

Executive Summary: Australian and New Zealand College of Anaesthetists

The Australian Medical Council (AMC) document, *Procedures for Assessment and Accreditation of Specialist Medical Education Programs and Professional Development Programs by the Australian Medical Council 2011*, describes AMC requirements for accrediting specialist programs and their education providers.

The Australian and New Zealand College of Anaesthetists joined the AMC accreditation process for specialist medical colleges when it began in 2002. It was the first College to undertake a full accreditation assessment with an AMC team. At the time, the College included the Joint Faculty of Intensive Care Medicine and the Faculty of Pain Medicine. The 2002 assessment resulted in accreditation for six years, the maximum period, with a requirement for annual progress reports to the AMC. The period of accreditation was extended to December 2012, on the basis of a comprehensive report submitted in 2007.

In 2009, the Joint Faculty of Intensive Care Medicine indicated it would become a separate College, independent of the Australian and New Zealand College of Anaesthetists. In January 2010, the College of Intensive Care Medicine of Australia and New Zealand became the body responsible for training and certification of intensive care medicine specialists.

In 2012, an AMC team completed the reaccreditation assessment of the Australian and New Zealand College of Anaesthetists' training programs in anaesthesia and the Faculty of Pain Medicine's training programs in pain medicine. The Team reported to the 6 December 2012 meeting of Specialist Education Accreditation Committee. The Committee considered the draft report and made recommendations on accreditation to AMC Directors within the options described in the AMC accreditation procedures.

This report presents the Committee's recommendations, as presented to the December 2012 meeting of AMC Directors, and the detailed findings against the accreditation standards.

Decision on accreditation

Under the *Health Practitioner Regulation National Law Act 2009*, the AMC may grant accreditation if it is reasonably satisfied that a program of study and the education provider meet an approved accreditation standard. It may also grant accreditation if it is reasonably satisfied that the provider and the program of study substantially meet an approved accreditation standard, and the imposition of conditions will ensure the program meets the standard within a reasonable time. Having made a decision, the AMC reports its accreditation decision to the Medical Board of Australia to enable the Board to make a decision on the approval of the program of study for registration purposes.

The AMC's finding is that, overall, the education and training program in anaesthesia and the continuing professional development program of the Australian and New Zealand College of Anaesthetists, and the education and training program in pain medicine and the continuing professional development program of the Faculty of Pain Medicine meet the accreditation standards. The College is introducing the revised anaesthesia training program in 2013. The AMC Team visited the College at a time of transition. The Team reviewed the College's plans for the implementation of the revised curriculum including how well the plans are understood by trainees and supervisors, the transition arrangements, supervisor preparation

for their new roles, the capacity to deliver the revised curriculum in the training environment, the resources available to support the implementation of the curriculum.

The Team commends the plans for the implementation of the revised curriculum. These are well-developed and build on the College's existing strengths as an education provider. This accreditation report includes conditions concerning reporting on the implementation of the curriculum. A revision of the pain medicine curriculum is underway and the revised curriculum is expected to be implemented in 2015. The Faculty will draw on the College's processes to inform the curriculum review.

The December 2012 meeting of the AMC Directors resolved:

- (i) That the Australian and New Zealand College of Anaesthetists' training programs in anaesthesia and the Faculty of Pain Medicine's training programs in pain medicine including the continuing professional development programs be granted accreditation to 31 December 2018, subject to satisfactory progress reports to the AMC.
- (ii) That this accreditation is subject to the conditions set out below:
 - (a) By the 2013 progress report, evidence:

That the College has addressed the following conditions from the accreditation report:

- 3 Develop and implement a system to monitor the implementation of the revised anaesthesia curriculum, paying particular attention to the increased workplace-based assessment load. (Standard 3.2)
- 5 Obtain regular feedback from trainees and supervisors of training during the implementation of the revised curriculum. (Standard 3.2)
- 15 Develop an evaluation plan and use it to monitor the implementation of the revised anaesthesia curriculum. (Standard 6.1)
- 21 Develop recommended weightings for the various components of the selection process and publish this information in a publicly accessible place to assist employing authorities. (Standard 7.1.3)
- 25 Develop formal processes to ensure direct liaison with supervisors of training, particularly during the introduction of the revised anaesthesia curriculum, to assess progress with supervision and assessment, in particular focusing on the implementation of the new in-training assessments (ITAs), workplace-based assessments (WBAs), and the associated workload. (Standard 8.1.1)

That the Faculty of Pain Medicine has addressed the following conditions from the accreditation report:

- 8 Finalise and formally adopt the Faculty's cultural competency document. (Standard 3.1)
- 24 Establish a formal structure to include pain medicine trainees or newly qualified fellows in the governance structure and educational committees of the Faculty. (Standard 7.2)
- 31 Develop mechanisms to assess and recognise continuing professional development activities of all FPM fellows, including those not undertaking the ANZCA/FPM CPD program. (Standard 9.1.4)

(b) By the 2014 progress report, evidence:

That the College has addressed the following conditions from the accreditation report:

- 1 Develop formal structures to effectively promote the College's education, training and professional development activities with jurisdictions. (Standard 1.4)
- 4 Monitor the volume of practice requirements, and ensure the learning curve is only undertaken where the public stands to have ongoing benefit. It is important that the College ensure that trainees only engage in learning, with its attendant risks to the public, if there is a reasonable expectation that ongoing use of these skills will benefit the public. (Standard 3.2)
- 6 Set up processes to monitor the recognition of prior learning policy to ensure the policy is applied in a clear, consistent and timely manner. (Standard 3.4)
- 7 Set up processes to monitor the recognition of prior learning policy for independent trainees, to ensure that their training times are not unnecessarily prolonged. (Standard 3.4)
- 11 Provide a means for independent trainees to satisfy the specialist practice requirements of the anaesthesia training program. (Standard 4.1.1)
- 14 Calibrate the anaesthesia primary examination to ensure the examination is of known difficulty and raise the pass mark to ensure the examination has greater face validity. (Standard 5.3)
- 22 Establish an on-going system to monitor the consistent application of the College's published selection criteria across all training sites. (Standard 7.1.5)
- 26 Implement methods for more frequent systematic, confidential trainee feedback on the quality of supervision, training, and clinical experience, including the performance of anaesthesia supervisors. (Standard 8.1.3)
- 27 Enhance methods for more frequent and systematic feedback on the performance of examiners in anaesthesia. (Standard 8.1.5)
- 30 Address the range of issues experienced by independent trainees, particularly in relation to them accessing the required range of specialty experience and by working closely with the jurisdictions. (Standard 8.2)

That the Faculty of Pain Medicine has addressed the following conditions from the accreditation report:

- 2 Develop formal structures to effectively promote the Faculty's education, training, and professional development activities with jurisdictions. (Standard 1.4)
- 12 Develop mechanisms for closer supervision of pain medicine trainees who enter training without a prior specialist qualification. (Standard 4.1.1)
- 13 Develop a more explicit syllabus and learning resources for pain medicine trainees. (Standard 4.1.2)
- 23 Establish an on-going system to monitor the consistent application of the Faculty's published selection criteria across all training sites. (Standard 7.1.3)

- 28 Implement methods for frequent and systematic, confidential trainee feedback on the quality of supervision, training, and clinical experience, including the performance of pain medicine supervisors. (Standard 8.1.3)
- 29 Enhance methods for more frequent and systematic feedback on the performance of examiners in pain medicine. (Standard 8.1.5)
- 32 Develop policies to ensure that fellows remain up to date in the area of pain medicine. (Standard 9.1)

(c) By the 2015 progress report, evidence:

That the College has addressed the following conditions from the accreditation report:

- 16 Develop and implement a process to collect qualitative information from newly graduated ANZCA fellows and demographic data from practicing fellows. (Standard 6.2.1)
- 17 Implement processes to engage health care administrators in the evaluation of the anaesthesia training program and in workforce planning. (Standard 6.2.2)

That the Faculty of Pain Medicine has addressed the following conditions from the accreditation report:

- 9 Complete the review of the pain medicine curriculum, including the development of a curriculum framework. (Standard 3.1)
- 10 Incorporate research requirements into the revised pain medicine curriculum. (Standard 3.3)
- 18 Develop a monitoring process that will be implemented as part of the pain medicine curriculum review. (Standard 6.1)
- 19 Develop and implement a process to collect qualitative information from newly qualified FPM fellows. (Standard 6.2.1)
- 20 Engage with health care administrators, other health care professionals, and consumers in the evaluation of the pain medicine training program. (Standard 6.2.2)

This accreditation decision relates to the College's programs of study and continuing professional development program in the recognised medical specialty of anaesthesia and the Faculty of Pain Medicine's programs of study and continuing professional development program in the recognised medical specialty of pain medicine.

In 2018, before this period of accreditation ends, the AMC will seek a comprehensive report from the College. The report should address the accreditation standards and outline the College's development plans for the next four to five years. The AMC will consider this report and, if it decides the College is continuing to satisfy the accreditation standards, the AMC Directors may extend the accreditation by a maximum of four years (to December 2022), taking accreditation to the full period which the AMC may grant between assessments, which is ten years.

At the end of this extension, the College and its programs will undergo a reaccreditation assessment by an AMC team.

Overview of findings

The findings against the nine accreditation standards are summarised below. Only those sub-standards which are not met or substantially met are listed under each overall finding.

Conditions imposed by the AMC so the College meets accreditation standards are listed in the accreditation decision (pages 2 to 4). The Team's commendations in areas of strength and recommendations for improvement are given below for each set of accreditation standards.

1. The Context of Education and Training (governance, program management, educational expertise and exchange, interaction with the health sector and continuous renewal)	Overall, this set of standards is MET
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Commendations

- A The College's commitment to strategic planning and governance reviews, which has resulted in outcomes such as the establishment of the College's Education Development Unit and the creation of the position of Dean of Education.
- B The College's extensive contribution to national and international educational exchange.
- C The College's significant efforts to engage all levels of the College structure in the current curriculum review and redesign.

Faculty of Pain Medicine commendations

- D The appointment of the Faculty's education and training advisor to drive the curriculum revision for implementation in 2015.

Recommendations for improvement

Refer to condition 1.

2. The Outcomes of the Training Program (purpose of the training organisation and graduate outcomes)	Overall, this set of standards is MET
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Commendations

- E The College's comprehensive consultation and communication plan used to introduce the revised curriculum including the comprehensive website and "frequently asked questions" section.

Faculty of Pain Medicine commendations

- F The Faculty's expansion of the seven CanMEDS (Canadian Medical Education Directives for Specialists) framework roles in the course of its curriculum review to include the additional roles of Clinic Team Leader, Teacher-Coach-Mentor, and Change Agent.

Recommendations for improvement

- AA Report on progress with the College's planned survey to measure community perceptions about anaesthesia. (Standard 2.2.1)
- BB Implement a formal strategy for assessing whether the anaesthesia training program prepares the newly graduated fellow for practice. (Standard 2.2.2)

Faculty of Pain Medicine recommendations for improvement

- CC Report on progress with the Faculty's planned survey to measure community perceptions about pain medicine. (Standard 2.2.1)
- DD Implement a formal strategy for assessing whether the pain medicine training program prepares the newly graduated fellow for practice. (Standard 2.2.2)

3. The Education and Training Program – Curriculum Content (framework; structure, composition and duration; research in the training program and continuum of learning)	Overall, this set of standards is SUBSTANTIALLY MET
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Commendations

- G The College's transition structure for communicating with each trainee regarding their own status and achievements in relation to the revised curriculum.
- H The comprehensive anaesthesia curriculum review and re-design including an innovative approach to the development of research skills.
- I The College's support and approach to flexible and interrupted training.
- J The development of the comprehensive ANZCA Handbook for Training and Accreditation.

Faculty of Pain Medicine commendations

- K The Faculty's commencement of a major curriculum revision project and the clear and thoughtful approach to the recognition of prior learning.

Recommendations for improvement

- EE Set up processes to monitor the application of the College's appeals process as documented in the ANZCA Handbook for Training and Accreditation. (Standard 3.4)
- FF Monitor the issue of bottle-necks in the anaesthesia training program identified by the Education and Training Committee and address the problems resulting from them. (Standard 3.2)

4. The Training Program – Teaching and Learning	Overall, this set of standards is MET
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Commendations

- L The overall quality of the anaesthesia training program featuring the extensive involvement of fellows in teaching.

- M The high quality of the College’s educational courses and the impressive range of e-learning programs including podcasts and interactive webinars to provide education and monitor the progress of trainees.
- N The College’s explicit process for graded acquisition of independence in anaesthesia practice.

Faculty of Pain Medicine commendations

- O The pain medicine training program encourages rapid development to independence of practice.

Recommendations for improvement

- GG Ensure all independent trainees have exposure to and experience in large hospital practice and training schemes. (Standard 4.1.1)

5. The Curriculum – Assessment of Learning (assessment approach, feedback and performance, assessment quality, assessment of specialists trained overseas)	Overall, this set of standards is MET
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Commendations

- P The assessment methods for the revised anaesthesia curriculum are well constructed and the tools well supported by supervisor and assessor teaching.
- Q The College's IT support for many aspects of the revised curriculum, in particular the electronic flagging system to monitor trainee compliance with volume of practice, and its plans to review these targets in light of these data.
- R The structure and detailed nature of the College’s feedback to candidates after the examination.
- S The Introductory Assessment of Anaesthetic Competence which will improve alignment between educational objectives and clinical assessment.
- T The College's rigorous and transparent process for assessment of overseas-trained specialists.

Recommendations for improvement

- HH Improve the provision of timely focused feedback for candidates who fail the anaesthesia primary examination. (Standard 5.2)

6. The Curriculum – Monitoring and Evaluation (Monitoring, outcome evaluation)	Overall, this set of standards is SUBSTANTIALLY MET
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Commendations

- U The College’s recent comprehensive review of its curriculum has led to a high level of awareness by stakeholders of the training program.

Recommendations for improvement

- II Develop methods for providing trainee feedback to supervisors of training. (Standard 6.1.3)

Faculty of Pain Medicine recommendations for improvement

- JJ Report on the outcome of the exit questionnaire process to inform improvements in the training program and individual training sites. (Standard 6.1)

7. Implementing the Curriculum - Trainees (admission policy and selection, trainee participation in governance of their training, communication with trainees, resolution of training problems, disputes and appeals)	Overall, this set of standards is MET
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Commendations

- V The extensive involvement of trainees in the development of the revised curriculum and the active encouragement of trainees in all aspects of College governance.
- W The introduction of the Training Portfolio System (TPS) as a valuable tool to enable trainees to easily track their progress through the training program.

Recommendations for improvement

- KK Continue to work with training sites and jurisdictions to ensure that the College's role in appointing trainees is clear and selection processes follow the documented guidelines. (Standard 7.1.5)

Faculty of Pain Medicine recommendations for improvement

- LL The Faculty is encouraged to strengthen the processes of communication with trainees, particularly in regard to curriculum review. (Standard 7.3)

8. Implementing the Training Program – Delivery of Educational Resources (Supervisors, assessors, trainers and mentors; and clinical and other educational resources)	Overall, this set of standards is MET
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Commendations

- X The College's engagement with supervisors of training in developing and introducing the revised curriculum and the assessment requirements.
- Y The College's staged approach to introducing the workplace-based assessments (WBAs) as part of the revised curriculum.

Recommendations for improvement

- MM Consider options for obtaining anonymous trainee feedback on supervisor performance, in particular, ensuring anonymity for trainees in smaller hospitals. (Standard 8.1.3)

- NN Monitor the implementation of the in-training assessment process (ITA) particularly in smaller health services with proportionately more basic trainees in introductory training, in order to ensure 100 per cent compliance with the revised curriculum. (Standard 8.1.3)
- OO Consider including jurisdictional representatives on College accreditation site visits. (Standard 8.2)
- PP Closely monitor the volume of practice that anaesthesia trainees are receiving to ensure that they are able to meet the minimum requirements in the context of an employment environment with reducing weekly hours. (Standard 8.2)
- QQ The College and the Faculty consider streamlining their accreditation processes to assist organisations required to participate in two separate inspections. (Standard 8.2)

Faculty of Pain Medicine recommendations for improvement

- RR Consider including jurisdictional representatives on Faculty accreditation site visits. (Standard 8.2)

9. Continuing Professional Development (programs, retraining and remediation)	Overall, this set of standards is MET
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Commendations

- Z The College's well regarded Continuing Professional Development (CPD) program with high compliance rate.

Recommendations for improvement

- SS Develop continuing professional development programs that support individuals to address areas of weakness and maintain critical skills. (9.1.1)

Faculty Pain Medicine recommendations for improvement

- TT Monitor compliance with the Faculty's continuing professional development requirements for all fellows. (Standard 9.4)