

**JCST Liaison Member report 2018**

**Liaison Member:**

**Specialty:**

**Deanery / LETB:**

**Date of meeting:**

**Please remember to consult the outcomes of the JCST and GMC surveys before completing your report. These can be accessed via the ISCP and GMC website respectively.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Comment on strengths and weaknesses of rotation** | | | |
|  | + | – | **Comments** |
| **Training Support** | | | |
| Induction (includes setting up learning agreements) |  |  |  |
| Progress reviews with AES |  |  |  |
| Opportunities for trainees to feedback their concerns |  |  |  |
| LTFT trainees (support, availability of LTFT training) |  |  |  |
| Academic trainees |  |  |  |
| Run through trainees (ST1 / ST2) |  |  |  |
| Support for trainees returning to clinical training after extended leave |  |  |  |
| Support for trainees in difficulty |  |  |  |
| Careers advice |  |  |  |
| Relationship between Liaison Member and the School/TPD |  |  |  |
| School/Deanery/LETB support structure |  |  |  |
| Recognition/time for training in trainers’ jobs plans |  |  |  |
| **Teaching & Learning** | | | |
| Formal teaching available and trainees able to attend courses |  |  |  |
| WBAs |  |  |  |
| Access to study leave |  |  |  |
| Access to theatre/clinics/emergency sessions |  |  |  |
| Impact of other individuals, e.g. Fellows, on access to training opportunities |  |  |  |
| Overall delivery of the curriculum |  |  |  |
| **The Wider Learning Environment** | | | |
| EWTD compliance and its impact on training |  |  |  |
| Supervision of trainees in out of hours’ care |  |  |  |
| Safe learning arrangements (rotas, shift patterns, facilities) |  |  |  |
| Safe learning procedures (handover, consent) |  |  |  |
| Effect of service demands on training |  |  |  |
| Consultant-led ward rounds |  |  |  |
| Access to clinical audit |  |  |  |
| Access to educational facilities (IT, internet, library) |  |  |  |
| Availability and use of simulation facilities |  |  |  |
| Simulation training initiatives |  |  |  |
| **The Quality of Training** | | | |
| GMC/JCST survey data |  |  |  |
| Quality improvement initiatives |  |  |  |
| Achievement of the QIs |  |  |  |
| Concerns with the training programme/LEPs |  |  |  |
| Examples of good training practice |  |  |  |
| **For General Surgery programmes only** | | | |
| Does your liaison region provide sufficient endoscopy training for trainees to meet the curriculum requirements? |  |  |  |

|  |  |
| --- | --- |
| **Comments on the certification process (UK trainees only)** | |
| Please comment on any ARCP meetings attended at which an outcome 6 was issued (specialty training only). | **Comments** |
| How many ARCP meetings did you attend at which an outcome 6 was issued? |  |
| Were you unable to attend any ARCP meetings at which an outcome 6 was issued? |  |
| Were you able to review the training portfolios of all trainees on the ISCP prior to the ARCP meetings taking place? |  |

**General Comments:**



**How to write a Liaison Member report**

SAC Liaison Members (LMs) have a key role in providing information on regional training programmes. Each LM should ideally complete a report every time that they have contact with their LETB/Deanery, whether through attending ARCPs, visits or STC meetings, but, at the very least, should submit an annual report to the SAC/JCST. Information from the LM reports is collated to produce an annual report for each specialty. The specialty reports, in turn, provide the information for the JCST Annual Specialty Report (ASR) on the state of surgical training that the JCST is required to submit to the GMC.

LM reports should preferably be written using the JCST template (template above on pages 1 & 2) and **must** **not** include any trainee identifiable data e.g. names, GMC numbers, NTNs or ARCP outcomes. The report should highlight whether specific aspects of the training programme are good or bad. When completing the form for your LM region, it may be helpful to consider the following:

* Always think of the report in every interaction you have with the TPD, trainees and LETB/Deanery and make a note of issues as you see them.
* Consider the big picture: from what you see and hear of the training posts and trainees in your liaison region, you should consider whether the programme is producing individuals who will be competitive at consultant interviews in all of the components of the specialty.
* Look at the JCST survey results, which you can access via your ISCP account, and the GMC survey results to view the trainees’ opinions of the training programme.
* Collaborate with the TPD to ensure that similar information and a consistent view of the programme is provided for incorporation into the Annual LETB/Deanery Reports to the GMC.
* Feedback from the trainee representative on the STC is very helpful when completing your report.
* Although any concerns about bullying and undermining in training may be recorded in your report, you should raise concerns with the Chair of your SAC in real time.

You can submit your completed LM forms to the JCST [Quality Manager](mailto:qa@jcst.org) or the relevant Committee & Trainee Services Manager at any time during the training year: you do not need to wait until the ASR deadline is looming. You should also submit any additional relevant material, for example, the report of a LETB/Deanery visit to the training programme, to ensure as full a picture as possible is provided.