

Extracts from the ANZCA training program Curriculum v1.5 and the ANZCA Handbook for Training and Accreditation v1.4

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ANZCA Roles in Practice assessment

The scholar role activities consist of two parts:

1. Compulsory teaching elements that **all** trainees must complete by the end of advanced training.
2. Trainees must make a choice to complete one of two options.

Option A requires the trainee to do three activities that must be completed by set times during their training. These times are indicated in the table below by the core study unit(s) in which the activity may be undertaken.

Option B requires the trainee to do only one activity listed but prospective approval from the Scholar Role Panel or director of professional affairs (assessor) must be given following the provision of specific details of the course or project planned. Trainees must demonstrate that they have started, enrolled in or have a clear plan for completion of Option B prior to the core unit review for advanced training. Evidence of satisfactory completion is to be confirmed by the Scholar Role Panel or the director of professional affairs (assessor).

The multi-source feedback (MsF) will provide a longitudinal assessment of many of the important learning outcomes from the ANZCA Roles in Practice that cannot be reliably captured in the snapshot assessments provided by the other workplace-based assessment tools. This will be important to inform the core unit review and ensure the development of trainees across the ANZCA Roles in Practice.

Role	TP	Assessment	No.
Scholar	BT or AT	Teach a skill (with evaluation, feedback and reflection)	1
		Facilitate a small group discussion or run a tutorial (with evaluation, feedback and reflection)	1
	<i>Plus EITHER Option A, all three activities:</i>		
	BT	Critically appraise a paper published in a peer-reviewed indexed journal for internal assessment	1
	BT, AT or PFT	Critically appraise a topic for internal evaluation and present it to the department	1
	BT, AT or PFT	Complete an audit and provide a written report for external assessment by the Scholar Role Sub-Committee	1

Role	TP	Assessment	No.
Scholar	<i>OR Option B, select one activity and obtain approval:</i>		
	BT, AT or PFT	Complete a postgraduate certificate or equivalent in research	1
		Complete a postgraduate certificate or equivalent in teaching	
		Complete a significant contribution to a research project leading to a publication in a peer-reviewed journal	
		Complete, to a publishable standard, a systematic review	
		Complete another activity in the area of research or teaching	
All ANZCA Roles in Practice	IT, BT, AT, and PFT	Multi-source feedback (MsF)	Refer to each core unit and section four

Volume of practice (VOP) requirements

Role	TP	VOP	No.
Scholar/ professional	BT, AT or PFT	Attend regional or greater conferences/meetings	2
		Participate in existing quality assurance programs May include clinical audit, critical incident monitoring, morbidity and mortality meetings	20 quality assurance meetings

7.5 Scholar role activities and assessments

The scholar role activities facilitate the development of trainees as teachers and learners, as expressed in the Scholar Role learning outcomes.

All doctors have a role in the teaching and supervision of medical students, junior colleagues and other health professionals, so trainees are expected to develop proficiency as teachers. As specialists, they will need to understand how evidence is generated and how to evaluate it and apply it in their practice. This requires a basic knowledge of audit, quality improvement, research methods and critical appraisal.

The details of the scholar role activities and how they are assessed are provided in table 7.1 below.

To fulfil the requirements of the scholar role, all trainees must complete the following activities:

- Two core activities including teaching a skill and facilitating a small group discussion/running a tutorial
- Either all option A activities or one option B activity
- All volume of practice requirements

Trainees who transitioned from the 2004 to the 2013 curriculum should refer to appendix four of the handbook, for information on transition arrangements for the scholar role activities.

Table 7.1 Details of scholar role activities and assessments

Training period	Activity	No.	Confirmation of completion and recording in the TPS	Assessment of activity
Basic or advanced training	Teach a skill (with evaluation, feedback and reflection).	1	<ul style="list-style-type: none"> The departmental scholar role tutor confirms satisfactory completion with the supervisor of training (SOT). Trainee records the activities in the courses events section 	Evaluation of sessions against set criteria to be undertaken by the departmental scholar role tutor (or their nominee), using the evaluation form available from the ANZCA website.
	Facilitate a small group discussion or run a tutorial (with evaluation, feedback and reflection).	1	<ul style="list-style-type: none"> SOT confirms the entry. 	Evaluation of session against set criteria to be undertaken by the departmental scholar role tutor or nominee using the evaluation form available from the ANZCA website.
Plus EITHER Option A, All three activities:				
Basic training	Critically appraise a paper published in a peer-reviewed indexed journal for internal assessment.	1	<ul style="list-style-type: none"> The departmental scholar role tutor confirms satisfactory completion with the supervisor of training (SOT). Trainee records the activity in the courses and events section SOT confirms the entry 	Evaluation against set criteria to be undertaken by the departmental scholar role tutor (or their nominee) using the form available from the ANZCA website.
Basic, advanced or provisional fellowship training	Critically appraise a topic for internal evaluation and present it to the department.	1	<ul style="list-style-type: none"> The departmental scholar role tutor confirms satisfactory completion with the supervisor of training (SOT) Trainee records the activity in the courses and events section SOT confirms the entry 	Evaluation against set criteria to be undertaken by the departmental scholar role tutor (or their nominee) using the form available from the ANZCA website.

Training period	Activity	No.	Confirmation of completion and recording in the TPS	Assessment of activity
Basic, advanced or provisional fellowship training	Complete an audit and provide a written report for external assessment by the scholar role sub-committee.	1	<ul style="list-style-type: none"> Review of audit report completed by member of Scholar Role Sub-Committee If report approved, activity confirmed in the TPS by College staff 	Approval of topic and audit design by departmental scholar role tutor. The audit report must be submitted to the Scholar Role Sub-Committee for evaluation, using the application form available from the ANZCA website. Audit report should follow the SQUIRE format as outlined in the application form.
OR Option B, Select one and obtain approval:				
Basic, advanced or provisional fellowship training	Complete a post-graduate certificate or equivalent in research.	1	<ul style="list-style-type: none"> Trainee submits completion form and required supporting documentation Completion form reviewed by Scholar Role Sub-Committee (SRSC) Chair (or their nominee) or where applicable all members of the SRSC Once approved, confirmation of completion of the activity is confirmed in the TPS by College staff. <p>Trainee will be advised by the SRSC if submission requires revision</p>	Trainees must obtain prospective approval from the Scholar Role Sub-Committee, using the available application form .
	Complete a post-graduate certificate or equivalent in teaching.			Trainees must obtain prospective approval from the Scholar Role Sub-Committee, using the available application form .
	Complete a significant contribution to a research project leading to a publication in a peer-reviewed journal.			Trainees must obtain prospective approval from the chair of the Scholar Role Sub-Committee or their nominee, using the available application form . The work must either be published in a peer-reviewed journal or be judged as of publication standard by panel of reviewers from the Scholar Role Sub-Committee.

Training period	Activity	No.	Confirmation of completion and recording in the TPS	Assessment of activity
	Complete a systematic review/ critical appraisal of a topic to a publishable standard			Trainees must obtain prospective approval from the chair of the Scholar Role Sub-Committee or their nominee, using the available application form . The work must either be published in a peer-reviewed journal or be judged as of publication standard by panel of reviewers from the Scholar Role Sub-Committee.
	Complete another activity in the area of research or teaching.		Chair of Scholar Role Sub-Committee (or nominee) sign off.	Trainees must obtain prospective approval from the chair of the Scholar Role Sub-Committee or their nominee, using the available application form . The work must either be published in a peer-reviewed journal or be judged as of publication standard by panel of reviewers from the Scholar Role Sub-Committee.
Volume of practice requirements				
Basic, advanced or provisional fellowship training	Attend regional or greater conferences/meetings	2	<ul style="list-style-type: none"> • Trainee records each meeting as a separate entry in the courses and events section • Supervisor of training confirms the entries 	N/A
	Participate in existing quality assurance programs	20		
	May include clinical audit, critical incident monitoring, morbidity and mortality meetings			

Regional meetings are defined as any meeting of relevance to the practice of anaesthesia, pain medicine or related fields held at the local health region or state level and which the trainee attends for a minimum of at least seven hours (one day). Two half days may be considered the equivalent of one day and therefore one meeting. Trainees must record these meetings in the TPS for the approval of their supervisor of training and are encouraged to record the amount of time they spent at the meeting.

Meetings/conferences attended at a level greater than the region are defined as national or international meetings relevant to the practice of anaesthesia, pain medicine or related fields and which the trainee attends for a minimum of at least seven hours (one day). Again two half days may be considered the equivalent of one day and therefore one meeting. Examples include the ANZCA annual scientific meeting and special interest group meetings.

Meetings covering non-clinical topics such as career guidance or employment issues and opportunities are not considered appropriate for meeting this volume of practice activity.

Exemptions from scholar role activities

Trainees with prior research publications and/or relevant university qualifications may, if they so desire, request an exemption. Trainees must formally apply for exemption to the chair of the Scholar Role Sub-Committee. The chair of the Scholar Role Sub-Committee or his or her nominee will make a decision on exemptions based on the following:

- For trainees choosing option A: There are no exemptions available for those who commenced training at or after the start of the 2013 hospital employment year (HEY). Some exemptions may be available for trainees who transitioned from the 2004 to the 2013 curriculum and this is further explained in regulation 37 and in appendix four of this handbook.
- For trainees choosing option B: trainees may apply to the Scholar Role Subcommittee for an exemption based on an activity that would meet the requirements laid out in option B of the ANZCA scholar role, is relevant to the ANZCA scholar role, and usually completed no more than five years prior to commencement of ANZCA training.

Further guidance and resources

Trainees are encouraged to seek further guidance and advice from their local departmental scholar role tutor. The 'scholar role training' section of the [ANZCA website](#) also contains further information and a frequently asked questions section regarding the scholar role activities, to assist trainees in becoming familiar with and fulfilling the requirements of the scholar role.