

ISCP EVALUATION DISCUSSION THEMES

These themes are designed to help stimulate discussion and highlight specific issues on which we would value your ideas and feedback. They are aimed at all ISCP users, although some may be more applicable to certain groups than to others. There may, of course, be other areas that we have overlooked and please feel free to include any other points that you would like us to consider.

1 ISCP BACKGROUND AND PRINCIPLES

Perception of training:

- What do I want out of surgical training?
- How and where does the ISCP fit into modern surgical training?

2 APPRENTICESHIP

- What was best/what worked about the previous apprenticeship model?
- What should a 21st century apprenticeship model look like?
- Coaching and mentoring
- Trainer-trainee relationship
- Role of ISCP in supporting this relationship

3 TRAINEES' PERSPECTIVES

- Improving functionality of ISCP – personal training record;
- Role of educational courses - local, regional. Would trainee-led courses be appropriate at local level and how could they be integrated?
- Need for change in ISCP as a training management system?
- How to introduce and communicate changes

4 TRAINEES' PROGRESSION

- Confidence of trainers in ISCP – reliability of ISCP processes to support training progression;
- Role of ISCP in defining individual trainees' training trajectories over the years of training;
- Personal reflection on aims, goals, choices and experiences

5 MAKING ISCP WORK FOR YOU

- How do I use ISCP to my advantage?
- What does ISCP mean to me?
- Use at individual, local and regional level – how much flexibility can or should there be?

- How can I get the best out of specific areas – knowledge; clinical and technical skills; professional skills and clinical judgement?

6 INDUCTION PROGRAMMES

- Technical induction to ISCP as the training management system and to e-logbook;
- Where does ISCP fit into induction to professionalism and being a surgeon and team player, i.e. becoming a trainee within a community of surgeons?
- Trainer role in induction to professional and personal activities

7 PORTFOLIO BUILDING

- How can ISCP help build a portfolio?
- How does that help plan training?
- How can ISCP prepare for post-CCT revalidation?

8 ASSESSMENT

- When, what and why and how many?
- Assessment for learning (formative) vs assessment of learning (summative) - driving lesson (supervised learning event – SLE) or driving test (assessment of performance - AoP)?
- How should these interactions be recorded?
- What is appropriate feedback and how should it be done?
- Where should Knowledge, Clinical Skills and Technical Skills be assessed - workplace; exam; course?
- What should be trainer-led and what should be trainer-guided?
- E-logbook - methods to include outcome of operative practice in assessment process
- Rating Levels - assessment rating reflects feedback, evidence of skills achievement consistent with CCT and global rating scores - are these sufficient?
- Excellence vs good vs average

9 ISCP AND ARCP – FAILING TRAINEES?

- How can the ISCP identify and support trainees in difficulty?
- Role of written feedback
- How can ISCP prevent trainees from failing to progress?
- How to encourage trainers and trainees to engage in process?
- Does lack of engagement indicate likely poor progress?

10 QUALITY ASSURANCE (QA)

- Clarify the role of ISCP in QA
- Clarify the role of ISCP in Quality Management
- Clarify the role of ISCP in Quality Control