5th ESC Education Conference
31 January – 1 February 2018
Feedback on 4th Education Conference

- Focused on knowledge and skills assessment for cardiology trainees and cardiologists.
- 77 participants, representing 43 countries, including representation from the ESC Young Community.
- Prior to the conference, National Training Directors asked to prepare summaries of the current state of training in their countries.
- During the conference, six semi-structured workshops plus plenary.
- Immediately following the conference, all participants invited to complete a structured online survey.
Feedback on 4th Education Conference

• Outcomes were mapped onto existing and planned educational activities by the ESC to develop a roadmap to improve cardiovascular education.

• Published in European Heart Journal - 31 January 2018
Survey of Cardiology Training

[Map showing the distribution of cardiology training across Europe, with symbols indicating national curriculum, training in accordance with the ESC curriculum, and directly-observed procedural skills.]

- National Curriculum for Cardiology
  - Yes
  - No
- Training in accordance with the ESC curriculum
  - Yes
  - Partially
  - No
- Directly-observed procedural skills
  - Yes
  - No
Knowledge & Skills: Cardiologists in-training

What goes well?

Knowledge
- National training programmes for Cardiology are available in the majority of countries
- Most follow the ESC Core Curriculum and involve the National Cardiac Society
- Training centres are usually accredited at a national level

Skills
- Paper and electronic portfolios to record practical procedures
- Specific skills-based assessments in some countries, including labs and simulators
- Several larger countries have a mentorship system with positive results for trainees

Where are the limitations?

Knowledge
- Subspecialty curricula and assessment are often not available
- Lack of widespread 360 degree feedback (from peers and other healthcare workers)
- Many countries lack opportunities for mentorship, simulation or further research

Skills
- Assessment of skills in practice is challenging
- Debate over numbers of procedures completed versus the quality of the skill obtained
- Lack of systems in place for quality control of training
Knowledge & Skills: Cardiologists in-practice

**What goes well?**

**Knowledge**
- In some countries, there is efficient recording of continued medical education (CME)
- There are variable national requirements, but in some countries evidence of CME is required for revalidation and/or recertification of cardiologists

**Skills**
- Proctoring for speciality skills and interventions (for example, transcatheter valve implantation and advanced percutaneous coronary intervention)
- Review of cases and problems by peers in a multi-disciplinary setting

**Where are the limitations?**

**Knowledge**
- Lack of consistency and control of CME, or the ability to easily record activities
- Practicing cardiologists more likely to receive biased or industry-based knowledge
- Few countries have requirements for assessment of cardiologists once qualified

**Skills**
- Difficulty maintaining skills without peer-interaction for office-based cardiologists
- Lack of peer to peer assessment, recertification and training for trainers
- Working time directive/regulation constraints on service provision to training ratio
# Roadmap for ESC Education

<table>
<thead>
<tr>
<th>How can the ESC help</th>
<th>Where are we going?</th>
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<tbody>
<tr>
<td>Synergy across different platforms</td>
<td>An ESC topic list has been created to index and crosslink educational content across the ESC, including conferences, the new ESC textbook (3rd edition) and the online programmes offered on ESCeL</td>
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<tr>
<td>Improving access to online education</td>
<td>Enhance the usability of ESCeL, integration with the new ESC textbook, update of the general cardiology curriculum, and the addition of more courses</td>
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<tr>
<td>Keeping educational material up-to-date</td>
<td>Shorter, more interactive and up-to-date webinars with an enhanced Clinical Case Gallery</td>
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<td>Practice guidelines as a learning tool</td>
<td>Improve the educational resources associated with each guideline</td>
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<td>Translation of educational material (especially guidelines)</td>
<td>Improve access to translated documents in close cooperation with National Cardiac Societies</td>
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<tr>
<td>Engage learners in their training and CME</td>
<td>Engage with state-of-the-art instructional design and adult learning science</td>
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# Roadmap for ESC Education

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<th>Cardiologists in-training</th>
<th>Certified Cardiologists</th>
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<td>ESC advocacy: lobby and influence training programmes at a national and European level</td>
<td>Support needed on collection and reporting of Continued Medical Education (CME)</td>
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<td>Opportunity to identify centres that are interested in exchange of trainees</td>
<td>ESC grants to support research, education and attendance at events, as well as the Masters and diploma programmes</td>
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<tr>
<td>Sub-specialty curricula and increase access to the European Exam in General Cardiology (EEGC)</td>
<td>Opportunities for external networking and exchange of mentors</td>
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“Virtuous Circle”

1. New evidence captured by practice guidelines
2. Gap analysis & needs assessment
3. Defined local, regional and national learning objectives
4. Tailored educational programmes
5. Outcome measurement (databases, observational research)