

**DELIVERING HIGH QUALITY POSTGRADUATE MEDICAL EDUCATION
WHILE SUPPORTING CONSISTENT SERVICE DELIVERY
DISCUSSION DOCUMENT**

1.0 INTRODUCTION

- 1.1 The purpose of this paper is to explore the issues of delivering high quality postgraduate medical education in the context of a service-pressured clinical environment. This has implications for the wider healthcare system, trainee placement and rotation management as well as specific groups of trainees.
- 1.2 The delivery of postgraduate medical education in Wessex depends on the existence of high quality service providers to create an environment where educational opportunities flourish.
- 1.3 Maintaining service delivery is heavily reliant on input from doctors in training and they need to be working in services which are providing high quality safe patient care to achieve the expected education outcomes.
- 1.4 Challenges created by the changing demographics of the postgraduate medical workforce, combined with recruitment difficulties in some areas, and the need to deliver expected educational opportunities can be seen by service providers as compromising their ability to maintain patient care.
- 1.5 Failure at times to consider the consequences of policy delivery can potentially contribute to adverse patient experience or outcomes and deteriorations in educational environments.
- 1.6 The content of this paper is informed by local discussions as well as the finalised guidance from HEE (Principles for the Management of Postgraduate Training Rotations).

2.0 SYSTEM CHALLENGES

- 2.1 It is acknowledged that a tension exists between the delivery of high quality patient care and delivery of high quality educational placements which contribute to the development of competent CCT holders. These two key elements cannot be seen in isolation.
- 2.2 While Wessex is a relatively small geographically area compared with most other local offices, there remains a reluctance to view all placements as being accessible to all trainees and that placements anywhere within the patch should be acceptable and of equal educational value. Lack of clarity around this principle creates services which have consistently low fill rates for doctors in training. This produces service pressures, and the potential for poor educational experience, despite individual and organisational best efforts.

2.3 Some of the more specific key policies and education system challenges which contribute to tension between education and service provision are as follows:

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