clinical practice for the Australian population into the future. Improved systems for quality assurance of educational experience will be developed during this process.

Together with the curriculum review activity, the assessments of the trainee program will be reviewed. With advances in assessment methods internationally, it has been established that the College will shift the emphasis of testing to use methods that can measure performance by using new workplace-based assessment (WBA) methodologies. ANZCA is currently trialling three WBAs for their suitability and feasibility as assessment tools, short clinical encounters (Mini-CEX), Directly Observed Procedural Skills (DOPS), and Anaesthesia Non-Technical Skills (ANTS).

Training occurs within an Approved (ANZCA accredited) Hospital Department or Approved Training Site as defined in the College Regulations. Trainees are assigned a Supervisor of Training who oversees their training and the trainees begin their training as an anaesthetist under direct supervision by Fellows of the College. The approved hospital department must be part of a rotation that provides the breadth of clinical experience required of a specialist anaesthetist.

ANZCA also offers a simulation course to its trainees - the Effective Management of Anaesthetic Crises (EMAC) course, to provide education in the immediate management of life-threatening anaesthetic emergencies. This course uses high fidelity mannequins with computer simulation of real life crises which have to be responded to effectively by the trainee. The course, designed within the Australasian context to specifically address the needs of our trainees, emphasizes teamwork, leadership and communication, and was developed from pilot cockpit training models used internationally.

<sup>7</sup> Thompson WR, Phillips GD, Cousins MJ, 2007, Anaesthesia underpins acute patient care in hospitals, *Aust Health Rev*, 31 (Suppl 1) pp.116-121.

<sup>8</sup> Royal College of Physicians and Surgeons of Canada, 2001, The CanMEDS Physician Competency Framework, Available: <http://rcpsc.medical.org/canmeds/>

### **ANZCA Training Program (cont'd)**

*ANZCA currently provides teacher training and support for Supervisors of Training through access to the Clinical Teaching Course. This is a modular program dealing with a variety of key aspects of teaching and learning in anaesthetic practice. Over the next two years, this course will be reviewed and redeveloped. One major consideration is developing a method of delivery which is both effective and widely available to all clinical teachers in diverse geographical locations.*

*Whilst this information focuses mainly on anaesthesia, the FPM and JFICM run their own training programs and conduct their own hospital accreditation. Co-operation and sharing of resources exists where there is overlap of information.*