

Frequently Asked Questions - The JCST Quality Indicators

1. What are the Quality Indicators?

The JCST Quality Indicators (QIs) have been developed to enable the assessment of the quality of training placements within each surgical specialty and at core level. The first 10 QIs are generic and are applicable to all training placements, regardless of their specialty or level. The remainder are divided into 2 groups: those for all training placements within each surgical specialty; and those relevant to training placements at specific levels.

From August 2019 onwards, a set of generic Programme QIs are available for use in conjunction with the QIs for training placements.

From Aug 2021 onwards, a new set of JCST QIs will be implemented to coincide with the new curricula. The generic QIs and specialty-specific QIs have been considered to ensure that they align with the new curricula.

2. Where can I find a copy of the QIs?

The QIs are available to download from the JCST website: <https://www.jcst.org/quality-assurance/quality-indicators/>

3. What are the QIs for?

The individual training placement QIs act as a benchmark against which the quality of individual training placements is monitored. Trainees are asked questions in the JCST trainee survey to measure the QIs, which enables the identification of training placements that are consistently rated well or poorly.

The generic QIs for all training programmes support training programme management, including educational delivery, the structure of Specialty Training Committees (STCs), support for trainees and support for trainers.

Specialty Advisory Committee (SAC) Liaison Members (LM) provide externality for the quality management of surgical training programmes. The Local Office or Deanery are responsible for the quality management of UK training programmes and seek external advice from the LM as part of that process. JCST QIs contribute to the management of approved surgical training programmes. They underpin each LM's advice and are a benchmark for the assessment of the quality of training placements and programmes, including curriculum delivery.

4. What happens if my training placement fails to meet the QIs?

Training placements which fail to meet the QIs will be investigated to identify why the QIs couldn't be met so any appropriate action can be taken.

LM monitoring and reporting occurs as part of their regular contact with the Local Office/Deanery.

5. **How can I find out about the new curriculum (Aug 2021)?**

From August 2021, there will be new curricula. Further information is available on the ISCP website: <https://www.iscp.ac.uk/>. The key changes and transition arrangements are explained. This includes the incorporation of Generic Professional Capabilities (GPCs) and Capabilities in Practice (CiPs), the role of workplace based assessments have been re-balanced and a Multiple Consultant Report, for assessment and feedback, has been introduced.

6. **How do the new curricula (Aug 2021) impact on the QIs?**

New outcomes-based curricula are a main reason for revising the QIs. A review and update was undertaken in 2020. The implementation date for the new QIs will be August 2021 as the original curriculum implementation date was postponed from August 2020.

The changes to the QIs to align with the curricula include:

- QI 6 (a minimum of 40 workplace based assessments - WBAs) has been removed. The new curricula include WBAs according to need and not number.
- The Multiple Consultant Report is now the main assessment tool and this is included in a new QI (QI 10).
- The QIs show the 'phases' of training.
- Critical Conditions and Index Procedures linked to WBAs (or for Core Surgery, Critical Skills linked to WBAs); Generic Professional Capabilities and Capabilities in Practice are recognised in the new QIs.

The QIs are not used to assess an individual's performance or training needs. They are a tool for monitoring the quality of training placements, including curriculum delivery.

7. **How do the QIs take into account Less than Full Time training?**

A flexible approach to training is recognised in the new curricula and QIs with more emphasis on outcomes and less on numbers e.g. WBA numbers, operative numbers.

Less Than Full Time (LTFT) trainees should have the same opportunities as full-time trainees. Any numbers shown in the QIs are indicative and need to be looked at on a pro-rata basis for training placements with LTFT trainees. Trainees who work a proportion of the time of a full-time trainee should have access to pro-rata training and development opportunities but the proportion may vary depending on the training needs. The QIs are not used to assess an individual's performance or training needs. They are a tool for monitoring the quality of training placements and programmes.

If you have any queries about the QIs, please contact the QA Team on qa@jcst.org.