



► NZATS EDUCATION COMMITTEE MEETING - 13th June 2005

Christchurch Hospital

Present: Karen Bennett [NZATS Inc President], Wendy Emson [AUT], Patricia O'Brien [Education Facilitator], Lynne van de Waardt [Scribe] Palm Nth, Nisha Ali - Wakefield, Marcel Waayer - Wellington, Jim Cairns-Nelson – Tauranga, Brent Molineaux – Whangarei, Brian Blakeway and Rob Koster – St Georges, Vicki Gage – Hastings, Kylie Parry – Auckland, Brad Hale – Timaru, Joan Redpath – Invercargill, Tania Kennedy – Dunedin, Peter Watson – Greymouth, Doug Williams – ChCh.

Apologies: Janne Spher – Whangarei, Ann Gordon – Starship, Hamzi Mahenga – Waikato.

Doug Williams welcomed everyone, gave the fire evacuation criteria at ChCh Hospital and introduced Pat O'Brien who welcomed all and started the meeting.

Minutes from the 19th November 2004 meeting held at TePapa, Wellington were read, discussed and approved.

Moved: Lynne

2nd: Marcel

Matters Arising:

Karen reported that Louise's record book of Learning has been adopted and used for Trainee Techs.

The Middlemore booklet in Anaesthesia, is being supplied to students by AUT.

Anaesthesia 5A has been reviewed and rewritten

Anaesthesia 5B is now to be left because of the diploma commencing.

Louise Goodwin has prepared a list of books for anaesthesia, but are not on the website as yet.

Careers expo to be looked into by Pat was too expensive [\$5,000]; Wendy invited us to set up at their Open Day [x2 a year] NZATS Inc to let Wendy know if we wish to pursue this idea.

NZATS Inc PR person is Louise Goodwin, whose e-mail address is on our website. www.nzats.co.nz. Please use this site as it is very informative.

Diploma;

Pat informed us of the Diploma finally being approved on the 20th May 2005 and introduced Wendy Emson from AUT, whom then went through the course and outline for the Diploma in Applied Science [for Anaesthetic Technicians].

The Diploma programme for Anaesthetic technician training is approved as follows:

The theoretical modules are:

Anaesthesia 1

Biophysics 5

Human Anatomy & Physiology 5A & 5B

Anaesthesia 2

Anaesthesia 3

The 2 clinical modules:

Anaesthetic Technology 1 – will be completed year 1

Anaesthetic Technology 2 – will be completed year 3

Course Outline for Diploma In Applied Science (for Anaesthetic Technicians)

120 points at level 5 and above gains the qualification of Diploma in Applied Science (5 papers at level 5, 1 at level 6 and 2 at level 7)

A degree is 360 points

Course of study for Anaesthetic Technicians	Semester 1	Semester 2
Year 1	Anaesthesia I	Biophysics 5
	Anaesthetic Technology I	Anaesthetic Technology I
Year 2	HAP 5A	HAP 5B
Year 3	Anaesthesia II	Anaesthesia III
	Anaesthetic Technology II	Anaesthetic Technology II

Proposed Graduate

Certificate in Applied Science (for trainees who already have a degree e.g. RN's) will consist of:

Biophysics 5

Anaesthesia II

Anaesthesia III

Anaesthetic Technology II

60 points from Applied Science papers with at least 2 at level 7. This would require 18 months study.

Graduate Certificate in Applied Science	Semester 1	Semester 2
Year 0	<i>(RN orientation manual)</i>	Biophysics 5
Year 1	Anaesthesia II	Anaesthesia III
	Anaesthetic Technology II	Anaesthetic Technology II

Wendy spoke re the history of the discussions and provisions with regard to the formatting. Diploma is best to be managed with 6 papers and 2 clinical papers.

Wendy then discussed the course outline in detail and informed the meeting of the new components and the introduction of Log books.

Attached are the new anaesthesia modules.

Title: Anaesthetic Technology I

Code: 775619

Points: 15

Prerequisites: None

A student entering this paper will have a position as a trainee Anaesthetic technician at a registered training hospital.

Co requisites: 775618, 775611

Programme/s attached to:

AK3384 - Bachelor of Applied Science
AK3750 - Diploma in Applied Science

Prescriptor:

Training in equipment in anaesthetic technology through supervised work experience: theoretical teaching in a clinical setting: the completion of practical tasks through logbooks and practical assessment.

Learning Outcomes

On completion of this paper the student will be able to:

- 1. Perform tasks and competencies relating to the procedures, safe use, application and care of equipment in anaesthetic technology.**
- 2. Integrate theory with practice.**

Content

Use and care of anaesthetic equipment

Learning and Teaching Strategies

This module will be offered by distance learning as on-site clinical practical work in a registered NZATS-approved training hospital, practical block courses, student independent study, lectures and tutorials.

Assessment

Assessment Items
Logbook
Scenarios (Exam)
Practical assessment

Learning and Teaching Resources

The recommended textbooks include:

Aitkenhead, AR. Smith, G. (2001). Textbook of Anaesthesia. (4th edition). Churchill Livingstone; London
 Al Shaikh, Stacey, S. (2002). Essentials of Anaesthetic Equipment. (2nd edition). Churchill Livingstone; London

Atkinson, Rushman & Davies. (1999). Lee's Synopsis of Anaesthesia. (12th edition). Butterworth-Heinemann; Oxford

Davey, A., Moyle, JTB., Ward, CS. (1999) Ward's Anaesthetic equipment. (4th edition). W.B. Saunders; London

Morgan. (2002). Clinical Anaesthesiology. (3rd edition).

Rosewarne, F. Anaesthetic Equipment. (2nd Edition). F. Rosewarne. Department of Anaesthesia, Royal Melbourne Hospital.

Russell, W. J. (1997). Equipment for Anaesthesia and Intensive Care. (2nd Edition). Australian Society of Anaesthetists

Internet resources:

Australia New Zealand College of Anaesthetists, www.anzca.org.au

NZATS website, www.nzats.co.nz

Title: Anaesthesia I

Code: 775618

Points: 15

Prerequisites: None

Corequisites: None

Programme/s attached to:

AK3384 - Bachelor of Applied Science

AK3750 - Diploma in Applied Science

Prescriptor

Introduces the student to professional practice, health and safety, and microbiology in the clinical setting, the history and principles of anaesthesia, and patient care.

Learning Outcomes

On completion of this paper the student will be able to:

1. **Discuss professional practice in the clinical workplace.**
2. **Outline theoretical and practical aspects of health and safety in the clinical workplace.**
3. **Describe theoretical and practical aspects of microbiology in relation to the clinical setting.**
4. **Discuss the history and principles of anaesthesia.**
5. **Demonstrate an understanding of patient care, responsibilities and procedures required before, during and after the administration of anaesthesia.**

Content

1. Professional practice
2. Health and safety
3. Microbiology
4. History and principles of Anaesthesia
5. Patient Care

Learning and Teaching Strategies

This paper will be offered by distance learning, as a combination of structured practical work, student independent study, weekly worksheets for formative assessment and tutorial.

Students will be expected to read widely around the content identified in this descriptor and will use this reading to discuss the learning outcomes.

Assessment

Assessment Items
Test 1
Test 2
Assignment
Exam
Practical Manual
Practical Assignment

Learning Resources

Textbooks that are recommended include:

Aitkenhead, AR. Smith, G. (2001) Textbook of Anaesthesia. (4th Edition). Churchill Livingstone; London
 Atkinson, Rushman & Davies, (1999). Lee's Synopsis of Anaesthesia (12th edition). Butterworth-Heinemann; Oxford

Morgan. (2002) Clinical Anaesthesiology , (3rd edition)

Russell, WJ. (1997) Anaesthesia and Intensive Care. (2nd Edition). Australian Society of Anaesthetists.

Tortora G., Funke, B. Case, C. (2004) Microbiology An Introduction (8th edition). Benjamin Cummings

Internet resources:

Australia New Zealand College of Anaesthetists, www.anzca.org.au

NZATS website, www.nzats.co.nz

Students are encouraged to consult a variety of resources for information including their medical libraries, the internet, anaesthetists and technicians.

Date of Approval:

Changes	Approval	Date
Paper descriptor written, W Emson		11 .04.05

Title: Anaesthesia II

Code: 776617

Points: 15

Prerequisites: 775613, 775614, 775611 & 775618

Corequisites: None

Programme/s attached to:

AK3384 - Bachelor of Applied Science
 AK3750 - Diploma in Applied Science

Prescriptor:

Introduces the student to the operating principles of anaesthetic equipment, including monitoring and IV fluid administration.

Learning Outcomes

On completion of this paper the student will be able to:

1. Discuss the structure, function, gas supply and pathway, of a variety of anaesthetic machines, their components and safety aspects.
2. Discuss the principles and practice of operation of vaporizers.
3. Discuss the principles and practice of operation of ventilators.
4. Outline the principles and practice of breathing circuits, suctioning and scavenging units.
5. Discuss the structure and function of anaesthetic ancillary equipment
6. Describe invasive and non-invasive techniques of monitoring patients and equipment during anaesthesia.
7. Describe the concept of fluid balance and its application to anaesthetic practice.
8. Outline the principles and practice of perioperative fluid, blood and blood product administration

Content

1. Anaesthetic equipment
2. Monitoring during anaesthesia
3. Fluid balance and administration

Learning and Teaching Strategies

This paper will be offered by distance learning as a combination of structured practical work, student independent study, weekly worksheets for formative assessment and tutorial.

Students will be expected to read widely around the content identified in this descriptor and will use this reading to discuss the learning outcomes.

Assessment

Assessment Items
Test 1
Test 2
Assignment
Exam
Practical Manual
Practical Assignment

Learning and Teaching Resources

The recommended textbooks include

- Aitkenhead, AR. Smith, G. (2001) Textbook of Anaesthesia. (4th edition). Churchill Livingstone; London
 Al Shaikh, Stacey, S. (2002) Essentials of Anaesthetic Equipment. (2nd edition). Churchill Livingstone; London
 Atkinson, Rushman & Davies, (1999). Lee's Synopsis of Anaesthesia. (12th edition). Butterworth-Heinemann; Oxford
 Davey, A., Moyle, JTB., Ward, CS. (1999). Ward's Anaesthetic equipment. (4th edition). W.B. Saunders; London
 Davis, P.D., Parbrook, G.D., Kenny, G. N. C. (2003) Basic Physics and Measurement in Anaesthesia. (5th edition). Butterworth-Heinemann Ltd; Oxford.
 Marieb. E. (2004) Human Anatomy and Physiology, (8th edition). Benjamin Cummings
 Rosewarne, F. Anaesthetic Equipment. (2nd Edition). F. Rosewarne. Department of Anaesthesia, Royal Melbourne Hospital.
 Russell, W. J. (1997) Equipment for Anaesthesia and Intensive Care. (2nd Edition). Australian Society of Anaesthetists

Date of Approval:

Changes	Approval	Date
Paper descriptor written, W Emson		11 .04.05

Date of Approval:

Changes	Approval	Date
Paper descriptor written, W Emson		11 .04.05

Paper Coordinator: Wendy Emson

Title: Anaesthesia III

Code: 777615

Points: 15

Prerequisites: 776617

Corequisites: None

Programme/s attached to:

AK3384 - Bachelor of Applied Science
 AK3750 - Diploma in Applied Science

Prescriptor:

Covers pharmacology and toxicology of anaesthetic agents; anaesthetic management; paediatric

anaesthesia; emergency situations.

Learning Outcomes

On completion of this paper the student will be able to:

1. **Critically discuss the pharmacology and toxicology of common anaesthetic agents.**
2. **Critically discuss equipment and processes in emergency situations in anaesthesia.**
3. **Critically discuss anaesthetic management of surgical specialties.**
4. **Analyse requirements and management of paediatric anaesthesia.**

Content

4. Anaesthetic pharmacology
5. Emergency situations
6. Management of surgical specialties
4. Paediatric anaesthesia

Learning and Teaching Strategies

This paper will be offered by distance learning as a combination of structured practical work, student independent study, weekly worksheets for formative assessment and tutorial.

Students will be expected to read widely around the content identified in this descriptor and will use this reading to discuss the learning outcomes.

Assessment

Assessment Items
Test 1
Test 2
Assignment
Exam
Practical Manual
Practical Assignment

Learning and Teaching Resources

The recommended textbooks include
ACLS handbook

Aitkenhead, AR. Smith, G. (2001). Textbook of Anaesthesia. (4th edition). Churchill Livingstone; London
Al Shaikh, Stacey, S. (2002). Essentials of Anaesthetic Equipment. (2nd edition). Churchill Livingstone; London

Atkinson, Rushman & Davies, (199). Lee's Synopsis of Anaesthesia (12th edition). Butterworth-Heinemann; Oxford
 Davey, A., Moyle, JTB., Ward, CS. (1998). Ward's Anaesthetic equipment. (4th edition).W.B. Saunders; London
 Morgan. (2002) Clinical Anaesthesiology. (3rd edition).
 New Zealand Resuscitation Council. (2001). Resuscitation: Level 7 Medical provider. Resuscitation Council Inc. Rosewarne, F. Anaesthetic Equipment. (2nd Edition). F. Rosewarne. Department of Anaesthesia, Royal Melbourne Hospital.
 Russell, W. J. (1997).Equipment for Anaesthesia and Intensive Care. (2nd Edition). Australian Society of Anaesthetists

Date of Approval:

Changes	Approval	Date
Paper descriptor written, W Emson		11 .04.05

Paper Coordinator: Wendy Emson

Title: Anaesthetic Technology II

Code: 777616

Points: 15

Prerequisites: 775619

A student entering this paper will have a position as a trainee Anaesthetic technician at a registered training hospital and have passed Anaesthetic Technology 1.

Corequisites: 776616, 777615

Programme/s attached to:

AK3384 - Bachelor of Applied Science
 AK3750 - Diploma in Applied Science

Prescriptor:

Training in management of complex procedures in anaesthetic technology at an advanced level through supervised work experience: theoretical teaching in clinical settings: the completion of practical tasks through logbooks and practical assessments.

Learning Outcomes

On completion of this paper the student will be able to:

- 1. Perform tasks and applicable to the anaesthetic management of surgical specialties.**

2. Demonstrate competence in anaesthetic emergency situations and airway management.

3. Integrate theory with practice

Content

1. Anaesthetic management of surgical specialties
2. Anaesthetic emergencies and airway management

Learning and Teaching Strategies

This module will be offered by distance learning as on-site clinical practical work in a registered training hospital, practical block courses, student independent study, lectures and tutorials.

Assessment

Assessment Items
Logbook
Scenarios (exam)
Practical assessment

Learning and Teaching Resources

The recommended textbooks include

ACLS handbook

Aitkenhead, AR. Smith, G. (2001). Textbook of Anaesthesia. (4th edition). Churchill Livingstone; London

Al Shaikh, Stacey, S. (2002). Essentials of Anaesthetic Equipment. (2nd edition) Churchill Livingstone; London

Atkinson, Rushman & Davies. (1999). Lee's Synopsis of Anaesthesia. (12th edition). Butterworth-Heinemann; Oxford

Davey, A., Moyle, JTB., Ward, CS. (1998) Ward's Anaesthetic equipment. (4th edition). W.B. Saunders; London

Morgan. (2002). Clinical Anaesthesiology. (3rd edition).

New Zealand Resuscitation Council. (2001). Resuscitation: Level 7 Medical provider. Resuscitation Council Inc.

Rosewarne, F. Anaesthetic Equipment. (2nd Edition). F. Rosewarne. Department of Anaesthesia, Royal Melbourne Hospital.

Russell, W. J. (1997). Equipment for Anaesthesia and Intensive Care. (2nd Edition). Australian Society of Anaesthetists

Internet resources:

Australia New Zealand College of Anaesthetists, www.anzca.org.au

NZATS website, www.nzats.co.nz

Date of Approval:

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Paper descriptor written, W Emson		11 .04.05

Paper Coordinator: Wendy Emson

As per the attached format of the 3 years theoretical training regime [refer course outline for diploma in applied science], this is how it will happen.

Use of AUT on line would be of great assistance for the long distance learning candidate.

Also refer to the attachments enclosed of Anaesthesia 1,2 &3 as well as Anaesthetic Technology 1 & 2.

To do Anaesthesia Technology 1 you have to be employed at a hospital with the prerequisites done or in progress.

Anaesthesia Technology 2 will have a log book.

Course in ACLS (Emergency, Resuscitation and Airway management for Anaesthetic Technicians) still to be finalised.

All assessments done on block courses to ensure National consistency.

Block courses are designed to cover more important anaesthetic areas, preferably by the same assessor.

Still work to be done in merging of anaesthesia 5A and 5B with anaesthesia 1 & 2 , anaesthetic 3 a new paper to be written, along with the log books etc.

Block courses [refer draft only copy of Block course schedule and content] still to be formalised. This was discussed in great detail.

Wendy will report the Diploma content as a report this November to be approved by the AUT .

Will then start next year 1st semester 2006 as these papers are already in place and being used.

Wendy has already sorted the Trainees at present doing their theoretical training to suit where they fit into the new programme .

Trainees in training are to be given first preference.

Discussions developed with regard to Registered Nurses not doing Anaesthetic Technology 1, which should be included in the orientation package.

Over 21 year old students are not required to do some pre-requisites but it is strongly advised by AUT that they do.

What happens to all those with the different training (not Certificate) being able to complete the diploma training?. If registered with NZATS Inc as a practising Anaesthetic Technician there will be provisions in place. The formalisation of the qualification will have to go through the faculty registrar.

Qualification will be assessed by NZQA.

Qualified Anaesthetic Technicians do not need to do the Diploma, but can if they wish.



A Bachelor of Applied Science, pre-requisites would be Anaesthesia 5A and 5B or in current employment as an anaesthetic technician. This will need to be furthered discussed.

Costing per subject will be ?\$400 to \$500. Diploma only \$500 more than present COP, with 3 extra subjects.

MORNING TEA:

Pat spoke with regard to content of Block courses – initially will be trial and error. This is where feed back forms will be very valuable and need to be passed on to the facilitator.

Health Faculty offers this system.

Fairest way to student.

Diploma of Applied Science – Anaesthetic Technology

Draft only

Suggested Block Course Schedules and Content

Semester 1

Semester 2

Year 1

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Clinical reviews and coaching 1-2 days	Clinical reviews and coaching 1- 2 days
Total = 3 days	Total = 3 days
Year 3	
Anaesthesia 2 – Duration 5 days	Anaesthesia 3 - Duration 5 days
Lectures	Lectures
Equipment tutorials and clinical teaching	Tutorials on procedures and equipment – emergency, resuscitation, paediatrics, specialties.
Review machine check & scenario coaching	Review of machine checks
Formal – Machine check assessments	ACLS.
Equipment Vivas	
Scenario	

Block courses at the beginning of the semester, and set out so that everyone is aware of what needs to be taught.

Log book assessments set out for the student will be AUT compiled manuals.

If books are not signed before a block course the tech and hospital are to be held accountable.

Standard of Training will become more consistent, standardised and feedback important.

Clinical and theoretical training hours will have to be set for Trainee's advantage. This is in reference to some hospitals not giving their technicians the allocated time for theory and practical education.

There will be audits all the way through Anaesthetic Technology I and II with assessments.

Simplest being first and so on.

Anaesthetic Technology Manual can be started in Year 2, so therefore student will need to indicate their intentions.

There will be more control on when students can work on assignments etc.

Assessments will be done on block courses related to that subject, books have to be completed before entering into an assessment. Clinical scenarios will be done in groups, as pertinent to each sector, BUT this does need to be discussed at NZATS Exe more with the input from the Exam committee.

When RN's start they will have a 2-3 month orientation programme which they can complete alongside Biophysics 5 . This enable them to be up to par with already year 1 and 2 completed trainees.

Biophysics 5 will be revamped and updated to suit the new technology available in anaesthesia within hospital today.

Level 6 resuscitation course similar to ACLS will be used with a larger component in paediatrics and airway management.

Discussions on assessments – on formal machine checks and scenarios developed and on the present format of COP examinations.

Who does the examining. ?

Why is there not a video available for those using unfamiliar anaesthetic machines.

It was suggested that Louise Goodwin [NZATS PR] be approached to source funding to make up this video.

The assessments were decided on being done at a block course in year 1 maybe.

Standards need to set and adhered to keep a national standard.

Only 1 resit will be allowed, otherwise you will have to re-enrol in that subject again.

AUT has a course available to educate you on how to assess theoretically and clinically evaluate.

Hospitals will be notified of availability of this course

There needs to be a uniform set of standards to keep national standardisations.

Best Practise document should be included as an assessor's guideline.

Feedback forms need to become an important tool in making things better.

Each module will have a team leader and teams of members and contributors.

Positions for team members and contributors were discussed at the education meeting and further requested over the website. All modules will require input from anaesthetic consultants.

Team leaders and teams will collate and evaluate contributions, format learning outcomes and assessment criteria. Should be a maximum of 5 members only.

The overall co-ordinator of the Modules team leaders will be Lindsay Butler.

Everyone who reads these minutes could you please take the time out of your busy schedules at least twice a week and visit the website checking for any new material.

All our important documents are there and easy to access.

This site belongs to you the Anaesthetic Technician and it has become a very important tool for communication, especially with regard to legalities. eg Best Scope of Practise, constitution, etc

We went to lunch thinking about questions to ask and areas needing discussion.

LUNCH BREAK:

Doug Williams talked about Clinical Training Pathway and Assessments at Christchurch Hospital for the Trainee...

The enthusiasm to structure a formally structured teaching programme for trainees was met with great enthusiasm at ChCh, enabling them to have confident trainees entering and working in the operating theatre environment, and not having them feel they have to work rostered shift alone before they are ready or feel confident enough to.

They are mentored and assessed both theoretically and clinically at regular intervals since commencing their training.

Clark Martin a 1st year trainee from ChCh hospital replied on his views of this structured type of programme from a trainee's perspective.

Very positive and enthusiastic reply with the main outcome of that he felt confident and safe to practise. He did not have a medical background.

Diploma of Applied Science points of discussion session:

1. Name of the clinical module will be known as Anaesthesia Technology 1 & 2
2. The requirement for qualified Techs to attain the diploma will be as stipulated by AUT. Would be at least one clinical & one theoretical paper and inclusively for all those registered with NZATS Inc.
3. RN's with Degree – there will be a Quality committee at AUT whom will oversee all these.
4. What about students currently in training – this will be sorted by Wendy Emson at AUT.
5. What will pre-requisites be? – explained as per subject entry.
6. What subjects will be able to be cross-credited from Applied Sciences to Health Sciences? Minimum of 60 points will be cross-credited.
7. Will cross-crediting be available to all Technicians who have completed HAP 5A & 5B? This will be resolved at a later date.
8. The RN will be required to complete a 2 month orientation programme as they will not be required to do Anaesthesia 1 and Anaesthetic Technology 1.
9. Current requirement for RN's is 1 year of clinical training and complete the Biohysics prior to

commencing training. NZATS Executive will be approached to change this to with relevant clinical experience. In all other cases, a two year training programme. The Clinical Technology I Manual must be completed prior to the commencement of Anaesthetic Technology 2.

10. What will constitute NZATS Inc registration requirements? 3 years completion of clinical training hours and the diploma requirements.
11. Will the COP still exist in current format? Will have to discuss this with the NZATS Executive and the Examination committee.
12. Proviso for failed assessments? option to resit between Anaes Tech 1 & 2
13. AUT will need all Supervisor of Training names and details as AUT require nominated people only to sign off log books for consistency around the country.
14. Fees: These will be supported by the Department of education. Each module is approximately \$500 with cost per year 1= \$1,500, year 2 = \$1,000 and Year 3 = \$1500
15. Can trainees take out student loans? No – only available to full time students.
16. ACLS fees are they included in fee structure? Needs to be revisited as depends on the teaching of within the diploma and it will be structured to suit the Anaesthetic Technician, yes tailored specifically. And whom is doing the tutoring of- unclear. Will be called "Emergency Airway Management and Resuscitation for Anaesthetic Technicians.
17. Continuation of CTA funding? Yes- at least until application under HPCA has been approved. This could take 1-2years
18. How will we keep this new training current? Ed Facilitator, feedback forms, education group, and we need to take ownership of as well.
19. Future recognition of UK qualification. Outlines of the NZ diploma and UK diploma/degree will be sent to NZQA to assess relativity as related to anaesthesia subjects...

Further discussions developed on the policing of national standards and how were we to be sure that this would happen.

The Educator responsible along with the supervisor of training and charge technicians would see to this by ensuring that learning objectives, competencies etc were being met.

Block Course team will look into accommodation when students visiting Auckland and inform Hospitals of where to stay.

Log Books were discussed and decided to send a copy of to the Educator as well as candidate, along with learning objectives.

Everyone needs to be accountable for what they do.

Discussion developed on unsupervised trainees and anaesthetic registrars working alone after hours



There needs to be an assessment tool for anaesthetic trainees working solo duties.

Education group members need to develop guidelines for solo duties taking into account the College guidelines, NZATS Inc regulations and recommendations from Charge Anaesthetic Technicians.

Meeting declared closed at 1615 hours.