

# Education & Assessment

The past year has seen the ongoing monitoring and incremental enhancement of the College's education and assessment programs and a robust review of the curriculum within which these programs exist.

## RANZCOG Curriculum

The review has been undertaken in a series of stages and the Curriculum Review Working Party has presented its first comprehensive report, with a draft revised curriculum based on the review of curriculum content.

## Examinations

The majority of the department's activities are governed by College regulations. There are, however, many core activities for which documented policies and procedures had not been consolidated. Ongoing improvements to RANZCOG examinations have encompassed the consolidation of the policies and procedures to cover key work and constant monitoring of all documentation.

More effective timelines have been developed for examination processes, including question development, vetting and standard-setting prior to the examination and improvements in the post-examination timelines for the marking, analysis, ratification and dissemination of examination results. This work has been supported by an ongoing series of professional development opportunities for examiners and the wider Fellowship.

A single process and single set of documentation for the recruitment, application and vetting of potential examiners for the DRANZCOG, MRANZCOG and subspecialty examinations has been developed. It includes clearly defined expectations for all examiners and examination coordinators.

## Research Project

In light of ongoing concerns surrounding Trainees' ability and willingness to complete the Research Project requirement, online modules to support Trainees are being developed and should be on the College website before the end of the year. The committee is also investigating other means of supporting Trainees and the possibility of alternative pathways for completion of the research component.

## Flexible Learning Program (FLP)

Blueprinting, updating and reviewing of the FLP have been significantly modified in light of the work done on the ultrasound section of the FLP. Given the very positive attitude among trainees to the new delivery method (for example, voiced presentations, online MCQs) and their apparent preference for this method, it is felt that a gradual shift should be made away from the original concept of the FLP. The widespread availability of broadband internet access and technological advances in presentation software now makes this shift possible.

## Subspecialties

Standard-setting methods suitable for application with small cohorts of candidates

are being investigated for trial in tandem with the current pre-determined pass mark for the 2010 written examinations. A working group has held initial discussions on the examination process for the subspecialty examinations, including consideration of possible alternatives to the current assessment processes.

## Fetal Monitoring

All ITP trainees are now required, by the end of year one, to complete a Fetal Surveillance workshop or course which has recognition by the College. Failure to complete this requirement is now included in the list of components, the non-completion of which will attract an automatic borderline assessment for that six-month period of training.

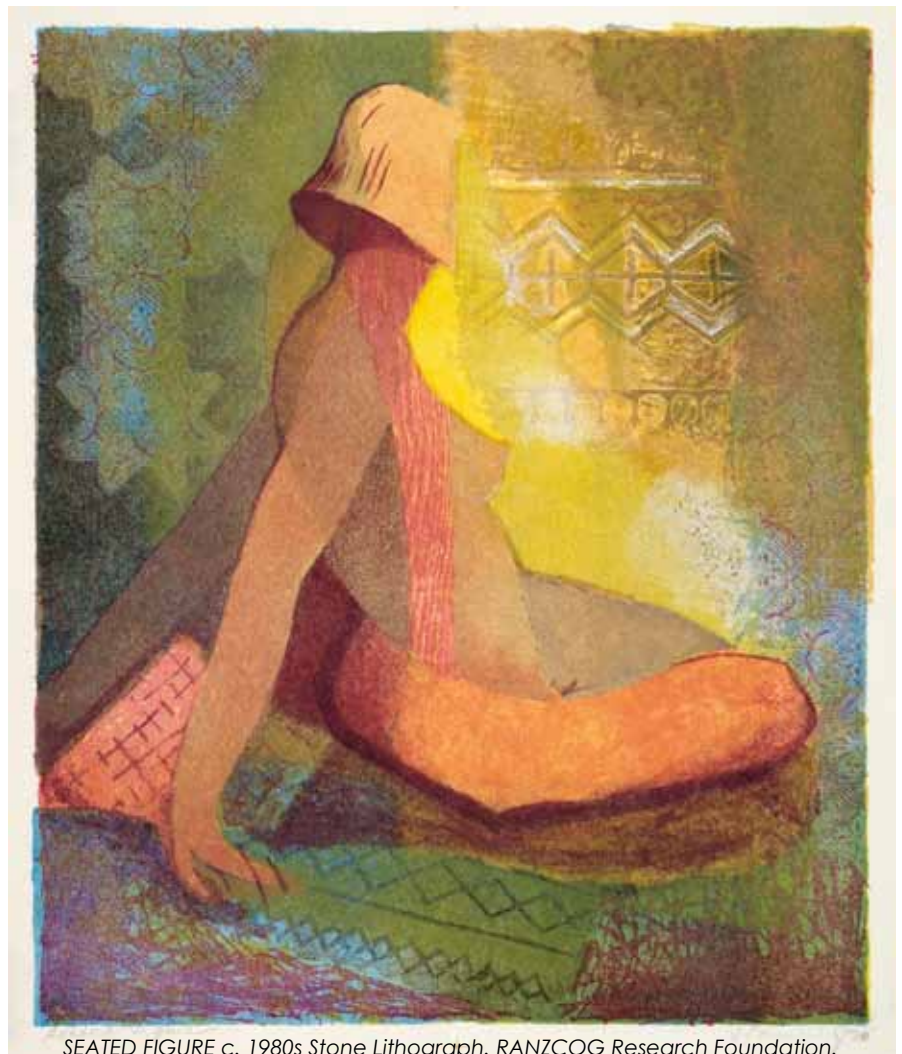
The committee has granted interim recognition to four specific education programs in addition to the RANZCOG Fetal Surveillance Education Program (FSEP).

## Dr Michael Rasmussen

Chair, Education and Assessment Committee

## Frances Gilleard

Assessment Coordinator



SEATED FIGURE c. 1980s Stone Lithograph. RANZCOG Research Foundation.