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surgical training and works on behalf of the four surgical Royal Colleges of the UK and Ireland. The JCST aims to develop, promote and ensure the highest standards of surgical training for the benefit of patients and is also the parent body for the ISCP.

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JCST fee 2023-24

The JCST fee 2023-24 announced

03 February 2023

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Tweets by @JCST_Surgery

JCST

@JCST_Surgery · Feb 23

HEE have published guidance on industrial action and the management of doctors in postgraduate training - see it here: bit.ly/3EA29fQ @ASiTofficial @bota_uk

medical.hee.nhs.uk

JCST

Joint Committee on Surgical Training

The JCST is the parent body for the ISCP

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ISCP Landing page – go to Menu and click on Key Documents and Help

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\(MCR\)](#)[Trainee Self-Assessment](#)[The Learning Agreement](#)[General](#)

Getting Started

Step by Step Guides

[Trainee quick guide \(PDF: 336KB\)](#)[Step by step guide for Trainees \(PDF: 3,448KB\)](#)[Step by step guide for Assigned Educational Supervisors \(PDF: 3,207KB\)](#)[Step by step guide for Training Programme Directors \(PDF: 3,476KB\)](#)[Step by step guide for SAS doctors \(PDF: 349KB\)](#)[ISCP user guide for JCST SAC Liaison Member Report \(PDF: 404KB\)](#)

Pocket Guides

These shortened versions of the step guides are designed to be printed back-to-back (on short edge) and folded in a concertina shape. Print in colour or black and white.



Pocket guide for AES



Pocket guide for TPD



Pocket guide for Trainee



**Pocket guide for SAC Liaison
Member Report**

Key Documents and Help – access to resources to use ISCP including FAQs.

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FAQS

HOW DO I START A LEARNING AGREEMENT?

HOW DO I COMPLETE THE OBJECTIVE SETTING MEETING FORM?

Workplace-based Assessments

HOW DO I FILL IN A WBA FORM?

How to fill in a WBA form

This video illustrates the key areas that you need to complete in any WBA

How to fill in a WBA for...

Private

Non Private

Multi-Source Feedback

HOW CAN I RETRACT AN MSF?

Training Programme Directors

HOW DO I BATCH DELEGATE?

HOW DO I SET A GLOBAL OBJECTIVE TEMPLATE?

HOW DO I SET A GLOBAL OBJECTIVE FOR ONE TRAINEE?

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Further down the Key Documents and Help section is a video on how to full in a WBA form.

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Pocket guide for Trainee



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There are many step-by-step guides to access depending on role in training.

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Guidance documents

The Feedback FREND is named after its five headings: Feedforward; Reflect; Enquire; Next and Do. The framework can be used with any existing WBA to aid the trainee-trainer feedback discussion, promoting a more complete formative verbal dialogue.

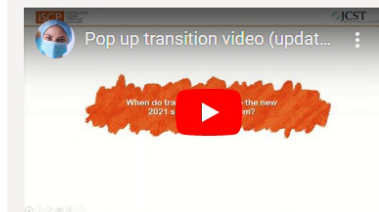
Trainees may also find the [general guidance on self-assessment](#) useful before trying out the self-assessment tool.

Useful links to the new surgical curriculum

Training Programme Directors, Assigned Educational Supervisors, Clinical Supervisors and Trainees have new defined roles in the new 2021 curriculum. The links below take you directly to the information you need to know.

[Supervisor and trainee roles and responsibilities](#) (PDF)

Transition



Transition

This short video explains when trainees should transition to the new curriculum.

Trainees must have transferred if they have:

- Entered ST1 / CT1
- Entered ST2 / CT2 in Cardiothoracic Surgery / Neurosurgery
- Moved into ST3, ST4, ST5, ST6
- Moved into ST7 in all specialties except OMFS and Urology

[The Multiple Consultant Report \(MCR\)](#)

Further down the page you will find resources for the Feedback FREN tool and guidance on supervisor and trainee roles and responsibilities.

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| Transition |
| The Multiple Consultant Report (MCR) |
| Trainee Self-Assessment |
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Guidance documents

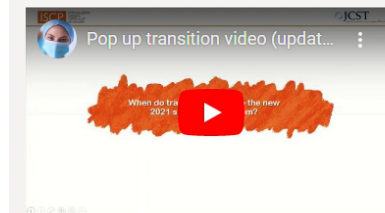
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The Multiple Consultant Report (MCD)

Dropping down the Menu function you will find resources to the Surgical Curriculum – click on the pre-August 2021 for resources which will be suitable for Dental Speciality Training in its current form.

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[Curriculum overview](#)

[Syllabus](#)

[Assessment and feedback](#)

[Training System](#)

[Teaching and learning](#)

Surgical Curriculum Pre-August 2021

This area contains the surgical curricula available prior to August 2021.

You may continue to use the former curriculum if you are:

- entering the final year of Core Surgical Training (CT2) or Run-through training (ST2)
- entering your final year of Specialty Training ST7 (OMFS/Urology) or ST8
- remaining at your current level on less than full time or you are out of programme

If you wish to transfer to the new curriculum, however, please speak to your Training Programme Director.

All other trainees should use **the August 2021 curriculum**

Please also see **How to transition to the new curriculum**

In the interests of patient safety and educational quality, All trainees must have transitioned to the August 2021 curriculum by 2nd August 2023.

Find the Assessment and Feedback link – this will take you to the overview of the assessment system.

Overview of the assessment system

The curriculum adopts the following GMC definitions:

Assessment

A systematic procedure for measuring a trainee's progress or level of achievement, against defined criteria to make a judgement about a trainee.

Assessment system

An assessment system refers to an integrated set of assessments which is in place for the entire postgraduate training programme and which is blueprinted against and supports the approved curriculum.

Purpose of the assessment system

The purpose of the assessment system is to:

- determine whether trainees are meeting the standards of competence and performance specified at various stages in the curriculum for surgical training
- provide systematic and comprehensive feedback as part of the learning cycle
- determine whether trainees have acquired the common and specialty-based knowledge, clinical judgement, operative and technical skills, and generic professional behaviour and leadership skills required to practice at the level of CCT in the designated surgical specialty
- address all the domains of **Good Medical Practice** and conform to the principles laid down by the Postgraduate Medical Education and Training Board.

Components of the assessment system

The individual components of the assessment system are:

- Workplace Based Assessments covering knowledge, clinical judgement, technical skills and professional behaviour and attitudes together with the surgical logbook of procedures to support the assessment of operative skills
- examinations held at key stages - during the early years of training and towards the end of specialist training
- the Learning Agreement and the Assigned Educational Supervisors' report
- an annual review of competence progression (ARCP).

Overarching Assessment Blueprint 2015 (PDF: 174Kb)

Assessment Framework 2010 (PDF: 11Kb)

In order to be included in the assessment system, the assessments methods selected have to meet the following criteria. They have to be:

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| Types of assessment |
| Workplace Based Assessments(WBAs) |
| Case Based Discussion (CBD) |
| Clinical Evaluation Exercise (CEX) |
| Direct Observation of Procedural Skills (DOPS) |
| Procedure Based Assessment (PBA) |
| Observation of Teaching (OoT) |
| Assessment of Audit (AoA) |
| Multi-Source Feedback (MSF) |
| Practicalities of WBAs |
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| Examinations |
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| ARCP panel |

On this page you find all the resources for the various WBAs available to use for your trainees.