

## Australian and New Zealand College of Anaesthetists (ANZCA)

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### Guidelines for the Learning Portfolio for Trainees in Anaesthesia

*This professional document is relevant to trainees residing in Australia or New Zealand, who commenced training prior to the start of the 2013 hospital employment year.*

#### 1. INTRODUCTION

The learning portfolio is a detailed inventory maintained by the trainee to record learning processes and key events, experiences and progress during the vocational training years. The purpose of the learning portfolio is to assist trainees and supervisors plan and implement training and to facilitate trainee development of critical and reflective learning and practice. Specifically it:

- 1.1 Shows the trainee's progress through the recording of modules completed, clinical experience gained, skills learned and assessments completed.
- 1.2 Allows the trainee to establish learning plans (and revise them when necessary), time management schedules and reflective learning.
- 1.3 Reminds the trainee of the objectives of training and the attributes of a specialist anaesthetist.
- 1.4 Promotes self-directed learning.

#### 2. OBJECTIVES

The objectives of the learning portfolio are to:

- 2.1 Document the trainee's progress through approved training.
- 2.2 Clarify areas for improvement.
- 2.3 Give greater responsibility to trainees for their learning experience.
- 2.4 Provide an opportunity for reflective learning.
- 2.5 Provide additional information to supervisors regarding trainee progress and learning.
- 2.6 Facilitate communication between supervisors and trainees.
- 2.7 Establish (and allow for revision of) learning plans and time management schedules.



- 2.8 Promote self-directed learning essential for continuing professional development, lifelong learning, adult learning and problem-based learning activities.

### 3. PROCESS

Each trainee will receive a learning portfolio upon registration with the College. The trainee is responsible for ensuring information within the portfolio is kept up-to-date and accurate throughout their training.

- 3.1 The learning portfolio has four sections for the trainee to enter information.

3.1.1 A. Record of training

This is required by the College. The data to be kept include details on registration, training posts, basic and advanced training, and assessments and examinations.

3.1.2 B. Records of modules

These include clinical experience (clinical sessions), learning plans, self-appraisals, assessments and records of completion for each module.

3.1.3 C. Records of continuing professional development

These include trainee learning experiences in clinical skills, education skills, academic activities and continuing education.

3.1.4 D. Reflective learning.

The learning portfolio **must** contain the original signed copy of the ITA-2 form from each final assessment with a supervisor of training (SOT), and should contain all self-assessment forms. Reflective learning uses principles similar to quality assurance employing feedback to improve learning and performance. Trainees are expected to evaluate their experiences by asking questions such as:

3.1.4.1 What was the situation (including your abilities, available support, etc.)?

3.1.4.2 How could this be improved?

3.1.4.3 What would you do differently next time?

- 3.2 Trainees are to constantly review the contents of their portfolios and, at intervals, review progress with their supervisor of training, module supervisor and relevant support persons.

### 4. LEARNING PLANS

- 4.1 Trainees are required to periodically develop learning plans.
- 4.2 These plans are to identify:

- 4.2.1 Specific aims for the trainee.
  - 4.2.2 Learning objectives (what is to be learned).
  - 4.2.3 Learning processes (how objectives are to be achieved).
  - 4.2.4 Required time frame.
- 4.3 These plans should be based upon the trainee's current practice and learning style and the module aims and objectives. Plans should be recorded and filed in an orderly manner. Trainees should refer to their plans and revise them whenever necessary.

## 5. TIME MANAGEMENT

Time management is an essential component of training. This includes allocating appropriate time to learn the knowledge, skills and attitudes associated with each module. Trainees are to specify in their Learning Plans the time they will devote to achieving their learning aims. When allocating this time trainees should take into account their abilities and the opportunities available to them in relation to their specific learning aims.

## RELATED ANZCA DOCUMENTS

Regulation 37

ANZCA Handbook for Training and Accreditation

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