

ANZCA Curriculum Redesign Project



ANZCA's Dean of Education and chair of the Curriculum Redesign Steering Group, Professor Barry Baker, updates the Curriculum Redesign Project.

What happened as a result of the ANZCA Curriculum Review Project?

ANZCA is undertaking a comprehensive redesign of its curriculum to form a better foundation for our new Fellows for life as specialist anaesthetists in the 21st century.

The process began in August 2008 with the Curriculum Review Project.¹ The recommendations of this project were approved by Council in April 2010 and are reported on the ANZCA website.² The review resulted in the development of the ANZCA curriculum framework³ and recommendations for curriculum change.⁴

The Curriculum Redesign Steering Group (CRSG) was formed in July/August 2010 to use the framework and recommendations generated by the curriculum review to design the new curriculum.

Ten curriculum authoring groups (CAGs) each consisting of three Fellows and chaired by one of the CRSG members, were also formed to generate the curriculum content, with an initial implementation date set by Council as the 2012 hospital employment year.

The CRSG is overseeing all aspects of the redesign process and has met frequently to coordinate the authoring

process and to develop the overall structure for the revised program. The CAGs have been collaborating via an online tool to progress development of the new program, revising content in specific topic areas. A number of Fellows remain involved in this activity in 2011.

A Curriculum Project Advisory Group (CPAG) was established in mid-2010 to provide operational and administrative support for the revised training program. This group consists of the Dean of Education, Professor Barry Baker, staff directors of operational units, and the Director of Professional Affairs (Assessor), Dr Stuart Henderson. The CPAG is responsible for ensuring that the necessary infrastructure is in place within the College to ensure that the curriculum can function efficiently.

More than 40 ANZCA Fellows and trainees have been engaged in the redesign of the ANZCA training program, as detailed in the "President's message" in this issue of the *Bulletin*.⁵ They have been supported by the Education Development Unit and other senior managers at the College.

What is the latest news?

During its deliberations, the CRSG explored the implications of the recommendations for curriculum change in detail. A variety of options for the curriculum structure were considered and ultimately, the CRSG concluded that significant structural reform was required to address the issues raised in the review process.

It was determined that smaller-scale options (such as refining content within the existing modular structure) would not address these concerns. These recommendations for change were approved by Council in February 2011.

Specifically, the CRSG recommendations accepted by Council were:

- A revised curriculum structure (see diagram on page 24).
- A revised methodology to record volume of clinical practice including development of a logbook and an online learning portfolio.
- The delay in implementation of the revised curriculum until the 2013 hospital employment year.
- Expansion of workplace-based assessment throughout training, linked to the current in-training assessment (ITA) process.
- Changes to the primary examination which will only be able to be taken during training and after completion of an initial workplace-based assessment.
- Mandatory completion of an Effective Management of Anaesthetic Crises (EMAC) or equivalent course.

What are the key features of the revised curriculum structure?

Some of the key features of the revised curriculum structure are listed right and can also be found in the "President's message" on page 4.



- The establishment of ANZCA roles (medical expert, communicator, collaborator, manager, health advocate, scholar and professional). These are explained in detail on the ANZCA website³.
 - The establishment of ANZCA clinical fundamentals (general anaesthesia and sedation, airway management, regional and local anaesthesia, perioperative medicine, pain medicine, safety and quality in anaesthetic practice, and resuscitation, trauma and crisis management). These seven clinical fundamentals, each of which is underpinned by basic anaesthetic sciences, firmly orientate the new curriculum to the major clinical elements that highlight the education of an anaesthetist. They are a major move away from the traditional focus of anaesthesia training being linked to surgical specialties.
 - Length of training remains at five years.
 - o *Basic training*
Introductory anaesthetic practice approximately six months into training.
Basic anaesthetic practice approximately 24 months into training.
 - o *Advanced training*
Advanced anaesthetic practice approximately 48 months into training.
 - o *Provisional fellowship or consolidated training year* (terminology yet to be finalised).
 - Elements of training:
 - o *Core study units*
These units will contain the majority of the curriculum content, volume of practice requirements and assessments. They cover the fundamental aspects of anaesthetic practice that are broadly applicable to the care of our patients.
 - o *Specialised study units*
These units are to allow trainees to learn aspects of practice specific to a particular subspecialty area. Their size will vary with the amount of specific content but they will be much smaller than the core study units. They will not be time-based, but will have defined volume of practice and assessment requirements.
Trainees will be able to accumulate requirements in multiple specialised study units concurrently. These units cover care of patients requiring the following procedures: head and neck; ear, nose and throat (ENT) and dental; ophthalmic; neurosurgery and neuroradiology; general surgical; urological; gynaecological and endoscopic; thoracic surgery; cardiac surgery and interventional cardiology; obstetric anaesthesia and analgesia; vascular surgery and interventional radiology; orthopaedic surgery; intensive care; paediatric anaesthesia; plastic, reconstructive and burns surgery.
 - o *Consolidated study units*
These units aim to allow trainees to extend their practice and begin defining their career direction. They will include optional units to give trainees considerable choice to allow them to sub-specialise or develop particular non-clinical interests.
 - o *Clinical placements*
These placements are where a trainee undertakes supervised clinical practice in operating theatres, day surgery clinics, endoscopy units, imaging units etc to meet the requirements of the core and specialised study units.
- What does this mean for trainees, supervisors of training and heads of departments?**
Work has commenced to ensure that the transition arrangements will be as smooth as possible so that current trainees will not be disadvantaged or have their training program significantly disrupted.
Supervisors will be notified of the impact of the new curriculum on their role as this process progresses and, most importantly, the College will develop resources to assist them in their important role.
(continued next page)

Above from left: Dr Richard Horton and Dr Vincent Sperando at a workshop; the Curriculum Redesign Project Workshop in November; Dr Brian Lewer and Dr Richard Sullivan at a workshop; Curriculum Redesign Steering Group (CRSG) in February.

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continued

Communication concerning the transition arrangements will occur as soon as they are developed (which will hopefully occur following the June 2011 Council Meeting) to allow trainees, supervisors of training and heads of department to plan ahead for the new curriculum.

What are the next steps?

The CRSG will continue to coordinate all aspects of the curriculum redesign process. Further input from relevant College committees and support departments, Fellows and trainees will be sought to enable integration of the new curriculum with current educational and training activities and to assist in the smooth transition from old to new curricula.

The CPAG will develop operational and administrative systems to ensure effective and efficient implementation of the revised ANZCA training program, and phasing out of the current program.

This work will inform development of a detailed timeline for presentation to June 2011 Council by CRSG.

How can I contribute?

None of this work would be possible without the contributions of innumerable Fellows and trainees who have demonstrated their commitment to maintaining and improving the quality of anaesthetic education and training across ANZCA's training regions.

In the next stage, it is critical that we continue to receive input from Fellows and trainees who understand the diverse clinical contexts in which our future curriculum will be delivered. Please actively engage in upcoming opportunities to provide comment and feedback. For further updates visit the College website (www.anzca.edu.au/edu/projects/curriculum-redesign) or contact the Education Development Unit (email: education@anzca.edu.au; telephone: +61 3 8517 5361).

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ANZCA Dean of Education,
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References

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2. Australian and New Zealand College of Anaesthetists. ANZCA training program curriculum review [Internet]. 2010. From: www.anzca.edu.au/edu/projects/curriculum-review. Accessed 4 March 2011.
3. Australian and New Zealand College of Anaesthetists. ANZCA curriculum framework [Internet]. 2010. From: www.anzca.edu.au/edu/projects/curriculum-review/ANZCA_CurriculumFramework_V1-o_Apr2010.pdf. Accessed 4 March 2011.
4. Australian and New Zealand College of Anaesthetists. Recommendations for curriculum change: ANZCA training programme [Internet]. 2010. From: www.anzca.edu.au/edu/projects/curriculum-review/ANZCA_CurriculumReviewProject_Recommendations.pdf. Accessed 4 March 2011.
5. Australian and New Zealand College of Anaesthetists. President's message. ANZCA Bulletin 2011;[March]:page 4. From: www.anzca.edu.au.

Curriculum structure: Overview

