

Australian and New Zealand College of Anaesthetists CONTINUING PROFESSIONAL DEVELOPMENT STANDARDS

1. INTRODUCTION

The Australian and New Zealand College of Anaesthetists (ANZCA), which includes the Faculty of Pain Medicine (FPM), is the specialist medical college for specialist anaesthetists and specialist pain medicine physicians in Australia and New Zealand. ANZCA is accredited by the Australian Medical Council, and authorized by the New Zealand Medical Council, to set the CPD standards that are defined in this policy.

The criteria within this document, which form the basis of the ANZCA CPD Program, are considered suitable for the assessment and approval of other CPD programs by ANZCA or other organisations.

2. DEFINITIONS

The accepted definition of CPD employed by ANZCA is: "Any activity to maintain and improve knowledge, skills, and attitudes and to develop professional and personal attributes required throughout a career as a medical specialist."

Throughout this document, reference to ANZCA implies inclusion of the Faculty of Pain Medicine (FPM). The term "specialist" refers specifically to a specialist anaesthetist and/or specialist pain medicine physician.

3. PRINCIPLES OF A SPECIALIST CPD PROGRAM

3.1. Open participation: All specialists, whether working full time or part time in either clinical or non-clinical practice, or retired, are eligible to enroll and are catered for in the program.

3.2. Self-directed learning: Participants plan their own CPD activities according to their own specialist needs, and assess the benefit of individual activities according to those needs and their learning experiences.

3.3. Practice assessment: Quality assessment activities that are directly and/or indirectly related to the specialist's practice are required.

3.4. Application to professional practice: All activities that are relevant to the participant's roles and responsibilities as a specialist are recognised:

- Medical expert
- Communicator
- Collaborator
- Manager
- Health advocate
- Scholar
- Professional

3.5. Effective interventions: Emphasis is given to activities and interventions that have been proven to be effective in learning.

3.6. Career-long learning: CPD is an ongoing commitment to promote excellence in specialist practice.

4. PROGRAM FRAMEWORK

A CPD program stipulates what could generally be considered to be a reasonable minimum level of engagement in a range of activities that meet individual learning needs, including skills-based activities, practice-based reflective elements, such as clinical audit, peer-review or performance appraisal, and activities to enhance knowledge such as courses, conferences and on-line learning. The CPD value derived from teaching, research and committee activities is also acknowledged. Participants develop an individual CPD plan and an evaluation of participation takes place at the end of a defined period of time. Planning and evaluation include self-reflection.

5. KEY ELEMENTS OF A SPECIALIST CPD PROGRAM

5.1. CPD planning is conducted by the participant, based upon self-reflection on individual needs and preferred learning styles.

5.2. Learning activities are classified as group-learning, self-learning, practice assessment or teaching/research. (See “Classification of CPD Activities” below)

5.3. All learning activities relevant to a participant’s specialist practice are recognised

5.4. Planning and evaluation are mandatory elements. Self-reflection is strongly encouraged.

5.5. Time-based credits are claimed for activities and are weighted towards higher interaction and more effective learning activities, with less credit awarded for passive learning activities. The accompanying “Classification of CPD Activities” table defines the number of credits that various activities attract.

Activities that may earn credits are not limited to those listed in the “Classification of CPD Activities” table. Any activity that a participant believes will contribute to personal CPD can be considered for credits.

Classification of CPD Activities

CATEGORY ONE: GROUP LEARNING ACTIVITIES	
Level One: PASSIVE ACTIVITIES	Level Two : INTERACTIVE ACTIVITIES
These are activities that involve a number of participants, large or small. These activities provide information on knowledge and skills to improve clinical practice. Topics cover any of the Attributes of a Specialist Anaesthetist.	These are educational group meetings that have an objective and which emphasize audience participation and exchange of information, usually among a small number of participants. Topics may cover any of the Attributes of a Specialist Anaesthetist.
1 Credit per hour - No maximum cap <ul style="list-style-type: none"> • Lectures / Meetings / Videoconferences • Conferences (Regional, National, Overseas) 	2 Credits per hour - No maximum cap <ul style="list-style-type: none"> • Small group discussions / Seminars • Workshops with no practical skills learning
CATEGORY TWO: SELF-LEARNING ACTIVITIES	

Level One: PASSIVE ACTIVITIES	Level Two : INTERACTIVE ACTIVITIES
These are self-directed activities in reading learning through print, audiovisual and web media. Topics may cover any of the Attributes of a Specialist Anaesthetist.	These are self-directed and self-initiated activities that are planned, developed and undertaken individually. Topics may cover any of the Attributes of the Specialist Anaesthetist
1 Credit per hour – Maximum 10 Credits per year <ul style="list-style-type: none"> • Reading journals and books • Learning from educational audio and video tapes • Learning from computer programs and internet 	2 Credits per hours – No maximum cap <ul style="list-style-type: none"> • Developing CPD plan (At the start of triennium) • Learning projects • Hospital Attachments for at least one day • Approved courses, towards a relevant qualification
CATEGORY 3: PRACTICE ASSESSMENT ACTIVITIES	
Level One: GENERAL QUALITY ASSURANCE ACTIVITIES	Level Two : SELF-DIRECTED QA ACTIVITIES
These are QA activities that are not directly related to the Fellow's practice. Involvement in a planned quality improvement process provides learning opportunities. Time relates to time spent by the participant and not that to complete the process, e.g. a large-scale review. All the Attributes of a Specialist Anaesthetist are relevant, but that of Medical Expert will most commonly be addressed.	These are QA activities that involve the Fellow's practice. This may be a review of an aspect of practice, a self-assessment test, or a practical skills workshop or course. Fellows should also participate in Reflection each year, and must evaluate their own program at the end of their triennium. All the Attributes of a Specialist Anaesthetist are relevant, particularly that of Medical Expert, Communicator, Collaborator, Health Advocate, and Professional.
2 Credits per hour - No maximum cap <ul style="list-style-type: none"> • Clinical audits • Case conferencing or mortality/morbidity meetings • Critical incident monitoring • Review of patient care processes or outcomes • Patient satisfaction surveys • Medico-legal reports • Comprehensive reports to mortality committees • Hospital inspections • Hands on teaching/mentoring • PBLD • Root cause analysis (RCA) 	3 Credits per hour - No maximum cap <ul style="list-style-type: none"> • Reflection notes of own experiences • Clinical audits of own practice • Peer review (Case conferencing of a Fellows Patient) • Practice peer review – Participant and Reviewer • Self assessment tests or programs • Simulations & skills courses • Workshops on practical skills and procedures • Evaluation or participation (year 3) • Trainee performance review (TPR) • On-site IMGS Assessments
CATEGORY FOUR: EDUCATION DEVELOPMENT ACTIVITIES	
Level One: TEACHING RELATED ACTIVITIES	Level Two : RESEARCH RELATED ACTIVITIES
These are activities directly related to education or participation in committee work related to the Fellow's practice. Activities reinforce the Attributes of a Specialist Anaesthetist, particularly that of Medical Expert, Scholar, Communicator, Collaborator, Manager, Health Advocate, and Professional. Educational activities that include sensitivity in health care with respect to race, gender, and cultures are particularly encouraged.	These are activities directly related to research. Credits are time-based except for Publications, which earn 5 Credits each. Activities reinforce the Attributes of a Specialist Anaesthetist, particularly that of Scholar, Medical Expert, Collaborator, Health Advocate, and Professional
1 Credit per hour - No maximum cap <ul style="list-style-type: none"> • Teaching Groups • Examiner in ANZCA or undergraduate examinations • Presentations at lectures and meetings • Committee work in all professional areas 	2 Credits per hour - No maximum cap <ul style="list-style-type: none"> • Research • Publications (5-10 Credits per publication) • Reviews of manuscripts or grants

5.6. Minimum credit requirements apply to individual categories, and overall activity, as follows.

Group learning activities:

An average of 10 credits/year over the course of the CPD time-cycle.

Self-learning activities:

An average of 10 credits/year over the course of the CPD time-cycle.

Practice assessment:

An average of 10 credits/year over the course of the CPD time-cycle.

Total CPD activity:

An average of 40 credits/year over the course of the CPD time-cycle.

5.7. Where a CPD time-cycle is more than one year, the issue of an annual statement of participation requires a minimum of 10 credits of activity.

5.8. The program must accommodate retired participants and those in non-clinical practice.

6. DOCUMENTATION

The CPD portfolio is maintained by participants, facilitates documentation of the learning process, mandates personal evaluation of CPD and provides a record of CPD participation for audit purposes. The portfolio can be kept online or as a hard copy folder.

7. AUDIT

Any program offered to participants must include a regular random audit process of some or all participants, to verify the accuracy of returns and relevance of activities completed.

Individuals completing self-tailored programs must ensure their availability for random audit selection by a recognised CPD provider and be prepared to substantiate that their CPD meets the standards outlined in this document. (Note that the Medical Council of New Zealand does not currently recognize individual CPD programs).