

# Training pathways: how and why are doctors moving in and out of their training?

Professor Stewart Irvine: NHS Education for Scotland

Louise O'Neill: GMC

Jane Cannon: GMC

General  
Medical  
Council

Working with doctors Working for patients

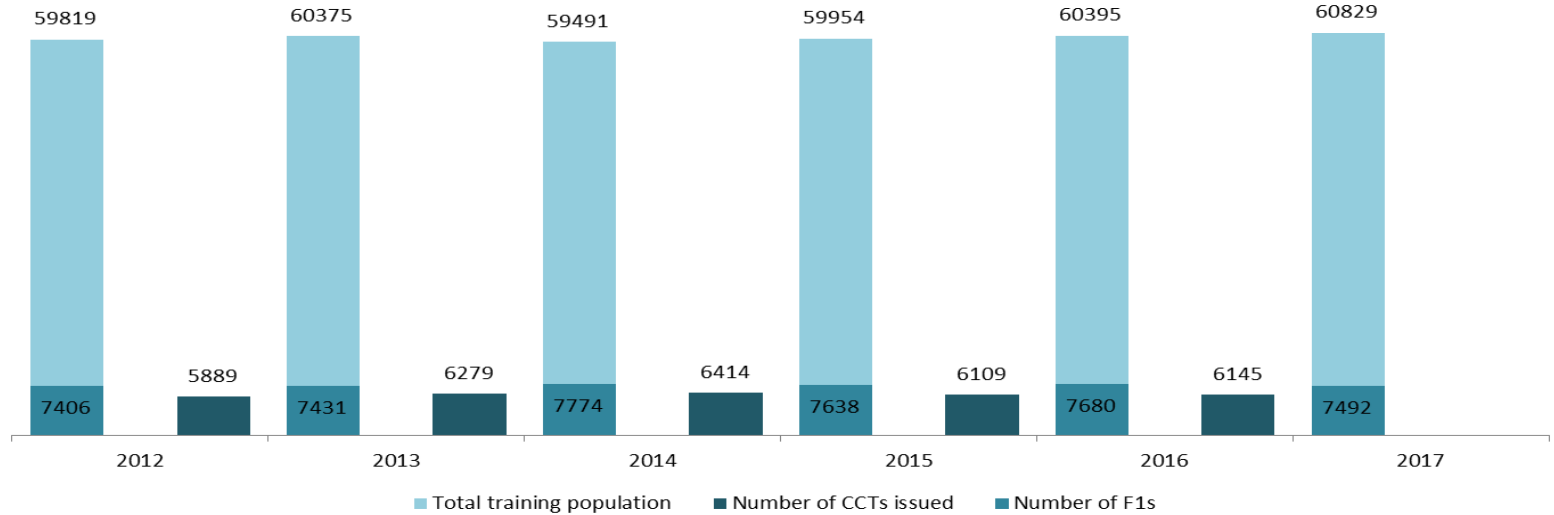
---

# Background

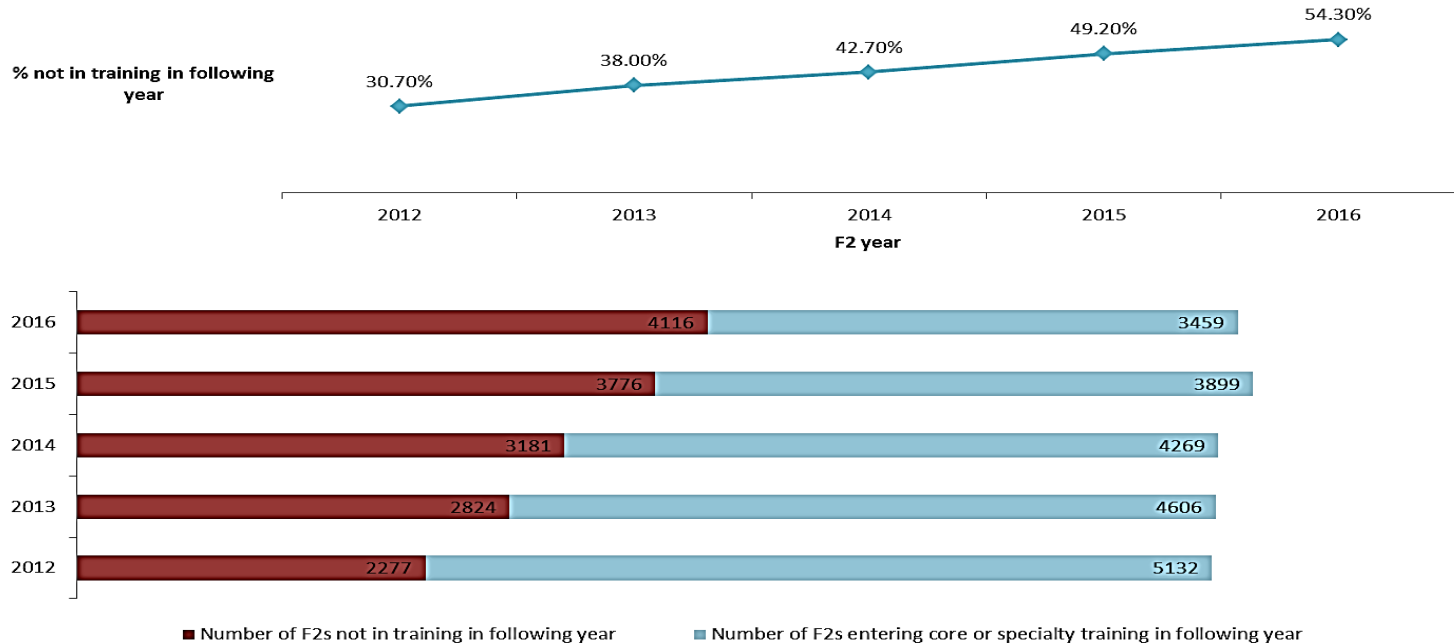
---

- Why?
  - GMC quality assurance work
  - training versus service delivery
  - relates to GMC remit as regulator
- TP1 published November 2017:
  - break at F2
  - quantitative analysis of NTS census data and career intentions questions
- TP2: qualitative study (to be published summer 2018)
  - motivations and experiences of doctors
  - one-to-one interviews, focus groups and analysis of relevant survey question (free text)

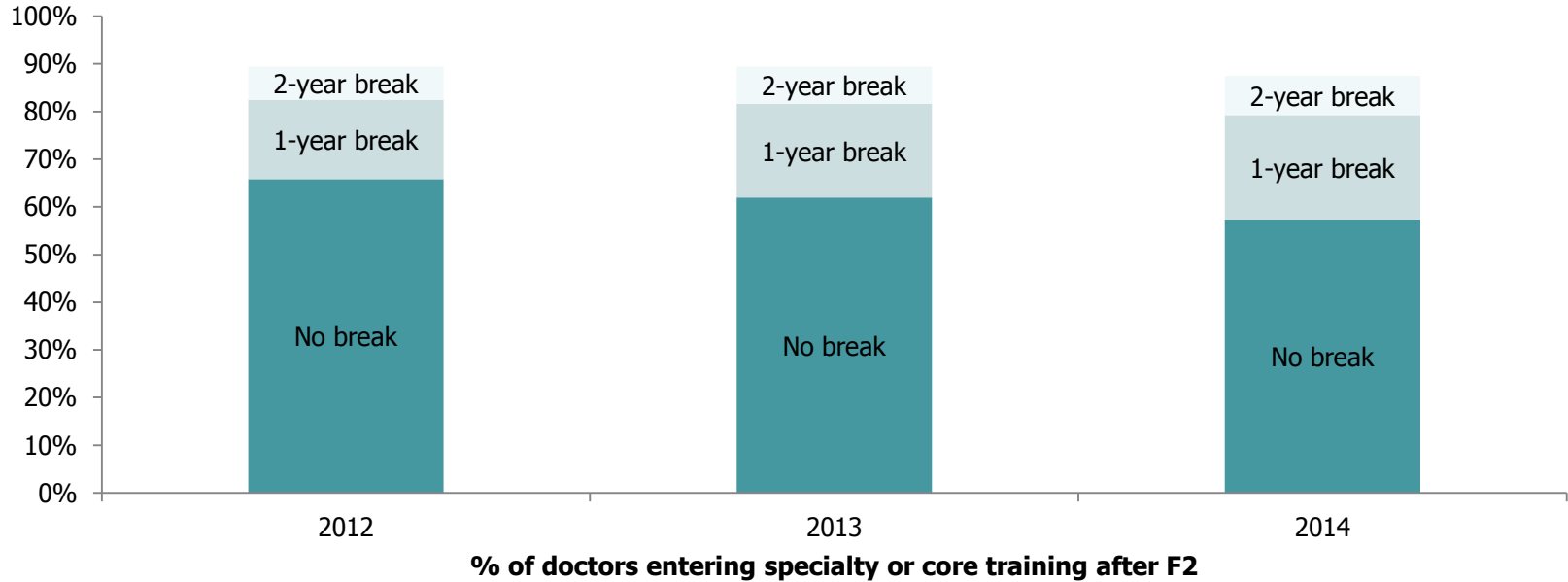
# Throughput of training seems stable – why are we looking at this?



# % of doctors taking a break after F2 is increasing



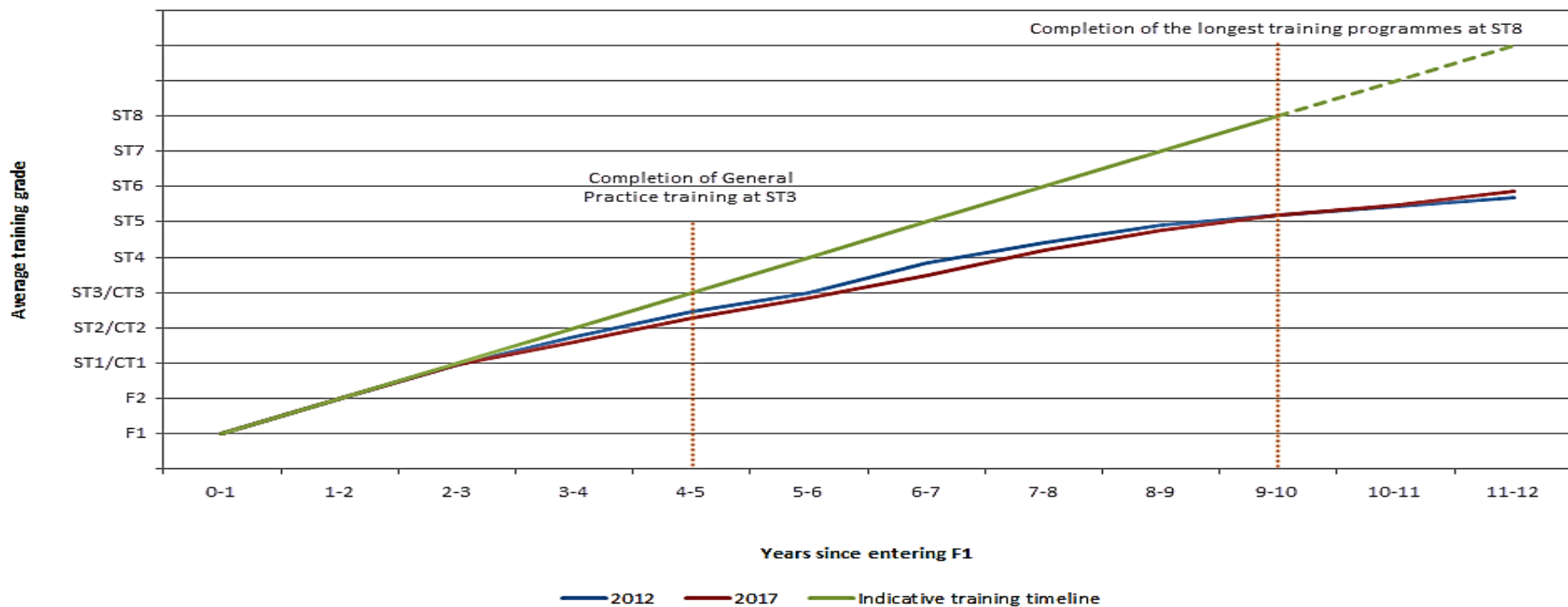
## And almost all enter ST or CT within 3 years of foundation training



# Doctors not entering ST or CT has bigger effect in Scotland and Wales



## Average time taken to complete training is slower than indicative timelines



# Career intentions

---

- NTS question on career intentions of F2 doctors
- more doctors go on to take a break than state their intention to
- in 2017 the number stating their intention to take a break decreased



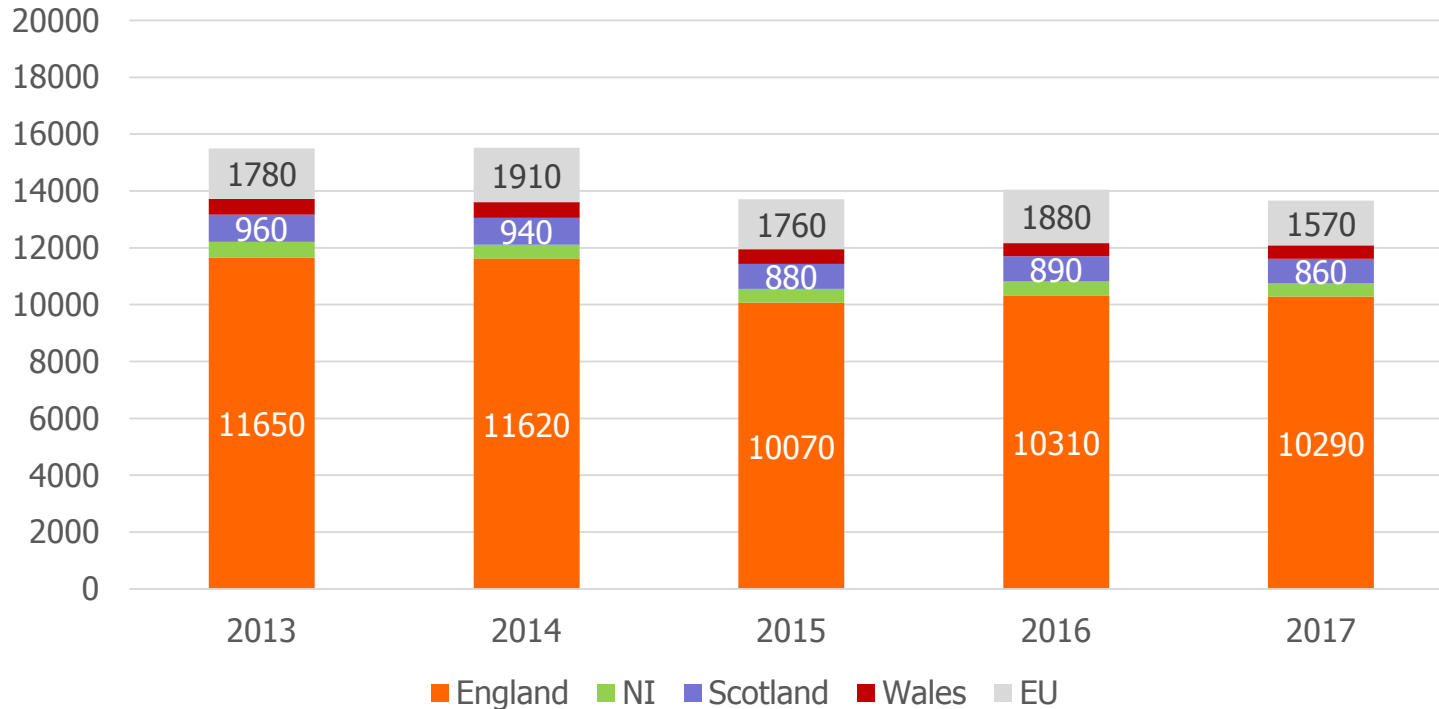
---

# Questions?

---

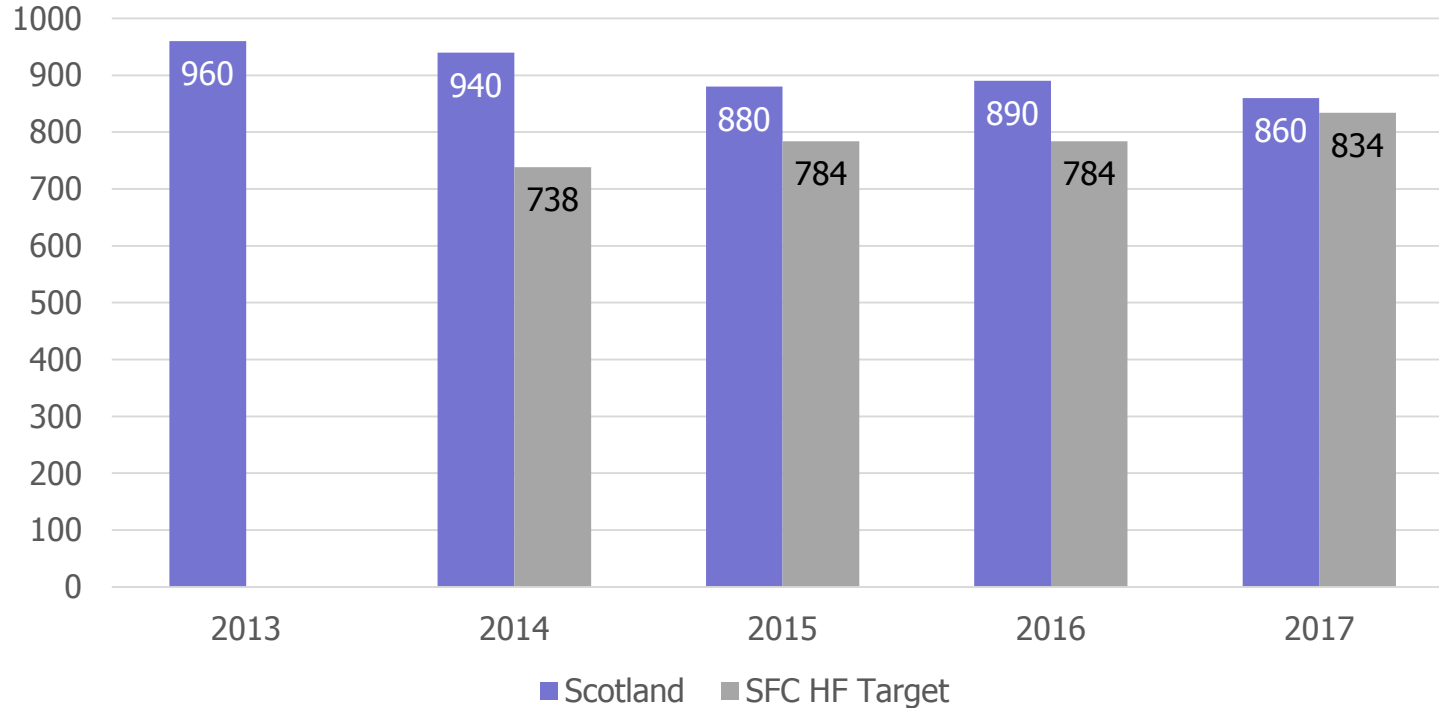
# Scotland data

# Supply into Undergraduate Education



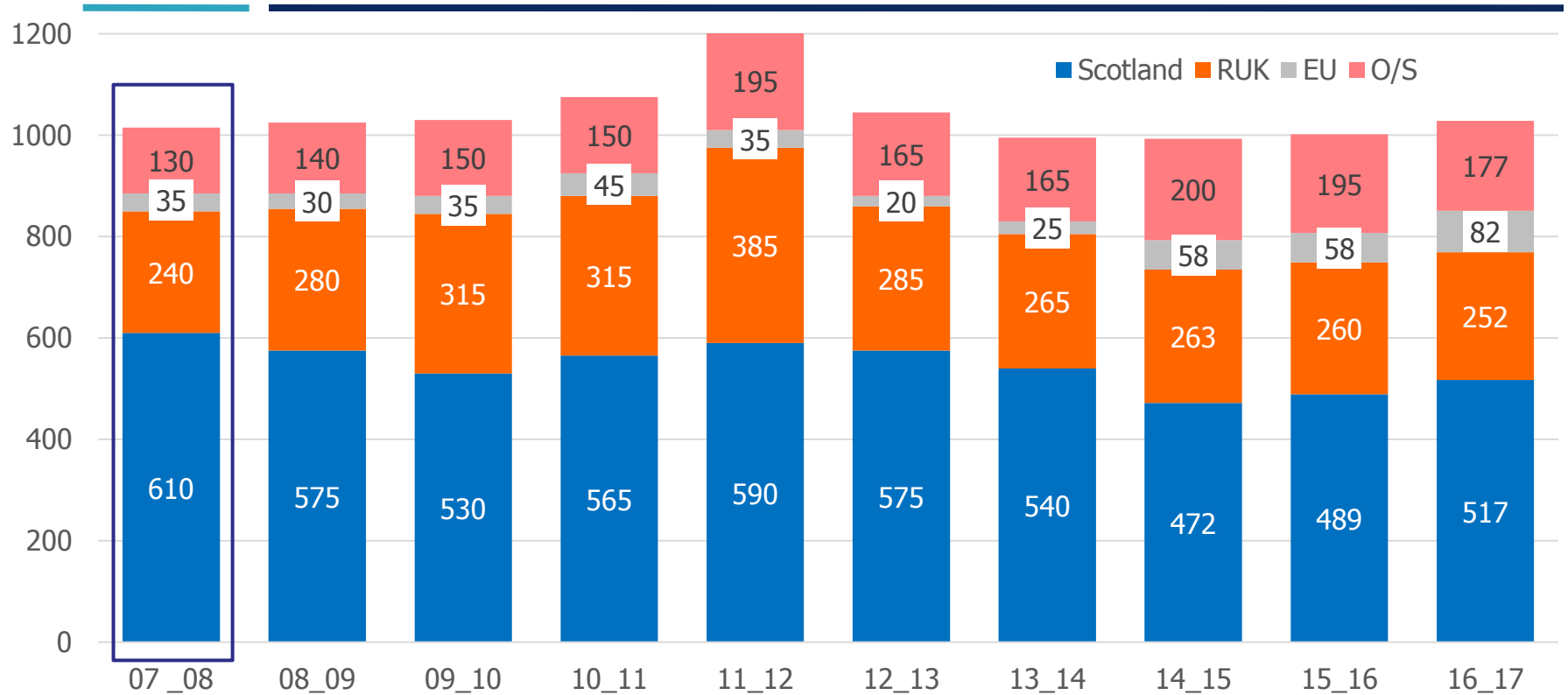
Numbers of **First Time** applicants, by applicant **domicile**, data from UCAS, 2017 Cycle

# Supply into Undergraduate Education

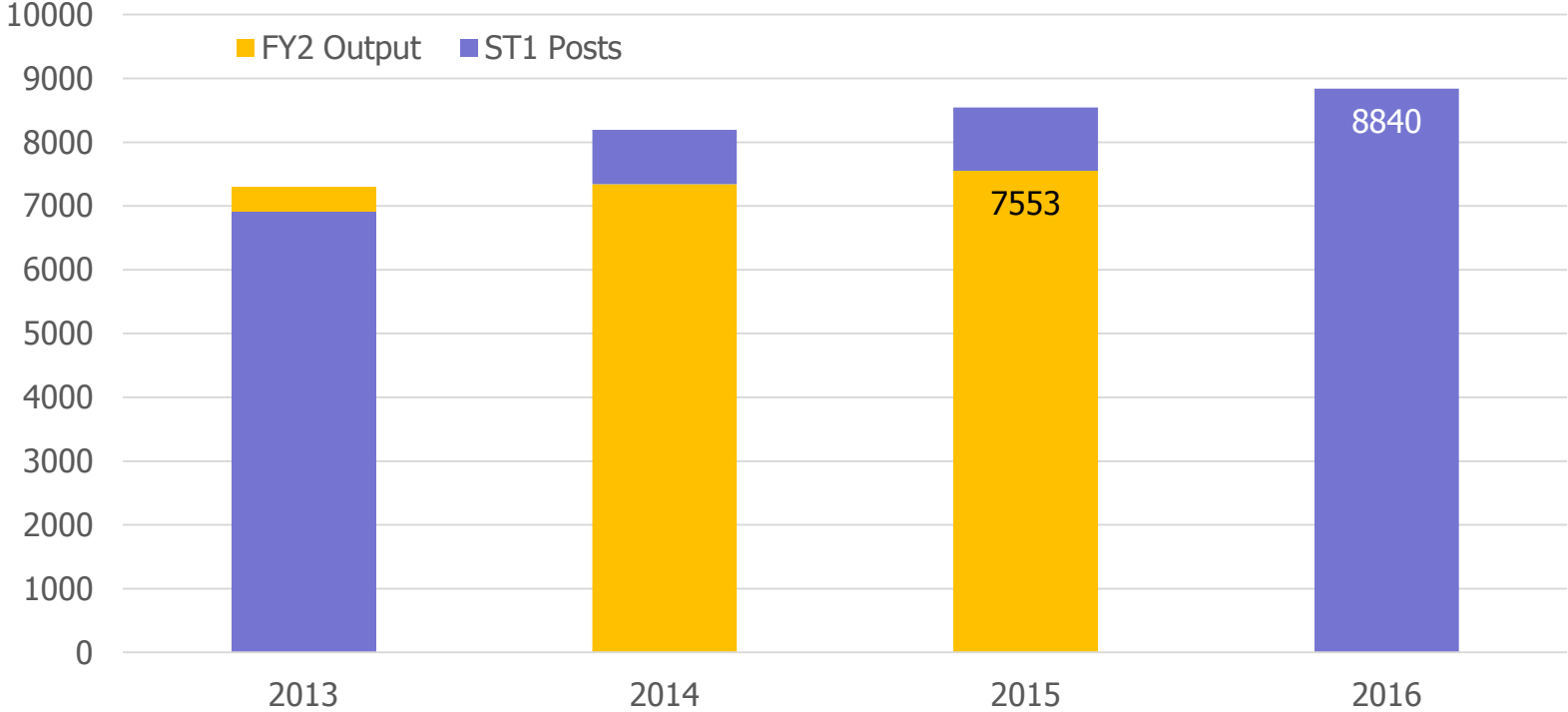


Numbers of **First Time applicants**, by applicant **domicile**, data from UCAS, 2017 Cycle

# Entrants to Scottish Medical Schools by domicile

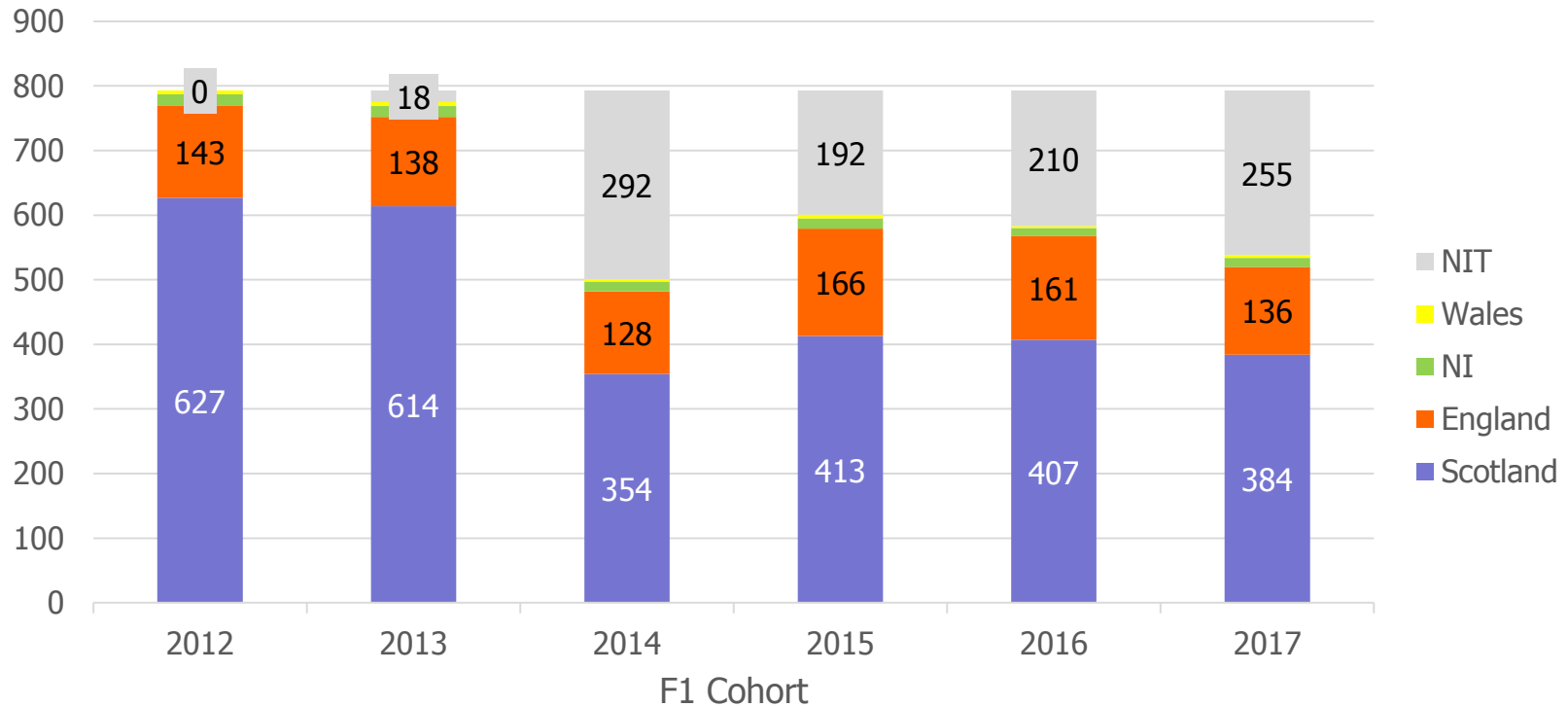


# Foundation Supply into Specialty Training



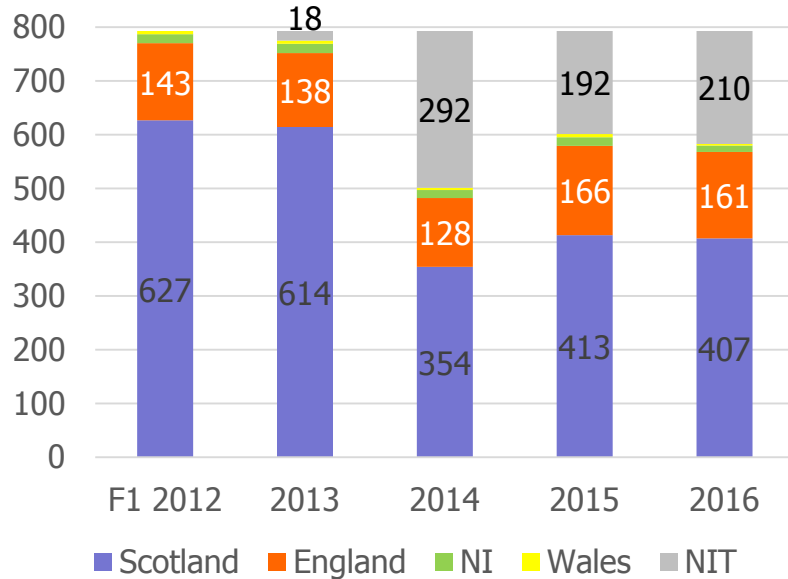
Data from : UK FPO Career Destinations Report 2013-15

# Graduates from Scottish Schools - 2012 FY1 Cohort

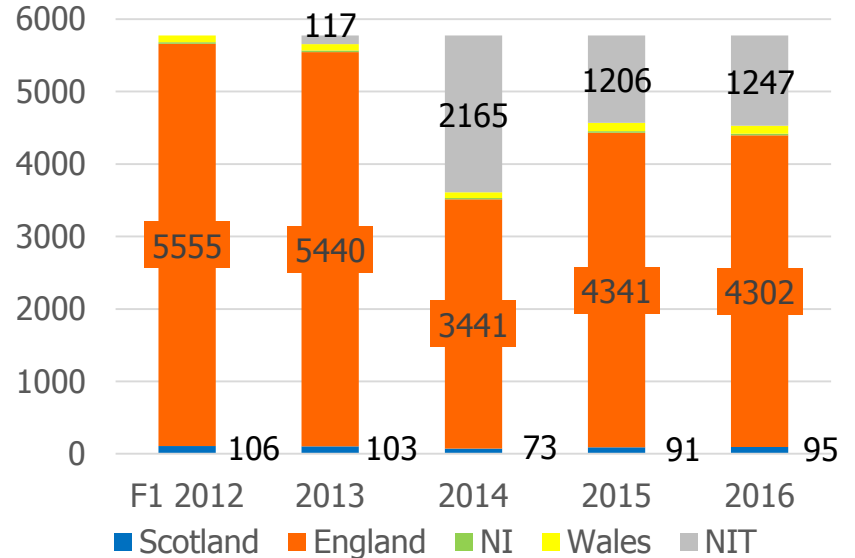


# UK Medical Graduate Destinations

Where do Graduates of Scottish Schools Go to Train ?



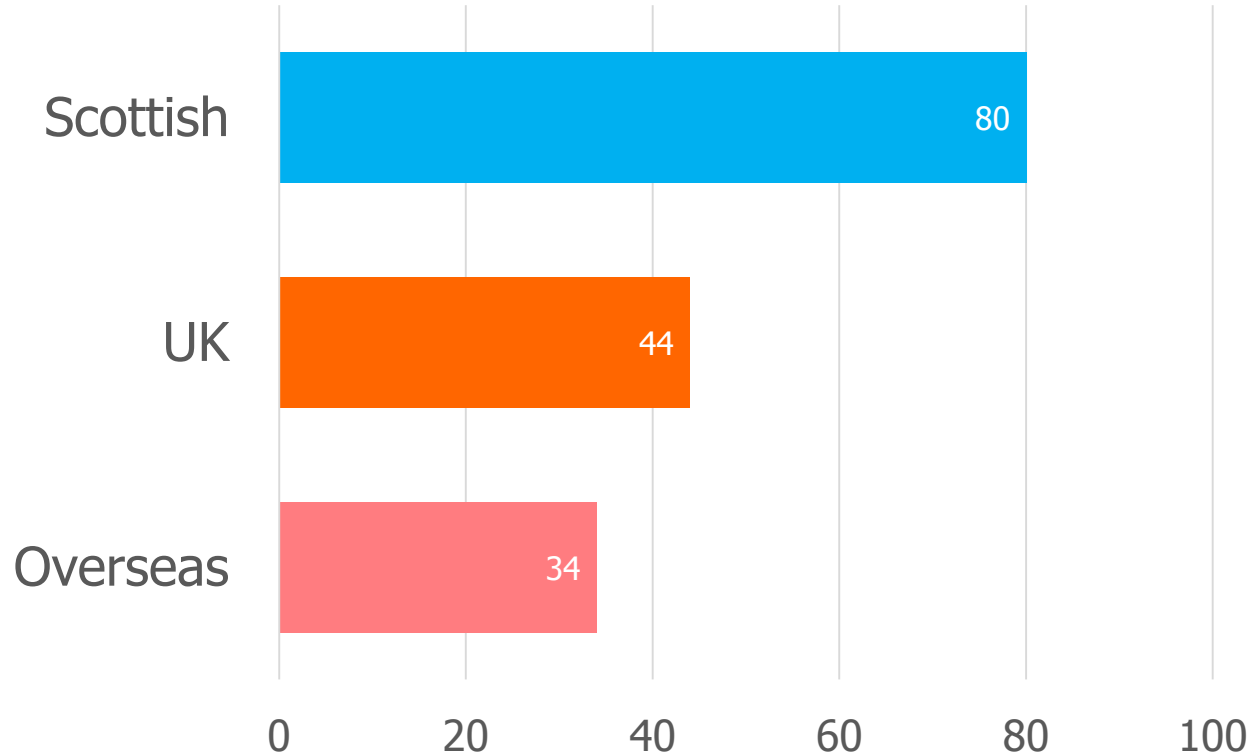
Where do Graduates of English Schools Go to Train ?



Baseline = All Graduates of Scottish (n=793) and English (n=5774) Schools in F1 in 2012 Data from GMC NTS Census 2016



# Graduate % Retention at ST1 by Domicile



---

# Questions?

---

# Qualitative findings

# Method

---

<b>Total number of participants</b>					
<b>1-1 interviews and focus groups</b>					
	England	Scotland	Wales	N Ireland	Total
Trainees	43	10	13	15	81
Supervisors	12	4	2	0	18
	55	14	15	15	<b>99</b>
<b>Survey respondents</b>					
	England	Scotland	Wales	N Ireland	Total
	751	99	54	23	<b>927</b>

- one-to-one interviews with trainees and supervisors
- six focus groups with trainees
- GMC flexibility survey: analysis of trainee responses to question about training breaks

# Activities undertaken during a break

Activity undertaken during training break (Base: 804)		
	N	%
<b>Working in UK health services</b>	<b>460</b>	
<i>Locum in UK</i>	193	
<i>Work in UK in a staff grade post or a LAT / LAS post</i>	168	
<i>Clinical fellowship</i>	99	<b>57%</b>
Work or volunteer overseas	279	<b>35%</b>
Undertake further qualifications or training e.g. a masters, diploma or other research	174	<b>22%</b>
Travel	122	<b>15%</b>
Working in medical education (incl. teaching or educational fellowship)	85	<b>11%</b>

**N.B** Percentages do not add up to 100% as respondents could cite more than one activity

# Motivating factors

---

<b>Most commonly cited reasons for taking a break, by theme, across all participants</b> (Base: 589)	
<b>Theme</b>	<b>Number</b>
Health and emotional wellbeing	250
Career or specialty choice	190
Training or work environment	155
Logistical/practical	127
Personal circumstances	68
Personal development	46

# Benefits and outcomes

---

## **Clinical skills**

- undertake clinical opportunities not available on a TP
- improved academic knowledge
- improved decision-making in a clinical setting
- improves and broadened skills needed for specialty

## **Professional skills / future career**

- confirmed specialty choice and career type
- improved CV for specialty applications
- better pay / earn more money for a while
- improved skills and experience in management, leadership, teaching, negotiation, networking and med edu
- increased confidence and experience going into core / specialty / GP training

## **Soft skills**

- communication and time management
- resilience and adaptability
- becoming a more rounded doctor/personal development
- confidence and maturity

## **Health and wellbeing**

- enjoy medicine, feeling valued
- experience better working conditions
- no e-portfolio or training requirements
- better work life balance, less stressed, happier
- re-energised for next stage of training
- headspace

# Advice and guidance

---

- not all trainees seek advice from supervisors: more likely to talk it through with peers and senior trainees
- supervisors believe advice should be tailored and the benefit of a break depends on trainees' motivation and intended activities
- some frustration amongst trainees regarding lack of guidance on how to maximise a break: trainees would appreciate more positive messaging.



# Questions raised by this research

---

- Trainees who have taken a break perceive they can create a more effective learning environment outside of a training programme:
  1. *How could learning opportunities be maximised within a training programme?*
- Trainees would like more control and autonomy. Training viewed as a 'treadmill':
  2. *How could the tick-box nature of training programmes be reduced?*
- Perception that weaker support networks, UK recruitment system and lack of team ethos = less incentive to stay in training:
  3. *What could employers do to address these challenges?*
- Breaks aren't for everyone, it's a personal choice. And they are more beneficial if they are well-planned:
  4. *How can trainees who want to take a break be guided effectively, whilst allowing those who want to progress directly into GP, core or specialty training to do so?*

# Discussion..

---

Questions  
Comments  
Observations  
?