



CMSA

PORTFOLIO OF LEARNING

Fellowship in Anaesthesia (FCA)

of

The College of Anaesthetists of South Africa

Registrar Name:

ACKNOWLEDGEMENTS

This document represents a composite from many sources.

We would like to acknowledge the Australian and New Zealand College of Anaesthetists (ANZCA) for their kind permission to use aspects of their Learning Portfolio from June 2006.

We also acknowledge Dr WGJ Kloeck for the original document on which the CMSA Portfolio of Learning is based.

We further acknowledge the Royal College of Anaesthetists for use of their electronic logbook.

NOTE

From January 2011 only electronic versions of this document will be accepted.

COMPILED BY

Dr Dean Gopalan
Prof. Arthur Rantloane
Prof. Christina Lundgren

For, and on behalf of, The College of Anaesthetists

PORTFOLIO OF LEARNING

CONTENTS

- SECTION 1** [Purpose of the PORTFOLIO OF LEARNING](#)

- SECTION 2** [Trainee Details](#)

- SECTION 3** [Record of Modules \(including Logbook\)](#)
 - [MODULE 1: Introduction to Anaesthesia and Pain](#)
 - [MODULE 2: Professional Attributes](#)
 - [MODULE 3: Anaesthesia for Trauma and Orthopaedic Surgery](#)
 - [MODULE 4: Obstetric and Gynaecological Anaesthesia](#)
 - [MODULE 5: Anaesthesia for Cardiothoracic Surgery](#)
 - [MODULE 6: Anaesthesia for Vascular Surgery](#)
 - [MODULE 7: Neuroanaesthesia](#)
 - [MODULE 8: Anaesthesia for General, Urologic and Plastic Surgery](#)
 - [MODULE 9: Anaesthesia for ENT, Eye, Dental, Maxillofacial and Head and Neck Surgery](#)
 - [MODULE 10: Paediatric Anaesthesia](#)
 - [MODULE 11: Pain Management, Regional Anaesthesia and Sedation](#)
 - [MODULE 12: Critical Care](#)
 - [MODULE 13: Professional Practice](#)

- SECTION 4** [Relevant Electronic Links](#)

- SECTION 5** [Attendance at Meetings](#)

- SECTION 6** [Presentations](#)

- SECTION 7** [Research and Publications](#)

- SECTION 8** [Other Activities](#)
 - [Teaching Activities](#)
 - [Professional Activities](#)
 - [Community / Outreach Activities](#)
 - [Critical Incident Record](#)

- SECTION 9** [Assessments](#)

- SECTION 10** [Declarations of completion of training periods](#)

SECTION 1 ... PURPOSE OF THE PORTFOLIO OF LEARNING

The objective of the College of Anaesthetists Registrar training program is to produce specialist anaesthesiologists with the following attributes to provide safe and quality care to their patients:

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

To achieve these various objectives a detailed and intensive training programme is necessary for registrars. Such a programme has to focus on the development of each of these attributes to produce the appropriate specialist. Maintenance of a detailed Portfolio of Learning assists the Trainee and Supervisors in meeting these objectives.

INTRODUCTION

What is a Portfolio of Learning?

A personal Portfolio of Learning is a detailed inventory maintained by the Trainee. It is used for recording and reflecting on processes and key events during the whole registrar training period. As well as acting as a summary of training, the Learning Portfolio assists in planning learning and will help you to gain the most from your training.

The Learning Portfolio can:

- Help you to track your progress by recording Modules completed, clinical experience gained, special cases undertaken, skills learned, and assessments completed.
- Assist you to establish learning plans (and revise them when necessary), time management schedules, and to develop patterns of reflective learning.
- Serve to remind you of the objectives of training and the attributes of a specialist anaesthetist which are to be achieved.
- Promote self-directed learning.

The purpose of a Learning Portfolio is to help you and your Supervisors plan and implement training and develop critical and reflective learning and practice. It is based on the “**CRITICAL**” concept (*Certified Record of In-service Training Including Continuous Assessment and Learning*).

Using the Learning Portfolio

Effective self-directed learning depends on self-planning and self-reflection. The Portfolio of Learning is designed to support both of these aspects of learning in the following ways.

- It assists you in planning and recording learning.
- It helps you to value your learning experience through review, reflection and assessment of your training and experiences.
- It provides a starting point for discussion of your training with Supervisors.
- It can be used as a quality assurance tool to help you to continually improve your learning and performance.

The Learning Portfolio has numerous sections where you can record information about your training. Each of these needs to be completed.

Additional copies of all forms included in the Portfolio of Learning can be downloaded and printed from the College website (www.collegemedsa.ac.za). These should be inserted into your Portfolio.

Reviewing the Portfolio of Learning

Reviewing the Portfolio of Learning is an important educational and development process. You should continually review the contents of your Portfolio of Learning and, at intervals, also review the Portfolio with your Supervisor of Training, Module Supervisor, and any support person.

Reviewing your Portfolio of Learning will:

- Provide you with feedback so that you can learn from mistakes and build on achievements
- Motivate you and enhance your sense of achievement
- Enable you to remedy deficiencies in acquiring knowledge, clinical skills and attitudes
- Consolidate your learning capability
- Help you apply abstract principles to practical contexts
- Allow you to track your progress of learning
- Help you to assess your achievement
- Provide Supervisors with feedback on the effectiveness of their teaching and deficiencies in your clinical experiences
- Provide some audit of your learning activity

Who reviews your Portfolio of Learning?

1. The Trainee

The Portfolio is primarily aimed at improving the Learning process for the trainee. Consequently the primary reviewer of the portfolio remains the Trainee.

2. Supervisors and/or Designated Persons

It is expected that candidates formally meet with their supervisor or designated persons several times each year. At this meeting, supervisors will review the candidate's progress and should use entries in the portfolio as a basis for discussion. This allows a structuring of the supervision process. By referring to and discussing specific areas of learning and experiences, the supervisor is able to provide informed feedback and constructive advice with regard to problems and deficiencies. In this way the portfolio allows a structuring of the supervision process. Ideally, the portfolio should be made available to the supervisor before the meeting.

3. Academic Anaesthetic Departments

The portfolio provides a record of the registrars training for departmental purposes. This allows academic departments to improve the content and delivery of their training programmes. Further, it provides evidence that various departmental objectives, regulations and targets are met.

4. Faculty / University

The relevant faculty / university may use the portfolio in a similar way to academic departments.

5. Colleges of Anaesthetists of CMSA.

The CMSA requires evidence that learning has taken place as part of a structured programme. The portfolio is an important piece of evidence for this.

Learning Plans

Everyone has a different learning style and, depending on circumstances, rate of learning. A personal Learning Plan helps you to complete a learning assignment in a way that is most effective for you. A Learning Plan organizes learning and can help to integrate theory and practice. It can enhance your motivation to learn and your development as a professional.

A Learning Plan identifies:

- why you need to learn (Trainee aims)
- what to learn (Learning objectives)
- how to learn it (learning processes)
- the time frame needed (time management)
- how well you have learned (assessment, evaluation, self-appraisal etc)
- how to link with past and future learning (reflection)

In preparing a Learning Plan:

- Use your current practice and learning style as the basis of the plan.
- Know the attributes required and the aims and objectives of the particular Module.
- Plan to use the most suitable learning processes for each topic or matter in the Learning Objectives — these include making notes from textbooks and journals, tutorials, web or CD based information, discussions with colleagues, learning in small study groups with other trainees, and self-tests. Learning in small study groups with other trainees is an effective learning process.

Prepare a plan of learning processes for each Module in your Learning Portfolio. Keep referring to your plans and revise them whenever necessary (e.g. if unforeseen circumstances arise). Record and file your notes in an orderly manner so that you can easily revise. Make a time management plan (see below) and try to stick to your time schedule. Evaluate learning by self tests and through the small study group. Reflection is part of the Learning Plan.

Time management

Every task requires a minimum time period to achieve, and learning a topic or skill is no different. Know your ability to achieve a particular learning task and plan for the time to spend on it. For example, estimate a time in months that you will need to learn a section (e.g. Physiology). Break down the time into weeks or days required to complete learning specific topics in the section. Revise your plans (i.e. reallocate time) whenever necessary. Also consider the time needed for family and friends, recreation, and your health.

Reflection

Much of the Portfolio of Learning revolves round reflective learning, which is an effective method of getting the most out of clinical experiences, reading, researching and small group learning. Reflection enables the learner to revisit the experience or learning process after the event, in order to extract principles and “bank” them for better future use. Reflective learning uses principles similar to quality assurance, i.e. using feedback to improve learning and performance (“closing the loop”). Key steps are outlined below.

- **Record** your initial experience (e.g. aspects of knowledge, skills, learning process, behaviour, ideas, communication, interactions and feelings). Use your own words and write as much or as little as appropriate.
- **Reflect** on the experience (i.e. return to the experience to analyze it retrospectively). Express your reflections.
- **Re-evaluate** — identify new perspectives, change in practice or behaviour, readiness for application, and commitment to action.
 - What was the situation (e.g. your abilities, available support etc)?

- How could this be improved?
- What have you learned from this?
- How would you do this differently the next time?

Portfolio Completion Criteria

- The Portfolio should always be used in conjunction with the **Regulations** and **Syllabus** for admission to the Fellowship of the College of Anaesthetists of South Africa (SA), as may be amended from time to time.
- Entries must at all times be **legible** and, where indicated, supported by the required **signatories** (Supervising Consultants and Heads of Departments and their contact details). Add pages to each Section as necessary. Ensure that your name appears on every page. It is **strongly advised** that you keep an electronic backup copy of all entries, as well as a printed copy.
- Each Rotation will need to be verified by the relevant Head of Department, including the completed **“Record of Procedures Done”** and **“Clinical Practice Rating and Evaluation”** for each Rotation.
- The portfolio and supporting certificates and documents must reach the Academic Registrar of the CMSA (together with the relevant assessment fee, if applicable) **at least 3 (three) months** prior to the commencement of the Fellowship (SA) Final Examination. Failure to submit the portfolio before this time will result in the candidate not being invited to the examination.
- The Declaration Forms (Section 10) must be correctly completed and signed before submitting the portfolio to the CMSA. A declaration form for each year is to be signed off by the Head of Department. The original of such form is to be held by the academic department with a copy given to the Trainee.
- A Certificate of Completion of Training is to be completed by the Head of Department when the candidate wishes to register for the Final Fellowship with CMSA. This Certificate is to accompany the Candidate’s application form.
- **Please ensure that you do not include any confidential patient information in the Learning Portfolio.**

[RETURN TO CONTENTS PAGE](#)

SECTION 2 ... TRAINEE DETAILS

SURNAME:.....

FIRST NAMES:.....

ID NUMBER:

PASSPORT NUMBER:

Append certified copy of either Identity Document or Passport

HPCSA NUMBER:

Append certified copy of current HPCSA Registration

TRAINEE POST NUMBER:.....

WORK ADDRESS:

.....

.....

RESIDENTIAL ADDRESS:.....

.....

.....

PREFERRED POSTAL ADDRESS:.....

.....

.....

..... POSTAL CODE:.....

EMAIL ADDRESS:

TELEPHONE NUMBER: (Work): (Home):

CELLPHONE NUMBER:.....

FAX NUMBER:.....

UNDERGRADUATE MEDICAL QUALIFICATIONS

UNIVERSITY:YEAR:.....

Append certified copy of Medical Degree Certificate

INTERNSHIP

HOSPITAL:.....YEARS:.....

START DATE	END DATE	ROTATION
YY/MM/DD	YY/MM/DD	
YY/MM/DD	YY/MM/DD	
YY/MM/DD	YY/MM/DD	
YY/MM/DD	YY/MM/DD	
YY/MM/DD	YY/MM/DD	
YY/MM/DD	YY/MM/DD	

Comments:
.....
.....

COMMUNITY SERVICE

HOSPITAL:.....YEAR:.....

START DATE	END DATE	ROTATION

Comments:
.....
.....

POST-GRADUATE TRAINING EXPERIENCE

(Prior to commencement of Anaesthetic Registrar Time)

STATUS	HOSPITAL	DEPARTMENT	COUNTRY	START DATE	END DATE
				YY/MM/DD	YY/MM/DD
				YY/MM/DD	YY/MM/DD
				YY/MM/DD	YY/MM/DD
				YY/MM/DD	YY/MM/DD
				YY/MM/DD	YY/MM/DD
				YY/MM/DD	YY/MM/DD

Comments:

.....

.....

COMPLETION OF RELEVANT ANAESTHETIC QUALIFICATIONS

(Include all attempts at each examination)

(Append certified copy of Certificates)

DATE	EXAMINATION	EXAM AUTHORITY	RESULT	COMMENTS / REMEDIAL ACTION
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				

OTHER POST-GRADUATE QUALIFICATIONS

(Append certified copy of Certificates)

DATE	EXAMINATION	EXAM AUTHORITY	RESULT	COMMENTS / REMEDIAL ACTION
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				
YY/MM/DD				

MEMBERSHIP OF ORGANIZATIONS

(Include CURRENT membership of associations, societies, professional bodies etc.)

ORGANIZATION	MEMBERSHIP NUMBER	GOOD STANDING

PRIZES, AWARDS, ACCOLADES RECEIVED

DATE	PRIZE / AWARD / ACCOLADE	REASON AWARDED	AWARDING AUTHORITY
YY/MM/DD			
YY/MM/DD			
YY/MM/DD			
YY/MM/DD			
YY/MM/DD			
YY/MM/DD			

[RETURN TO CONTENTS PAGE](#)

SECTION 3 ... RECORD OF MODULES

This section covers all the modules the Trainee needs to complete during the period of Registrar Training.

Note: There will be local institutional / university variations in these. The following modules are recommended:

MODULE 1: Introduction to Anaesthesia and Pain

MODULE 2: Professional Attributes

MODULE 3: Anaesthesia for Trauma and Orthopaedic Surgery

MODULE 4: Obstetric and Gynaecological Anaesthesia

MODULE 5: Anaesthesia for Cardiothoracic Surgery

MODULE 6: Anaesthesia for Vascular Surgery

MODULE 7: Neuroanaesthesia

MODULE 8: Anaesthesia for General, Urologic and Plastic Surgery

MODULE 9: Anaesthesia for ENT, Eye, Dental, Maxillofacial and Head and Neck Surgery

MODULE 10: Paediatric Anaesthesia

MODULE 11: Pain Management, Regional Anaesthesia and Sedation

MODULE 12: Critical Care

MODULE 13: Professional Practice

Note: It may not always be possible to complete the module as a continuous rotation. Modules 2 & 13 may be completed throughout the 48 month training period.

The trainee needs to keep a logbook of all cases/procedures done. We recommend the use of the electronic Royal College logbook. Periodic (e.g. monthly or after every module) summaries of the logbook should be extracted and kept electronically.

CONSOLIDATED RECORD OF COMPLETION OF MODULES / ROTATIONS

The modules below are merely a RECOMMENDATION and will vary at an institutional level. Where modules have been continuous enter start and end dates of registrar time as module start and end dates.

MODULE NAME	START DATE	END DATE	SUPERVISOR SIGNATURE
Introduction to Anaesthesia and Pain	YY/MM/DD	YY/MM/DD	
Anaesthesia for Trauma and Orthopaedic Surgery	YY/MM/DD	YY/MM/DD	
Obstetric and Gynaecological Anaesthesia	YY/MM/DD	YY/MM/DD	
Anaesthesia for Cardiothoracic Surgery	YY/MM/DD	YY/MM/DD	
Anaesthesia for Vascular Surgery	YY/MM/DD	YY/MM/DD	
Neuroanaesthesia	YY/MM/DD	YY/MM/DD	
Anaesthesia for General, Urologic and Plastic Surgery	YY/MM/DD	YY/MM/DD	
Anaesthesia for ENT, Eye, Dental, Maxillofacial and Head and Neck Surgery	YY/MM/DD	YY/MM/DD	
Paediatric Anaesthesia	YY/MM/DD	YY/MM/DD	
Pain Management, Regional Anaesthesia and Sedation	YY/MM/DD	YY/MM/DD	
Critical Care	YY/MM/DD	YY/MM/DD	
Professional Practice	YY/MM/DD	YY/MM/DD	
Professional Attributes	YY/MM/DD	YY/MM/DD	
Other	YY/MM/DD	YY/MM/DD	

NON-CLINICAL MODULES

Two Non-Clinical Modules are being encouraged as part of the holistic development of registrars. These are the modules on PROFESSIONAL ATTRIBUTES AND PROFESSIONAL PRACTICE.

Below are guidelines in respect of these modules.

MODULE: Professional Attributes

Trainee's Aims

This Module considers the scope of non-clinical professional issues. It covers the understanding of humanistic issues in professional practice and complements Module 13 *Professional Practice*.

The **overall aim of Module 2** is for Trainees to reflect on and develop the attributes of a medical professional and a specialist anaesthetist. These are outlined below.

Medical Expert

- Achieves excellence in clinical practice
- Analyses, integrates and adheres to ethical care in clinical practice
- Maintains vigilance
- Recognizes that patient safety is paramount

Communicator

- Establishes effective relationships with patients, families, colleagues and other healthcare workers
- Resolves issues using sound ethical reasoning

Collaborator

- Demonstrates exemplary practice as a member of a multidisciplinary team, by exercising flexible leadership, consultation and appropriate delegation
- Shows respect for the expertise and concerns of other team members

Manager

- Manages patient care, departmental and personal issues effectively with patience, calm, good humour and insight
- Allocates and uses health care resources wisely
- Respects the views of others

Health Advocate

- Maintains personal health and well-being
- Promotes health maintenance and occupational safety of patients, self and colleagues

Scholar and Teacher

- Values advances in scientific knowledge; identifies and appraises them critically for incorporation into contemporary anaesthesia practice
- Enriches knowledge with wisdom
- Maintains life-long learning
- Acknowledges and learns from errors; values appraisal of performance
- Contributes to the education and training of students, postgraduate Trainees and other health professionals

Professional

- Recognizes that patient confidentiality is essential
- Complies with the relevant policies, recommendations, and guidelines in professional practice
- Exhibits appropriate personal and interpersonal professional behaviors
- Values human diversity
- Delivers high quality patient care in a way that is consistent with ethical and medicolegal obligations of a medical specialist
- Conducts practice with integrity, honesty and compassion
- Accepts peer determinations of clinical competence and professional capabilities
- Recognises and deals with personal and professional limitations

MODULE: Professional Practice

This Module is to be undertaken **during Advanced Training**, in the course of normal clinical duties and concurrently with clinical Modules.

Trainee's Aims

The **aim of this module** is for Trainees to understand relevant non-clinical management issues. These range from understanding the culture of the healthcare industry and the anaesthesia profession, to considering one's career development, combining learning, teaching, administration, professional activities with patient care, and integrating professional and personal lives.

Learning Objectives

This Module builds on work done in Module on Professional Attributes and considers knowledge and skills in six components:

- Health infrastructures
- Administration and management
- Quality assurance
- Ethical, legal and indemnity issues
- Skills in professional practice
- Career and life planning

In this module, the Trainee will demonstrate:

- Knowledge of the relevant South African healthcare national and local (State level) infrastructure
- Capacity to work within the framework of anaesthesia departments through a comprehension of their structure and their processes
- Capacity to organise one's work and learning
- Capacity to organise local scientific meetings and research projects
- Comprehension of the legal obligations of professional practice in South Africa
- Understanding of ethical practice
- Communication skills in professional practice
- Commitment to lifelong quality assurance
- Understanding of a realistic life career plan

SECTION 4 ... RELEVANT ELECTRONIC LINKS

The Trainee is referred to the following useful electronic resources:

- 1. College of Anaesthetists of South Africa**
Regulations and syllabus
<http://www.colegemedsa.ac.za>
- 2. South African Society of Anaesthesiologists (SASA)**
Practice Guidelines
<http://www.sasaweb.com>
- 3. Royal College of Anaesthetists (RCoA)**
<http://www.rcoa.ac.uk/index.asp?SectionID=3>
Logbook
<http://www.logbook.org.uk/>
- 4. Health Professions Council of South Africa (HPCSA)**
<http://www.hpcsa.co.za>
Registration
http://www.hpcsa.co.za/registration_criteria.php
Health Acts
http://www.hpcsa.co.za/downloads/health_act/health_act_56_1974.doc
Ethical rules
http://www.hpcsa.co.za/conduct_rules.php
Fitness to Practice
http://www.hpcsa.co.za/fitness_practice.php
- 5. Australian and New Zealand College of Anaesthetists (ANZCA)**
<http://www.anzca.edu.au>
Training Programme
<http://www.anzca.edu.au/trainees/atp>

[RETURN TO CONTENTS PAGE](#)