

## Groups 5 & 6

# Theme 3: Performing into context

### Break-out sessions

- ESC Education Conference – 29 Jan - 30 Jan 2020

# Current status and challenges

## Theme 3: Performing into context

### → Heterogeneity

#### Training

- Service/ Economical pressure
- Lack of continuity in the interaction between trainers and trainees
- Heterogeneity of Trainers (quality, quantity and motivation)
- National and regional variations between countries and centers
- Concept of 'what is a cardiologist' between countries

#### Assessment

- Lack of multi-source feedback (nurses, patients...)
- Informal assessment being performed
- Assessment is 'skills & number of procedure' oriented
  - Unrealistic number of procedures required
- Evaluation of progression (skills focused, subjective assessment, feedback)

# Current status and challenges

## Theme 3: Performing into context

### → Heterogeneity

#### Training

- Limited time from supervisors/ trainers dedicated to trainees
- Limited access to real life training in technical skills
- Non formal training and assessment of non-technical skills
- Demands creates '*competence*'

#### Assessment

- Only final assessment of trainee competence (summative assessment)
- Regular assessment is informal, not clearly defined, not personalized
- Lack of self-assessment

# Solutions

## Theme 3: Performing into context

Multisource feedback:

Patient  
Colleague  
Multiprofessional

Simulation

Self-Assessment

Trainer Qualification

Trainer/Trainee match

Low vs High stakes

EPAs

Headline vs  
Detail

Patient  
Journey

Collaborative

Trainer/Trainee journey

Structured/Prioritised

Nested  
At right time for trainee  
Training agreement

Meaningful

Not tickbox  
Embrace subjectivity

Continuity

Technology