

## DELIVERING HIGH QUALITY POSTGRADUATE MEDICAL EDUCATION WHILE SUPPORTING CONSISTENT SERVICE DELIVERY

### GUIDANCE FOR IMPLEMENTATION

This document is meant to be read in conjunction with its sister discussion document (Delivering High Quality Postgraduate Medical Education While Supporting Consistent Service Delivery). These principles apply to non-nationally allocated training posts.

Postgraduate training rotations are Wessex-wide unless sub rotations have been created, or there is a specified need for there to be training outside of the Wessex region.

1. The placement must enable the trainee to achieve satisfactory educational curriculum outcomes and this will be the overriding principle for any decisions made.
2. In line with national guidance training in **all** NHS LEPs is supported. This is of vital importance in recognising the contribution that trainees make to smaller units and that they are vital in providing the future workforce required for service delivery.
3. Trainees that are pre-CCT will have their needs prioritised over trainees who may be in a period of grace. The latter may be placed in an LEP to help support service delivery.
4. For rotations that are not fully allocated to the following principles apply:
  - a. That trainees are distributed to all LEPs in a percentage allocation that reflects the specialty recruitment figure, having taken into account their training needs.
  - b. There should be a minimum of at least 2 trainees per location per school wherever possible to help provide peer support and an appropriate culture for learning. In posts where there is a single trainee the school will ensure that the post is regularly quality monitored, taking into account need for a suitable culture for learning and the adequacy of other peer support.
  - c. The distribution of trainees needs to be equitable, taking into account the sustainability of the rotation. If the future of the placement appears to be in jeopardy then this will be discussed between Health Education England (Wessex) and the LEP.
5. Trainees who are less than full time will be placed in unfilled full time slots before there is any consideration of slot-share posts, unless there are over-riding specialty reasons that cannot be resolved with LEPs.
6. Schools will have a published set of criteria on which they will consider applications for out of programme experience (OOP). Each school will allow a maximum percentage of trainees to be out of programme at any one time, based on a percentage of overall recruitment to the programme.

Schools with multiple specialties must include consideration across all specialties/rotas to assess the total impact of OOP.

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