PRINCIPLES FOR THE MANAGEMENT OF TRAINING ROTATIONS

All training rotations within the Wessex Deanery provide excellent training opportunities in the placements available.

The quality assurance process within the Wessex Deanery is structured to identify any posts which fail to achieve the standards expected and to ensure remedial action is taken to improve individual posts.

It is acknowledged that some training rotation posts are more suitable for trainees at specific stages of their career. These will be known to the Head of School and Programme Director and will influence the decisions made for individual trainee placements.

The following broad principles should be considered when detailed planning of rotations occurs:

1. Postgraduate training rotation should be designed to ensure that during the course of the planned rotation exposure to all the necessary experiences to achieve curriculum competencies and sign off for CCT are available.

2. Design of the rotation should meet the requirements of individual trainees taking into consideration:
   - Achieving educational competencies including appropriate skills, knowledge and attributes.
   - Achieving specific objectives e.g. focused training. This may include out of programme experience for training, but only if such training is not available within the Deanery and with due consideration to the impact on Trust allocations.
   - Achieving a balanced training programme incorporating units with varying workloads.
   - Ensuring specific training opportunities available in a limited number of centres are available to the maximum number of trainees.

3. To ensure a Deanery-wide successful educational culture, it is essential that all Trusts where trainees are placed are encouraged and supported in developing appropriate training posts. It is possible that some Trusts may only have the educational opportunities to support trainees at specific stages of their training and these should be clearly identified and shared with the Trust. There should be evidence that Trusts and individual departments have sufficient educational infrastructure (resources, educational supervisors etc) to meet their training obligations. High quality placements will be considered as high priority when allocating trainees. With this limitation on rotational management an attempt should be made when planning rotations to achieve the following:
   - When a significant number of vacancies occur on a rotation an attempt should be made to allocate these as equitably as possible between Trusts so there is an appropriate share of trainees. This does not however mean reallocation when vacancies occur after the allocation is agreed.
➢ If opportunities for specific educational experience do not limit flexibility all Trusts on
the rotation should have an appropriate share of both senior and junior trainees.

➢ Trainees in a period of grace are post-CCT and, although still in a training post, should
not have their educational needs considered as a priority over trainees who are still
achieving CCT competencies. Requests for specific placements can only be
considered after accommodating the educational needs of other trainees and taking
into account the distribution of trainees across the programme.

The principles stated above are an attempt to meet the requirements for excellent training in a variety
of settings which will equip CCT holders to deliver high quality patient care in community, district
general and teaching hospital settings.

If, after full consideration of the principles laid out within this document, a disagreement
remains over a rotation, a final decision will be made by the Deanery.

August 2012