A National Review of Level One Paediatric Training
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Introduction
The Shape of Paediatric Training is currently under review. Little was known about the current patterns and perceived quality of level one (ST1-3) training across the UK.

Project aims
- Evaluate current patterns of level one training nationally
- Obtain trainee feedback to guide improvements to paediatric training in the UK

Heads of School Survey Results
- Variation in the time spent in different specialities during level one training
- Wide variation in subspecialty opportunities across the UK
- Limited training opportunities currently in:
  - o Community & Adolescent Mental Health (CAMHS) (2 deaneries)
  - o Primary care (no deaneries)
  - o Public health (1 deanery)
- Variation in allocation processes for posts
- 80% offered “step-up” or “senior SHO” posts
- In 40% of deaneries, trainees worked on the middle grade rota

Trainee Survey Results
- 28% of trainees reported suboptimal time spent in general paediatric training, whilst 23% wanted more subspecialty training
- Trainees would value time spent in Primary Care, CAMHS and Public Health settings. However, new opportunities should not detract from adequate general paediatric experience.
- 81% of trainees felt their level one training prepared them to work as a registrar
- 55% had worked in a “step-up” post; this was unanimously reported to be beneficial

Methods
1. Heads of Schools completed a survey to compare the current formats of level one training across the UK. Responses were received from 15/17 deaneries.
2. Nationally ST4-6 trainees completed a survey assessing retrospective experiences of level one training. 156 responses were received.
3. Qualitative workshop sessions were conducted with ST3-5 trainees to gain more in depth information about trainee experiences. Four sessions were completed in different regions.

Qualitative workshops
- A more consistent approach between consultants and ST3s would have been good...sometimes you step up at the last minute and feel unprepared then the next day not at all and it doesn’t help build confidence. It can feel conflicting
- “It’s difficult as a brand new ST4 to be on the same rota as someone who’s ST8, it’s difficult not to feel inadequate”
- “ST3 needs more flagging as being different and trainees need more support to help them make their own decisions”
- “It would be good to have a recognition that you’re not the same as a GP/SHO trainee, you have a vested interest in paediatrics”
- “You can end up not doing general paediatrics for two years before becoming a registrar which is not ideal”
- “Empowering people earlier in their training, everyone starts ST1 with a different level of experience...looking at people as individuals and giving more responsibility if a trainee can manage it”
- “I’ve had a constant battle with rota gaps and training takes an aside...leading to less experience...looking at people as individuals and giving more responsibility if a trainee can manage it”
- “It’s good to go back in ST3 to the same hospital you will step up in. You know how that hospital works and the staff...makes the transition to middle grade smoother”
- “A consistent approach between consultants and ST3s would have been good...sometimes you step up at the last minute and feel unprepared then the next day not at all and it doesn’t help build confidence. It can feel conflicting”

Conclusions
- Current national patterns of level one training are variable
- Trainees would value time spent in Primary Care, Community & Adolescent Mental Health and Public Health training, but not at the cost of cutting general paediatric training
- Key themes in trainee experience include optimising content of training, improving teaching and training and the transition to registrar role.
- Unfortunately, service provision demands are often detrimental to training opportunities. There is a significant need for improved trainee support and pastoral care.
- Implementation of improvements at a national and local level are essential for recruitment and retention of trainees
- The shape of training in the future should reflect these important findings