

# **ANZCA CURRICULUM RENEWAL**

## **WHY MEETS HOW**

**Session Chair:** Mary Lawson<sup>1</sup>

**Introduction:** Leona Wilson<sup>2</sup>

**Presenters:** Claire Byrne<sup>3</sup> Lindy Roberts<sup>4</sup> Mary Lawson<sup>1</sup> Felicity Hutton<sup>5</sup>

**Panel:** Claire Byrne<sup>3</sup> Kathryn Hagen<sup>6</sup> Felicity Hutton<sup>5</sup> Michele Joseph<sup>6</sup> Mary Lawson<sup>1</sup> Lindy Roberts<sup>4</sup> Leona Wilson<sup>2</sup>

1. ANZCA Director of Education, Melbourne, Australia
2. ANZCA President; Anaesthetist, Wellington Hospital, Wellington, New Zealand
3. ANZCA Education Research and Evaluation Officer, Melbourne, Australia
4. Chair ANZCA Education and Training Committee; Anaesthetist and Pain Specialist, Sir Charles Gairdner Hospital, Perth, Australia
5. ANZCA Education Training and Development Manager, Melbourne, Australia
6. Member ANZCA Clinical Teacher Development Working Group; ANZCA Trainee Auckland City Hospital, Auckland, New Zealand
7. Member ANZCA Curriculum Review Working Group; Anaesthetist Alfred Hospital, Melbourne, Australia



## **SESSION OUTLINE**

### **1. Introduction**

### **2. Presentations**

- i. Evaluating the current programme
- ii. A roadmap for the new programme
- iii. Revisions for the new programme
- iv. Preparing teachers for the programme

### **3. Panel Discussion**

# INTRODUCTION

**DR LEONA WILSON**  
ANZCA PRESIDENT



# **ANZCA CURRICULUM REVIEW**

## **EVALUATING THE CURRENT TRAINING PROGRAMME**

**Claire Byrne**  
ANZCA Education and Evaluation Officer  
Coordinator, ANZCA Curriculum Review Working Group



## PRESENTATION OUTLINE

- What is a curriculum?
- Why review the ANZCA curriculum?
- Who reviewed the ANZCA curriculum?
- How was the ANZCA curriculum reviewed?
- What are the review outcomes?
- How will the review outcomes be used?

## WHAT IS A CURRICULUM?



## WHY REVIEW THE CURRICULUM?

- Need to ensure the training programme remains **contemporary**, in terms of both:
  - clinical content
  - educational method
- Need to respond to **specific issues** facing the systems in which we work and train, including:
  - increased number of vocational medical trainees from 2012 onwards
  - government calls for expanded training settings

## WHO REVIEWED THE CURRICULUM?

### ANZCA CURRICULUM REVIEW WORKING GROUP (CRWG)

- **Role:**
  - To act as a steering group for the review
- **Membership:**
  - Government (both AUS and NZ) representation
  - Consumer/Community representation
  - Geographical spread of Fellows and Trainees
  - Fellows involved (and not involved) with previous review
  - A mixture of metropolitan and rural/regional practitioners
  - A mixture of practitioners in the public and private sector
  - Experience with the curriculum at all levels (e.g. Trainee, SOT, Examiner, HOD)
  - Related ANZCA Committees/Subcommittees members

## THE ANZCA CRWG



## HOW WAS THE CURRICULUM REVIEWED?

- Planned review process
- Including significant consultation
  - Submissions
  - Survey
- Transparent processes
  - All results freely available on the ANZCA website:  
[www.anzca.edu.au/edu/projects/curriculum-review/](http://www.anzca.edu.au/edu/projects/curriculum-review/)

## THE SUBMISSIONS PROCESS

- **Purpose:**
  - To obtain a broad canvass of opinions and ideas surrounding the training programme
  - To create buy-in and interest in the review from *all* stakeholders (internal and external)
- **Design:**
  - Structured submission allowing comments in four areas:
    - Current training programme (strengths and weaknesses)
    - Desired outcomes of ANZCA training
    - Innovative ideas for the training programme
    - Innovative ideas for ANZCA Teacher support and training
- **Access:**
  - Anyone with an interest in the ANZCA Training Programme
- **Promotion:**
  - Invitations to key stakeholders
  - College Media: Homepage, Email, e-Newsletter, Trainee e-Newsletter and Bulletin
- **Results:**
  - A total of 132 submissions received
  - Also freely available at: [www.anzca.edu.au/edu/projects/curriculum-review/submissions](http://www.anzca.edu.au/edu/projects/curriculum-review/submissions)

## THE SURVEY

- **Purpose:**
  - To allow response by ANZCA Fellows and Trainees to issues identified in submissions
  - To obtain a consensus view and mandate on specific curriculum issues
- **Design:**
  - Major issues identified in the submissions
  - Input from related operational units and educational committees/working-groups
- **Access:**
  - For ANZCA Fellows and Trainees only
- **Promotion:**
  - College Media:  
Homepage, Email, Post, E-Newsletter, Trainee Newsletter and Bulletin
  - Local promotion:  
Regional/National Committees & Offices, Educational Committees, Trainee Committees
- **Results:**
  - Overall active response rate of 34.9% (N=2,228)
  - Also freely available at: [www.anzca.edu.au/edu/projects/curriculum-review/survey](http://www.anzca.edu.au/edu/projects/curriculum-review/survey)

## WHAT ARE THE REVIEW OUTCOMES?

- **ANZCA Curriculum Framework**
  - Define all aspects of contemporary practice of ANZCA Fellows
  - Used to plan and deliver all aspects of the Training Programme
  - Adapted by the CRWG from the CanMEDS Framework
- **Recommendations for Curriculum Change**
  - Developed from:
    - Consultation during ANZCA Curriculum Review Project
    - Evidence-based / best-practice educational principles
    - Principles of the ANZCA CRWG
    - College Strategy
    - Government requirements
    - Medical Council requirements

**FREELY AVAILABLE TO DOWNLOAD FROM**  
[www.anzca.edu.au/edu/projects/curriculum-review/](http://www.anzca.edu.au/edu/projects/curriculum-review/)

## HOW WILL THESE OUTCOME BE USED?

- A period of curriculum re-writing and educational development must be undertaken, to:
  - Produce a future training programme which includes the revisions recommended in the review process.
  - Align the future training programme with the new ANZCA Curriculum Framework.
- Aiming for a launch of the future ANZCA Training Programme in 2012, which coincides with:
  - an expected significant increase in the number of vocational medical trainees; and
  - the accreditation cycle of the Australian Medical Council.

# THE ANZCA CURRICULUM FRAMEWORK

## A ROADMAP FOR THE NEW TRAINING PROGRAMME

**Lindy Roberts**  
FANZCA, FFPMANZCA  
Chair, ANZCA Education and Training Committee  
Member, ANZCA Curriculum Review Working Group

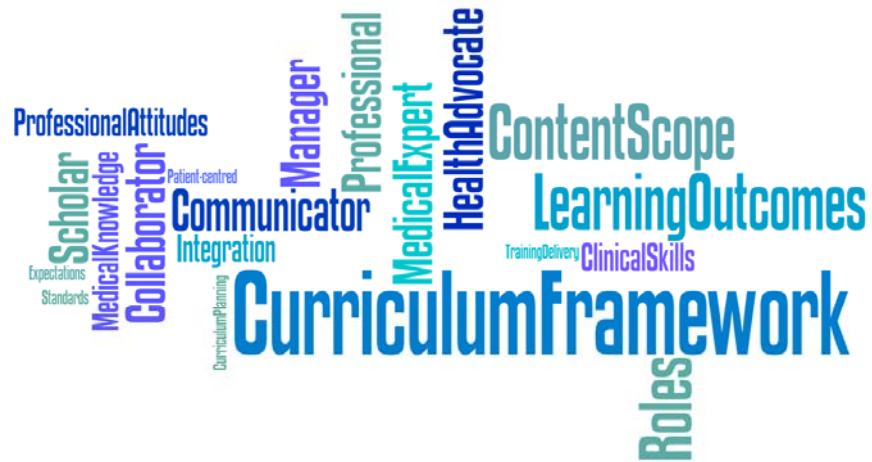
*To serve the community by fostering safety and patient care in anaesthesia, intensive care and pain medicine*



## PRESENTATION OUTLINE

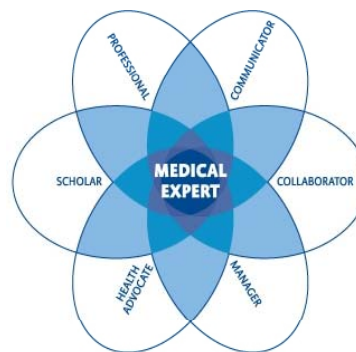
- **Development**
- **Structure**
- **Practical applications**

## WHAT IS A CURRICULUM FRAMEWORK?



## DEVELOPMENT OF THE ANZCA CURRICULUM FRAMEWORK

- Used in 'new FANZCA'
- Established
- Sound basis
- Widely implemented



THE  
CANMEDS  
ROLES FRAMEWORK

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[www.rcpsc.medical.org](http://www.rcpsc.medical.org)

## SUPPORT FOR INTEGRATION

***'The [current] curriculum as published on the website lacks detail around the depth of knowledge required by a trainee, or any mapping to assessment.'***

*Chief Medical Officer and Mental Health and Workforce Division,  
Department of Health and Ageing (S\_115)*

## MEDICAL EXPERT

***'....sound knowledge and good clinical skills....good judgment and decision-making....'***

*ANZCA Malaysian Trainee Committee (S\_009)*

***'The most important desired outcome is an ability to draw together and integrate all the elements and use the knowledge and experience acquired during training at all levels to fulfill the role of Medical Expert.'*** *Medical Board of South Australia (S\_120)*

## COMMUNICATOR

***'It is essential .....to be able to easily and fluently communicate with patients, colleagues and others. The ability to monitor and adjust communication styles and to be sensitive to communication from others is also vital.'***

*ANZCA Regional Committee of Victoria (S\_006)*

## COLLABORATOR

***'By learning to collaborate on both normal working days and during crises we ensure our patients get the best care. The desired outcome is that [the] anaesthetist is able to do this effectively. Too often we see arguments ensuing because of poor collaboration/communication.'***

*ANZCA Fellow (S\_047)*

## MANAGER

***'Self management....team management....  
Organizational management.'***

*Anaesthetists in Management Special Interest Group (S\_025)*

## HEALTH ADVOCATE

***'Anaesthetists are able to advocate for the  
anaesthetized patient by providing/promoting a  
safe operating environment, patient dignity,  
patient comfort (pressure care, ambient  
temperature etc), efficient operating theatre use  
and minimizing cancellations.'***

*Department of Anaesthesia, Westmead Hospital, NSW (S\_019)*

## SCHOLAR

***'The ability to conduct literature searches and efficiently review scientific papers.....teaching and supervision skills.'***

*ANZCA Trainee Committee (S\_008)*

## PROFESSIONAL

***'The public expects anaesthetists to have a high standard of professionalism. The training programme needs to give guidance in this regard and to encourage continued collegial relationships to foster this.'***

*ANZCA New Zealand National Committee (S\_002)*

## KEY COMPETENCIES: SCHOLAR

1. Maintaining and enhancing professional activities through ongoing learning.
2. Critically evaluate information and its sources and apply this appropriately to practice decisions.
3. Facilitate the learning of [others], as appropriate.....
4. Contribute to the creation, dissemination, application and translation of new medical knowledge and practices.

## SPECIFIC OBJECTIVES: SCHOLAR

2. 'Critically evaluating information and its sources...[with application to practice]'
  - 2.1 Describing the principles of critical appraisal of information
  - 2.2 Critically appraising the evidence to answer a clinical question
  - 2.3 Integrating the conclusions of this appraisal into clinical care.

## **PRACTICAL APPLICATIONS**

- **Revised In-Training Assessment (ITA) Process**
- **Modular content**
- **Teaching and learning resources**
- **Performance at critical stages**
- **Planning assessments**

***'BEGIN WITH THE END IN MIND'***

**DR JASON FRANK**

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA, 2009

## RECOMMENDATIONS FOR CHANGE REVISIONS FOR THE NEW TRAINING PROGRAMME

**Mary Lawson**  
ANZCA Director of Education  
Chair, ANZCA Curriculum Review Working Group



## PRESENTATION OUTLINE

- **Scope of the recommendations [49]**
  - Content of ANZCA Training [27]
  - Process governing ANZCA Training [15]
  - Resources for Training [7]
- **Summary in each of three domains**
  - Illustrative examples
  - Evidence used in formulation
- **General observations**

## OVERVIEW

### ANZCA CURRICULUM RECOMMENDATIONS



## INFORMATION SOURCES

- Curriculum Review Submissions (*n=132*)
- Curriculum Review Survey (*n=2,228*)
- Principles of the Curriculum Review Working Group (CRWG)
- Outcomes of the CRWG workshops & meetings
- Evidence-based (or best-practice) educational principles
- College strategy
- Government requirements / requests
- Medical Council requirements / requests

## **SCOPE OF THE RECOMMENDATIONS CONTENT**

### **1. Content of ANZCA training [27]**

- General [3]
- Topics [5]
- Themes [1]
- Learning Outcomes [1]
- Clinical Experience / Volume of Practice (VOP) [4]
- Assessment [13]
  - General [5]
  - Exams [3]
  - Workplace-based Assessment (WBA) [3]
  - Clinical Experience / Volume of Practice (VOP) [1]
  - Beyond Level 1 Supervision [1]

## **RECOMMENDATIONS SUMMARY CONTENT – EXAMPLES 1**

- Training to provide preparation for:
  - full scope of practice as a specialist anaesthetist in a general hospital
  - practice in a variety of settings
- Comprehensively update the programme to ensure:
  - preparation for current clinical practice (including appropriate volume of practice requirements)
  - increased clinical relevance
  - integration of themes within all topics
  - increased alignment of assessment
  - utilisation of contemporary educational tools and methods
- Use the ANZCA Curriculum Framework to plan and deliver all aspects of the programme (including, content of teaching and assessment)

## RECOMMENDATIONS SUMMARY

### CONTENT – EXAMPLES 2

- Detailed work on updating volume of practice requirements:
  - Specific definitions
  - Detailed recording and subsequent assessment
- Assessments:
  - ANZCA Guidelines on Assessment
  - Required for all themes and topics
  - Increased clinical relevance
  - Knowledge outcomes assessed primarily by the ANZCA Exams
  - Skills, professional attitudes and clinical experience assessed primarily by Workplace-based Assessment (WBA)
  - Balance and feasibility of future assessment load considered
  - Assessment compliance monitoring improved  
e.g. Beyond Level 1 Supervision

## RECOMMENDATIONS SUMMARY

### CONTENT – SUPPORTING EVIDENCE 1

Scope of Practice	% Disagree	% Agree
Modules should encompass range of practice of a 'generalist' anaesthetist	3.6	96.4
Learning outcomes should be set at the 'generalist' anaesthetist level	6.7	93.3
Current Relevance	% Disagree	% Agree
The majority of the current training programme content has practical relevance	11.0	89.0

## RECOMMENDATIONS SUMMARY

### CONTENT – SUPPORTING EVIDENCE 2

- **Topic Representation**

- Under representation:

- Airway Management
- Anaesthetic Machines and Equipment (including knowledge, use and safety)
- Emergency and Trauma Management
- Perioperative Medicine
- Regional Anaesthesia (including ultrasound techniques)

- Over representation:

- Cardiac anaesthesia

- Further review / ambiguous results:

- Intensive Care Medicine and Pain Management
- Cardiothoracic, Neuroanaesthesia, Paediatrics and Obstetrics

## RECOMMENDATIONS SUMMARY

### CONTENT – SUPPORTING EVIDENCE 3

The College should make efforts to:	% Disagree	% Agree
Standardise its assessment tools and processes	2.9	97.1
Increase the practical/clinical relevance of its assessments	3.2	96.8
Ensure the feasibility of implementing its assessments	2.2	97.8
Ensure overall assessment regime assesses all learning	7.1	92.9
Beyond Level 1 Supervision Assessment	% Trainees*	
Passed formal assessment to move beyond 'Level 1 Supervision'	39.4	
Moved beyond 'Level 1 Supervision' without formal assessment	42.1	
Not yet moved beyond 'Level 1 Supervision'	8.4	
Don't know / unsure	8.7	
Unknown (i.e. no response)	* n 1682	

## RECOMMENDATIONS SUMMARY

### CONTENT – SUPPORTING EVIDENCE 4

*“... each anaesthetist needs to be a medical expert ... in all settings, whether large or small public or private hospitals.”*

*Submission (S\_056)*

*“It is our experience that much of the information provided in the curriculum modules is irrelevant or redundant.”*

*Submission (S\_119)*

*“Most Learning Portfolios are not well maintained. I have seen Modules signed off with absolutely no documented clinical experience for the entire module.”*

*Submission (S\_046)*

*“Nearly all topics address the medical expert role with other roles receiving little attention.”*

*Submission (S\_051)*

*“Not all curriculum objectives are taught or assessed, and some of what is taught and/or assessed is not in the current syllabus.”*

*Submission (S\_015)*

## SCOPE OF THE RECOMMENDATIONS PROCESS

### 2. Processes governing ANZCA training [15]

- Programme Structure [2]
- Progression [8]
- Training Contexts [2]
- Selection of ANZCA Trainees [1]
- On-going Programme evaluation, Programme Improvement and Training Accreditation [2]

## RECOMMENDATIONS SUMMARY

### PROCESS - EXAMPLES

- Length of training retained at 5 years:
  - Mandated training period (4 years)
  - Consolidated training period (1 year)
    - Consolidation of knowledge, skills and professional attitudes for transition to specialist practice
    - Certain degree of trainee choice in topics and / or clinical settings
- Increased flexibility in order and timing of topic completion
- Characteristics retained:
  - Levels of Supervision
  - Distinction between Basic and Advanced Training
- Further work required in:
  - Trainee selection
  - Aligning accreditation processes with revised training programme
  - Recognition of Prior Learning (RPL)
  - Expanded settings
  - Increased number of trainees
- Continuous evaluation and quality improvement for the programme

## RECOMMENDATIONS SUMMARY

### PROCESS – SUPPORTING EVIDENCE 1

Structure and Progression	% Disagree	% Agree
ANZCA Training should comprise 4 years generalist training + 5 <sup>th</sup> year for sub-speciality / further generalist	13.1	86.9
ANZCA Supervision levels are useful	17.3	82.7
Distinction between Basic and Advanced Training is useful	29.2	70.8
The College should make efforts to increase:	% Disagree	% Agree
Flexibility in timing and completion of the Modules	17.7	82.3
Flexibility in the RPL for ANZCA trainees	40.0	60.0
Training opportunities in the private sector	30.3	69.7

## RECOMMENDATIONS SUMMARY

### PROCESS – SUPPORTING EVIDENCE 2

*“The group supports the division of training into ‘core’ (requirements that must be fulfilled by all graduates of the program) and ‘elective’ (part of defined sub-specialty training)”*

*Submission (S\_033)*

*“Greater trainee flexibility [is needed], allowing trainees to meet the objectives of training in a greater variety of ways”*

*Submission (S\_105)*

*“I think every region now has their ‘modular bottle necks’.”*

*Submission (S\_047)*

*“[A weakness of the ANZCA Training Programme is that it has] little engagement with private practice and limited regional and rural training opportunities.”*

*Submission (S\_090)*

## SCOPE OF THE RECOMMENDATIONS

### RESOURCES

#### 3. Resources [7]

- Teaching and learning resources [3]
- ANZCA Teacher support and development [3]
- Trainee Support & guidance [1]

## RECOMMENDATIONS SUMMARY

### RESOURCES - EXAMPLES

- Increased provision of learning resources:
  - Core resources to be developed by College
    - *Current activity of the Distance Education Working Group*
  - Existing external resources to be endorsed by College
  - Investigate use of simulation
- Increased provision of trainee support by College
- Increased provision of teacher training and support

## RECOMMENDATIONS SUMMARY

### RESOURCES – SUPPORTING EVIDENCE

The College should make efforts :	% Disagree	% Agree
Increase its role as an educational provider	10.6	89.4
Standardise the learning resources available to ANZCA Trainees	8.0	92.0
Coordinate resources with good quality external sources	1.9	98.1
Increase the use of simulation for teaching and learning	6.7	93.3
The College should make efforts to provide more:	% Disagree	% Agree
Online self-directed learning materials*	8.2	91.8

*\* Most supported of a range of options provided*

## GENERAL OBSERVATIONS

- A focus on integration
- A shift away from the College as a standard setting agency alone
- A shift towards ANZCA as a provider of educational resource
- Assessment as integral to clinical experience
- A continuing emphasis on preparation for practice as a specialist anaesthetist working in the general hospital setting

## OVERVIEW

### ANZCA CURRICULUM RECOMMENDATIONS



## **TEACHER DEVELOPMENT AND SUPPORT**

### **PREPARING TEACHERS FOR THE TRAINING PROGRAMME**

**Felicity Hutton**

ANZCA Education Training and Development Manager  
Chair, ANZCA Clinical Teacher Development Working Group



## **PRESENTATION OUTLINE**

- Curriculum review recommendations related to ANZCA Teacher training and support
- In relation to each recommendation:
  - Strategy:
    - Ongoing ANZCA activity
    - Planned change and development
  - Supporting evidence:
    - Curriculum Review Submissions
    - Curriculum Review Survey
- Summary of ANZCA activity related to teacher training and support

## SCOPE OF THE RECOMMENDATIONS

### Resources [7]

- Teaching and learning resources [3]
- **ANZCA Teacher support and development [3]**
- Trainee Support & guidance [1]

## RECOMMENDATION 46

***That ANZCA should make efforts to improve efficiency of supervision for ANZCA Trainees***

- *To increase supervision availability, particularly for an expected increase in the number of vocational medical trainees from 2012 onwards*

## RECOMMENDATION 46

### STRATEGY

- Teacher Training and Support:
  - Increased provision of teacher training
  - Standardisation of teacher training
  - Increased provision of teacher resources and support
- Parallel developments in the training programme:
  - Increased provision of teaching and learning resources
  - Standardisation of resources and assessments
  - Consideration of the balance and feasibility of the assessment load for future training programme
  - Ongoing work to automate and improve operational and administrative aspects of training programme

## RECOMMENDATION 46

### SUPPORTING EVIDENCE

*“To make such a role effective they need some paperwork with some guidance.”*

*Submission (S\_047)*

*“...we can have a more direct communication with the College and hence express our concerns and difficulties regarding the training programme and trainees.”*

*Submission (S\_035)*

*“The College [...] should have a more formal approach to guide supervisors on how to improve the supervision of training”*

*Submission (S\_091)*

## RECOMMENDATION 47

*That the College should continue to develop and implement initiatives to increase and standardise the College's training, support and resources for ANZCA Teachers*

## RECOMMENDATION 47

### STRATEGY

- Revision and increased delivery of teacher training:
  - Over 150 ANZCA Teachers trained in 2009
  - Now delivered in all ANZCA regions/nations
- Developed a new teacher training programme:
  - ANZCA Teacher Course (launched 2010)
    - Two levels:
      - Foundation Level
      - Advanced Level
    - Customised and standardised course:
      - Including resources, activities, evaluation system
    - Multiple delivery modes planned:
      - Face-to-face (ANZCA regions/nations and ASM)
      - Online
      - Mixed-mode
- ANZCA ASM educational stream from 2011
- Increasing online resources for teachers

## ANZCA TEACHER COURSE

### PRINCIPLES



- Multiple delivery modes (i.e. face-to-face and online)
- Accessible to *all* ANZCA Fellows
- Aligned with the ANZCA Training Programme
- College responsibility
- Core training with advanced options for those in formal ANZCA supervision and assessment roles
- Reflect adult learning principles
- Recognise other teacher training activities (i.e. RPL)
- Allow for progression to higher education qualifications
- Continuous evaluation for quality improvement

## ANZCA TEACHER COURSE

### OUTLINE



- **Foundation Level:**
  - Fundamentals of teaching in clinical environment
  - Two-day course, with half-day assessment process
  - 2010 face-to-face pilot in three locations
    - 196 applicants for 36 places available
- **Advanced Level:**
  - Focussed training on various topics and/or areas of development in the ANZCA Training Programme
  - One-day course for each topic
  - 2010 face-to-face delivery, one course per region/nation
    - Priority Topics: 'Effective Supervision' and 'Delivering Feedback'
    - 11 courses, with 20-25 places available per course

## RECOMMENDATION 47

### SUPPORTING EVIDENCE - SUBMISSIONS

***“Many trainees expressed concern that they are being trained by people with clinical skills, but without teaching or education skills or experience.”***

*Submission (S\_008)*

***“These teachers need more support.”***

*Submission (S\_015)*

***“Need to ensure multiple modes of delivery as there are many teachers and needs will vary.”***

*Survey Response*

***“Support for those wishing to pursue a career path in anaesthetic education, directing them towards present university-based courses in medical education.”***

*Submission (S\_021)*

## RECOMMENDATION 47

### SUPPORTING EVIDENCE - SURVEY

<b>The current training and support for ANZCA teachers is:</b>	<b>% Disagree</b>	<b>% Agree</b>
Delivered in an appropriate format	49.1	50.9
Of adequate quality	48.8	51.2
Provided in sufficient amounts	57.6	42.4
<b>Future developments in support and training</b>	<b>% Disagree</b>	<b>% Agree</b>
An introduction to core teaching and supervisory skills should be mandatory for all anaesthetists involved in teaching	15.0	85.0
An advanced teaching and supervisory-skills course should be available to those who wish to undertake such training	2.9	97.1

## RECOMMENDATION 48

*That the College should ensure that the training, support and resources for ANZCA Teachers are continually evaluated to ensure alignment with the ANZCA Training Programme*

## RECOMMENDATION 48

### STRATEGY

- Clinical Teacher Development Working Group (CTDWG)
  - Oversight of the review of ANZCA teacher training and support initiatives
  - Development of principles for the future ANZCA teacher training and support
  - Priority setting of content for the ANZCA Teacher Course, for alignment with future training programme
- Planning for a course reference group for oversight of the continuous evaluation and quality improvement for the ANZCA Teacher Course
  - Each course delivered is systematically evaluated

## RECOMMENDATION 48

### SUPPORTING EVIDENCE

- Submissions and survey responses emphasised the need for increased provision across the board. Minimal focus on evaluation:  
*“ANZCA [...] need[s] a better system of circular feedback and evaluation of education events.”*  
*Submission (S\_092)*
- Based on educational best-practice:
  - Comprehensive stakeholder engagement is required in all aspects of course development, review and revision
  - Provides an evidence-base for change
  - Enables rational allocation of limited resources
  - Allows for continuous quality improvement
  - Allows for ongoing alignment with training programme

## OVERVIEW

### ANZCA TEACHER TRAINING AND SUPPORT





**ANZCA**  
AUSTRALIAN AND NEW ZEALAND  
COLLEGE OF ANAESTHETISTS

**ANZCA**  
Curriculum Renewal

## PANEL DISCUSSION

### FURTHER INFORMATION

#### ANZCA WEBSITE

For full details of the ANZCA Curriculum Review Project visit:

W: [www.anzca.edu.au/edu/projects/curriculum-review/](http://www.anzca.edu.au/edu/projects/curriculum-review/)

#### ANZCA EDUCATION DEVELOPMENT UNIT

E: [education@anzca.edu.au](mailto:education@anzca.edu.au)

T: +61 3 8517 5361

