

2018 Training Data Analysis

Topic: Regional teaching

Background

The first annual analysis of regional teaching was undertaken in 2016 and was based on the Training Evaluation Form (TEF) reports. The findings enclosed are based on the outcomes from the 2018 TEF survey.

In August 2017 guidance from the RCOG on attendance at regional teaching changed to say that study days should be aimed at pre-MRCOG trainees, and that though ST6 and ST7 grades should attend study days devoted to their chosen sub-speciality, emphasis for these senior grades should be on assisting with organisation and provision; therefore not all of the regional teaching programmes would be suitable for all of the ST6 and ST7 grades. And so, the following report looks at 2 cohorts where appropriate: firstly data from all grades of trainees as a group (to make it possible to compare the 2017 data to this year's TEF data), and secondly at only the responses from the ST1 – ST5 grades; predominantly those for whom the regional teaching should be designed.

The following analysis looks at the four areas that the TEF focussed on with regard to regional teaching; comparing the 2017 and 2018 data, and where appropriate looking at variation between the different trainee grade brackets and Deaneries

Training Issues/ Questions

1. What is the overall level of satisfaction with regional teaching, and does the presence of rota gaps influence this?
2. Has the suitability of regional teaching sessions improved overall compared to the 2017 data? And is there a difference in satisfaction by each training grade bracket (ST1-2, ST3-5, ST6-7)?
3. Has there been any change in the frequency of conflict between trainees attending regional teaching and service provision? And does the grade of the trainee effect the feeling that there is conflict?
4. How frequently is regional teaching offered in each Deanery? Has this changed since the 2017 TEF? Does the frequency of regional teaching vary by trainee grade bracket?
5. Has there been any improvement since 2017 in the frequency that trainees are able to get to regional teaching? Is there any variation in training grade?
6. Do satisfaction levels for regional teaching correlate with overall enjoyment levels?

Analysis

What is the overall level of satisfaction with regional teaching, and is there any correlation with rota gaps?

Data from the 2018 TEF has demonstrated an overall increase in UK obstetrics and gynaecology trainees' satisfaction with regional teaching; in 2016 the mean score was 48.1, in 2017 it was 67.0, and the score with the 2018 TEF data is 67.7.

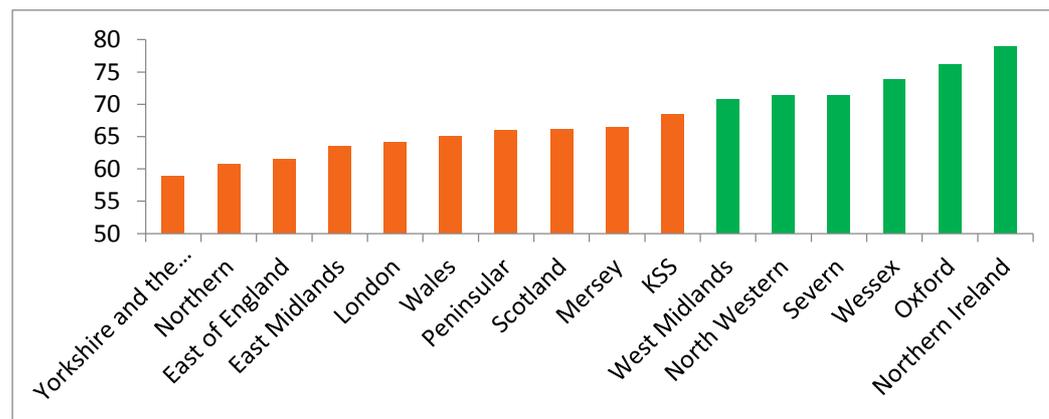


Figure One: Overall satisfaction with regional teaching by Deanery (orange = average score 50.00-69.99; green = average score >70)

As shown in Figures One and Two, the Deanery with the highest satisfaction score was Northern Ireland; unfortunately because of changes in the structure of the Northern Irish Deanery which meant that the health boards have been regrouped and renamed it is not possible to compare the scores from the 2017 and 2018 data. The Deanery with the lowest score was North Western Deanery, which also reported an 82 point (8.7%) decrease in satisfaction score as compared to their 2017 score.

Further analysis was carried out to look at the possible effect of rota gaps on the overall regional teaching satisfaction scores. 51% of ST1 – ST5 grades responded 'yes' to the question 'is your rota currently full at your level', compared to 35.8% of ST6 and ST7 grades. Ranking the Deaneries by percentage of trainees who responded 'yes' and comparing this rank to the overall regional teaching scores is shown in Figure Three. It does not appear that having a higher number of rota gaps affects overall enjoyment of regional teaching as there appears to be no correlation between these two factors; if there was a relationship then 2 parallel lines of similar gradient would be expected.

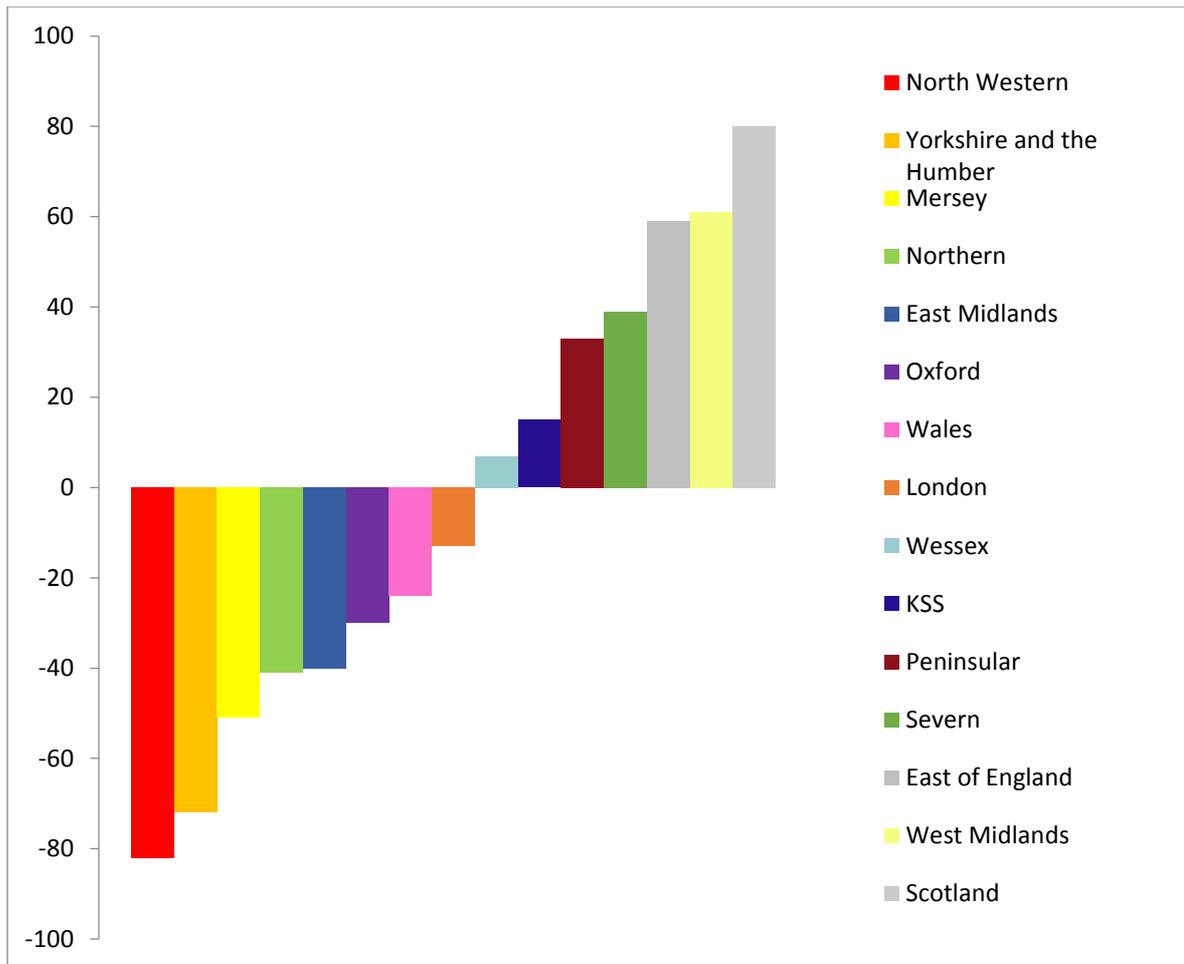


Figure Two: The increase or decrease in overall satisfaction scores in regional teaching as compared to the 2017 TEF data (NB Northern Ireland not included as data from 2017 is divided into different trusts and so is not comparable).

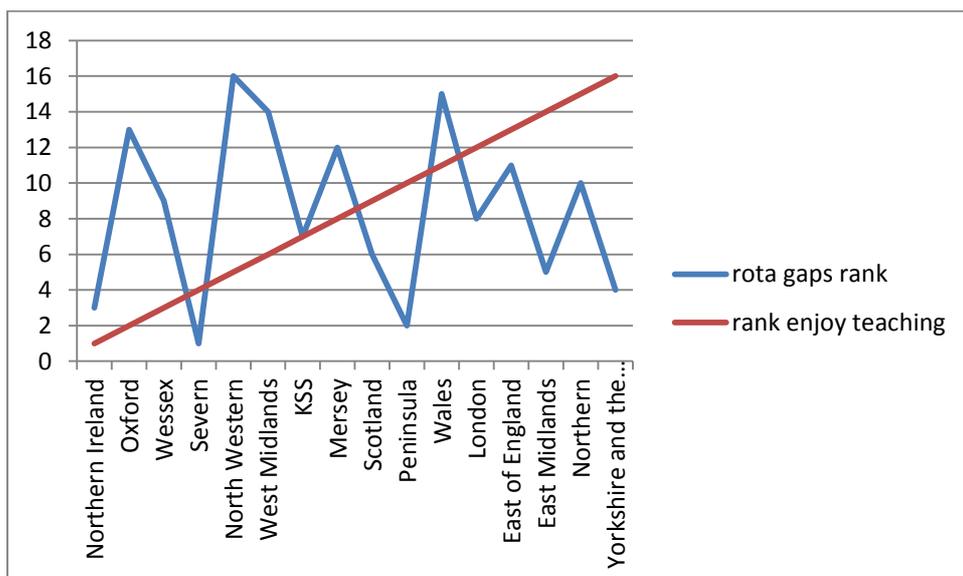


Figure Three: To show the relationship between each Deanery's ranking for rota gaps and overall satisfaction with regional teaching.

Has the suitability of regional teaching sessions improved overall compared to previous TEF data?

Further analysis of the responses from the statement ‘Regional teaching is appropriate for my level of training and learning needs’ supports the finding that overall, following a drop in satisfaction in the 2017 data, there has been a general increase in levels of satisfaction with the content of regional teaching in 2018 (Table one). Analysis of grades ST1-5 alone demonstrates a greater increase in satisfaction levels suggesting that overall regional teaching is catering better for more junior trainees, as it is supposed to be.

Response Red = decreased Yellow = equivalent Green = increase	2018 ST1-5 (%)	2018 ALL (%)	2017 (%)	2016 (%)
Positive (Agree or Strongly Agree)	88.3	80.7	79.2	80.7
Neither agree nor disagree	7.3	8.5	9.7	10.2
Negative (Disagree or Strongly Disagree)	3.9	1.78	4.6	4.0
N/A	0.5	6	6.5	4.9

Table One: A comparison of UK trainees’ responses to the question ‘regional teaching was appropriate for my level of training and learning needs’.

Figure Four shows that when the analysis included all of the trainees responses, in the majority of deaneries there was an increase in the number of positive responses to this statement (‘strongly agree’ and ‘agree’) but two deaneries (Wales and North Western) had a reduction in satisfaction levels as compared to the 2017 data. Removing the responses from ST5 and ST6 grade trainees (Figure Four: green bar) has a greater influence in some deaneries than others, and could be demonstrating whether a deanery is pitching its regional teaching at the correct level. In Northern, East Midlands, KSS, Scotland, Severn and Wessex, removing the ST5 and ST6 responses decreases the level of satisfaction suggesting that the regional teaching is not applicable to more junior grades. Conversely in Wales, Yorkshire and the Humber, East of England, North Western, Oxford, Northern Ireland, removing ST5 and ST6 grade responses increases levels of satisfaction indicating that the teaching is better for more junior grades. As with in 2017, when the data for all grades of trainee is considered, Northern Ireland and Oxford Deaneries again score the most. But given that regional teaching is supposed to be designed for pre-MRCOG trainees Yorkshire and the Humber could be said to be performing most successfully as they come out top when the ST6 and ST7 trainees are removed. Another consideration is deaneries such as Peninsula, West Midlands, Mersey and London where removing the ST5 and ST6 grades had very little impact on satisfaction scores – these units

appear to be giving greater consideration to providing the best regional teaching for their whole trainee body regardless of grade.

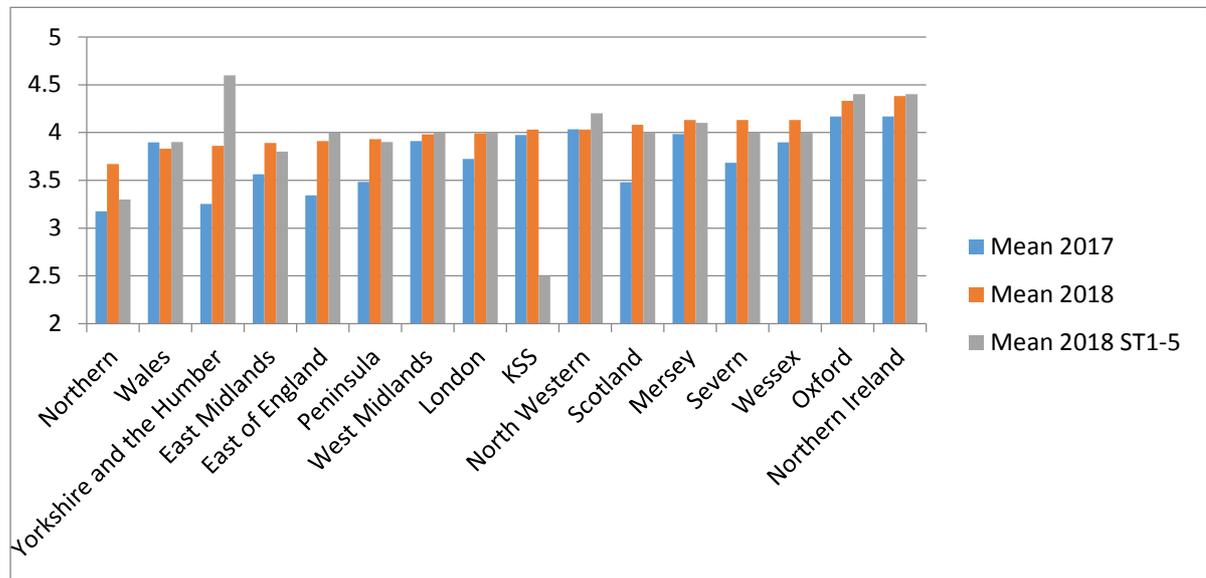


Figure Four: By Deanery, how far do trainees agree to the statement ‘regional teaching was appropriate for my level of training and learning needs’ (1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree).

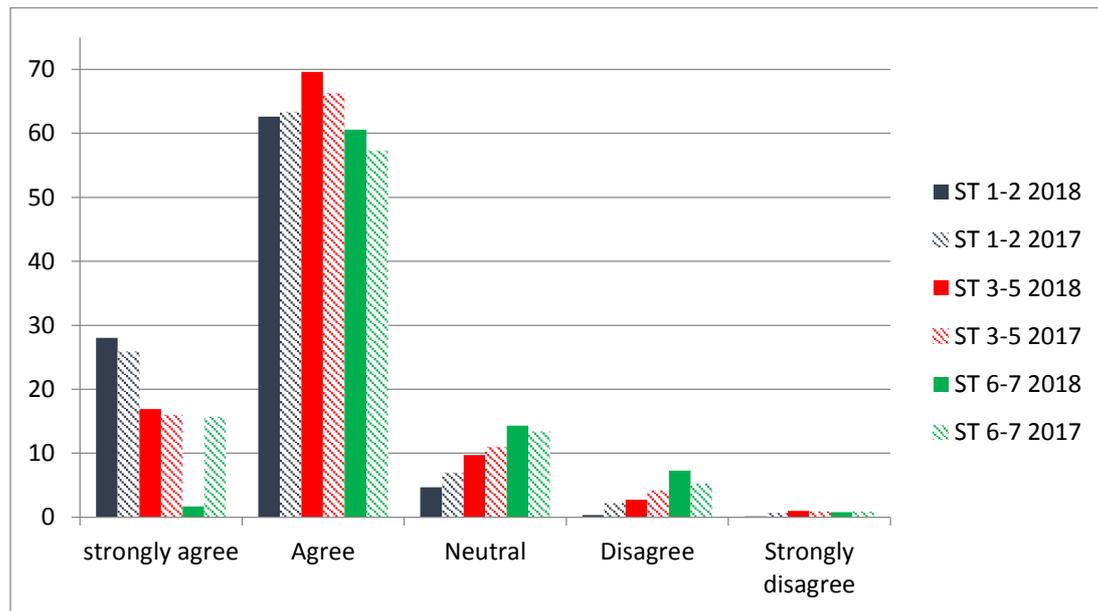


Figure Five: Trainees responses to the question ‘regional teaching is appropriate for my level of training and learning needs’ by grade (percentage of trainees, comparing 2017 (patterned bars) and 2018 (plain bars) data).

Analysis by training grade bracket (ST1-2, ST3-5, ST6-7) is shown in Figure Five. There remains a trend for greater satisfaction in regional teaching in the more junior grades; for the ST 1-2 bracket the curve has shifted slightly left, and for the ST 6-7 bracket the curve has shifted slightly right, indicating a greater disparity. Closer evaluation reveals that Scotland and, to a slightly lesser extent, the West Midlands Deaneries have a more even satisfaction score across the grade brackets in the ‘strongly agree’ and ‘agree’ responses.

Has there been any change in the amount of perceived conflict between trainees attending regional teaching and service provision?

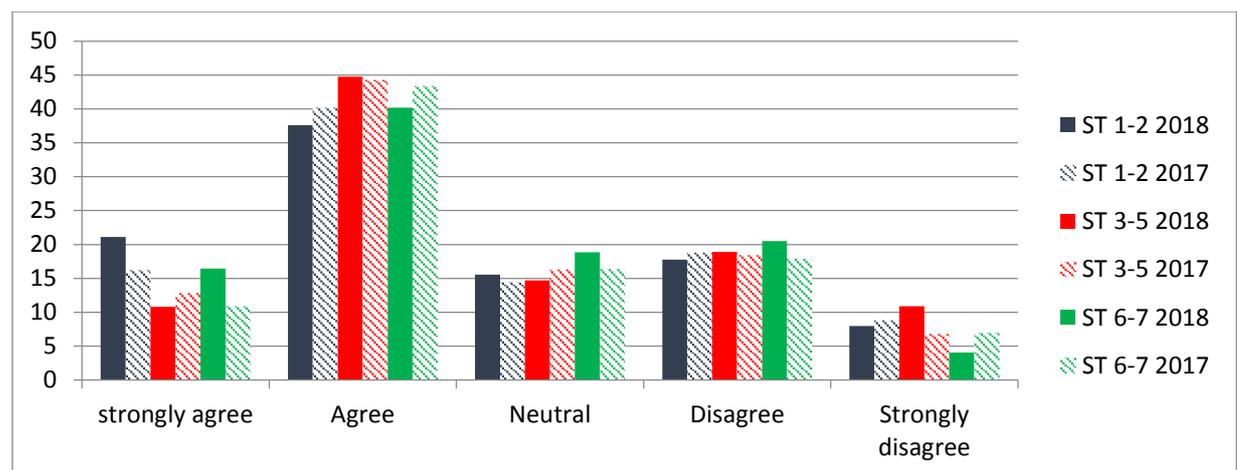


Figure Six: Trainees responses to the statement ‘there is little conflict between attending teaching sessions and service provision’ by grade (percentage of trainees, comparing 2017 (patterned bars) and 2018 (plain bars) data).

Response Red = decreased Yellow = equivalent Green = increase	2018 ST1-5 (%)	2018 ALL (%)	2017 (%)	2016 (%)
Positive (Agree or Strongly Agree)	56.9	55.5	54.6	34.0
Neither agree nor disagree	15.1	15.6	15.2	18.2
Negative (Disagree or Strongly Disagree)	26.7	26.6	24.7	43.9
N/A	1.3	2.3	5.5	3.9

Table Two: A comparison of all UK trainees' responses to the statement 'there is little conflict between attending teaching sessions and service provision'.

Table Two shows that, of those trainees who elected to respond to the statement 'there is little conflict between attending teaching sessions and service provision', around one quarter feel that there is a significant conflict; furthermore the percentage has slightly increased from the 2017 data. Removing the data from the ST6 and ST7 grades has no significant impact on the results indicating that this appears to be an effect found equally across all training grades; this is further shown in Figure Six.

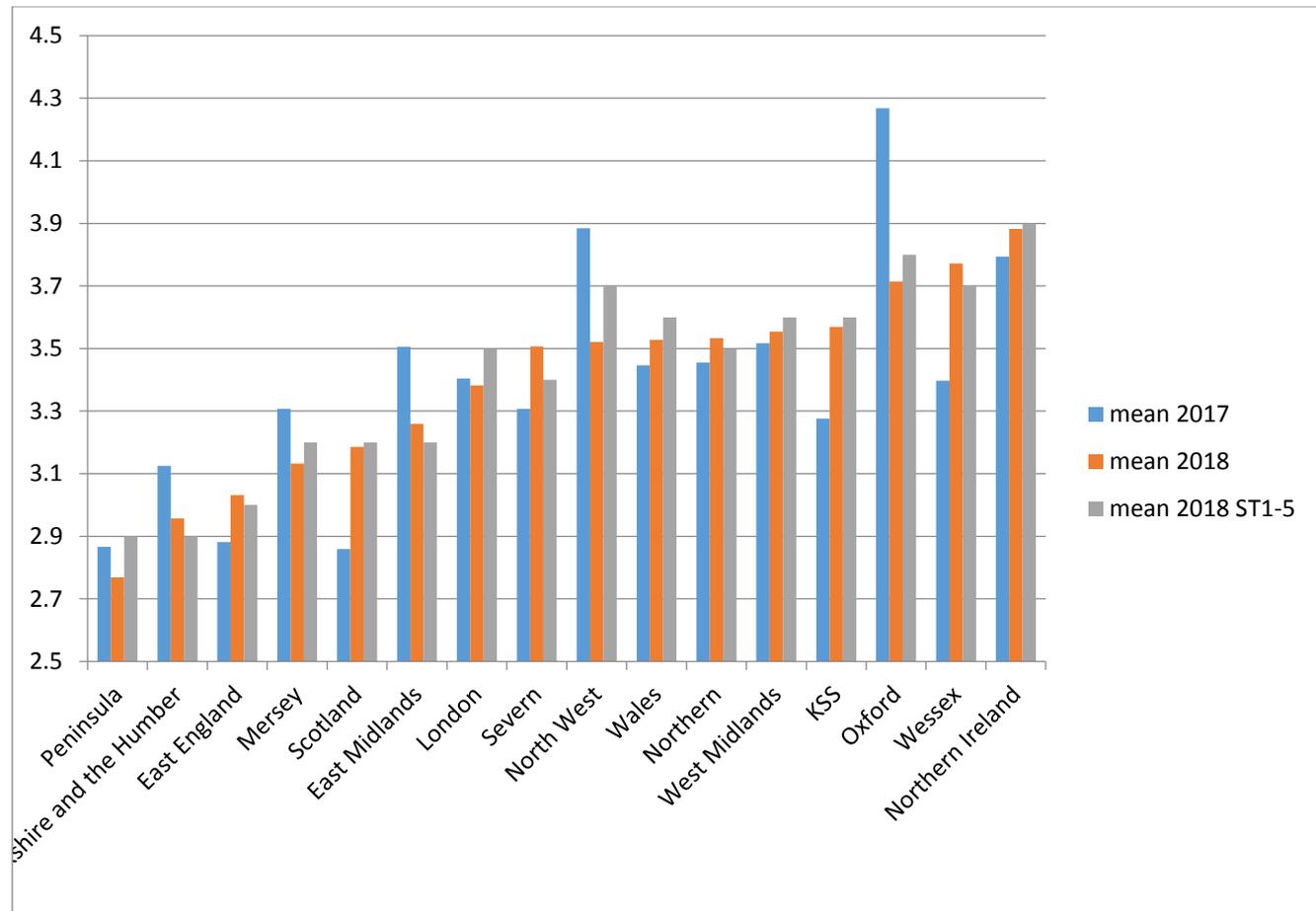


Figure Seven: By Deanery, how far do trainees agree to the statement ‘there is little conflict between attending teaching sessions and service provision’ (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

Analysis of the data by Deanery (Figure Seven) shows that when using responses from all grades of trainees approximately 50% of the Deaneries have a worse mean score as compared to the 2017 data, and that the highest scoring Deanery (Northern Ireland) in the 2018 data had a substantially lower mean score than the highest scoring Deanery (Oxford) in the 2017 data. This, in combination with the findings shown in Table Two, suggests that although overall there has been a small improvement in trainees not experiencing conflict when trying to go to regional teaching sessions, in some units there is comparably more conflict present than last year. Removing the responses from the ST6 and ST7 grades reduces the amount of conflict trainees experience in Peninsula, Mersey, Scotland, London, North West, Wales, West Midlands, KSS, Oxford and Northern Ireland, which could suggest that in these deaneries more senior trainees experience greater conflict. Conversely, analysing only the responses from ST1-5 grades increases the amount of conflict trainees experience in Yorkshire and the Humber, East of England, East Midlands, Severn, Northern and Wessex deaneries suggesting that greater conflict is felt in the junior trainees.

How frequently is regional teaching offered in each Deanery? And how frequently are trainees able to attend regional teaching?

Response Red = decreased Yellow = equivalent Green = increase	2018 ST1-5 (%)	2018 ALL (%)	2017 (%)	2016 (%)
Weekly	7.2	6.5	7.7	7.2
Fortnightly	9.1	8.2	8.5	8.6
Monthly	45.8	43.9	43.9	45.5
Bimonthly	18.2	19.6	17	19.0
Less frequently	19.8	21.9	19.8	19.8

Table Three: The frequency of regional teaching, comparing data from the 2016, 2017 and 2018 TEF.

Table Three and Figure Eight demonstrate that whilst monthly regional teaching sessions remain the most common frequency across all of the Deaneries, there has been a small shift towards more infrequent teaching sessions since the 2017 academic year. In the 2018 TEF data 41.5% of trainees report that regional teaching is run less frequently than monthly, and 14.7% more frequently; this is compared to 36.8% and 16.2% respectively for the 2017 TEF data. The results are very similar regardless of whether ST6 and ST7 grades are included in the analysis, suggesting that the frequency of sessions offered is very similar for all grades. Looking at this in greater detail, Figure Eight shows that 28.6% of ST6 and ST7 grades are offered regional teaching less frequently than bimonthly. Given that there is no option to select a frequency of 'never' it is possible that some senior trainees select this option instead and so this number may be falsely high.

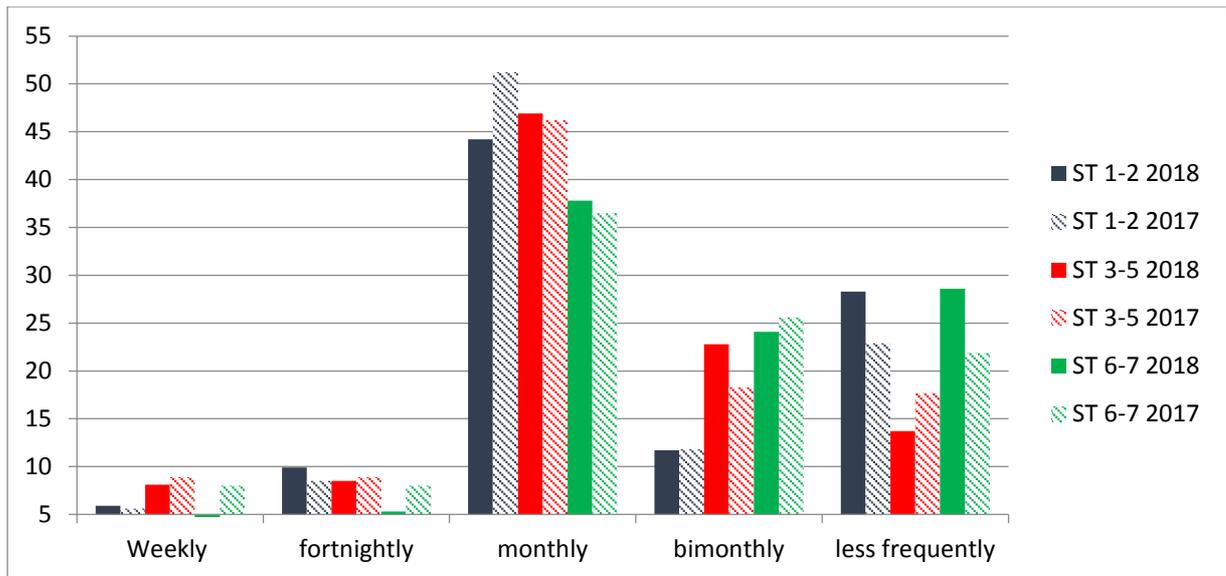


Figure Eight: The frequency of regional teaching by training grade (percentage of trainees, comparing 2017 (patterned bars) and 2018 (plain bars) data).

Response Red = decreased Yellow = equivalent Green = increase	2018 ST1-5 (%)	2018 ALL (%)	2017 (%)	2016 (%)
Weekly	2.5	0.2	1.1	2.4
Fortnightly	4.5	3.8	5.4	3.0
Monthly	30.4	26.6	36.2	27.0
Bimonthly	26.7	27.5	23.4	27.8
Less frequently	35.9	39.9	33.9	39.7

Table Four: The frequency of trainees' attendance at regional teaching comparing data from the 2016, 2017 and 2018 TEF.

There has been a shift in the frequency that trainees are able to attend regional teaching since the 2017 TEF. Looking at all grades of trainees, more trainees report attending less frequently than monthly; 67.4% in the 2018 TEF data verses 57.3% in the 2017 TEF data. This is significant since, as demonstrated above (Table Three), monthly teaching remains the most common frequency to be offered. Removing the ST6 and ST7 responses from the analysis does appear to improve the percentage of trainees that attend less frequently than monthly to 62.6%. Therefore it could be concluded from the 'ST1-5' only column in Table Four and from Figure Nine that some of the change could be attributed to alterations in the pattern of attendance reported by the most Senior trainees – far fewer ST6-7 trainees attended regional teaching on a monthly basis that in the 2017 TEF data.

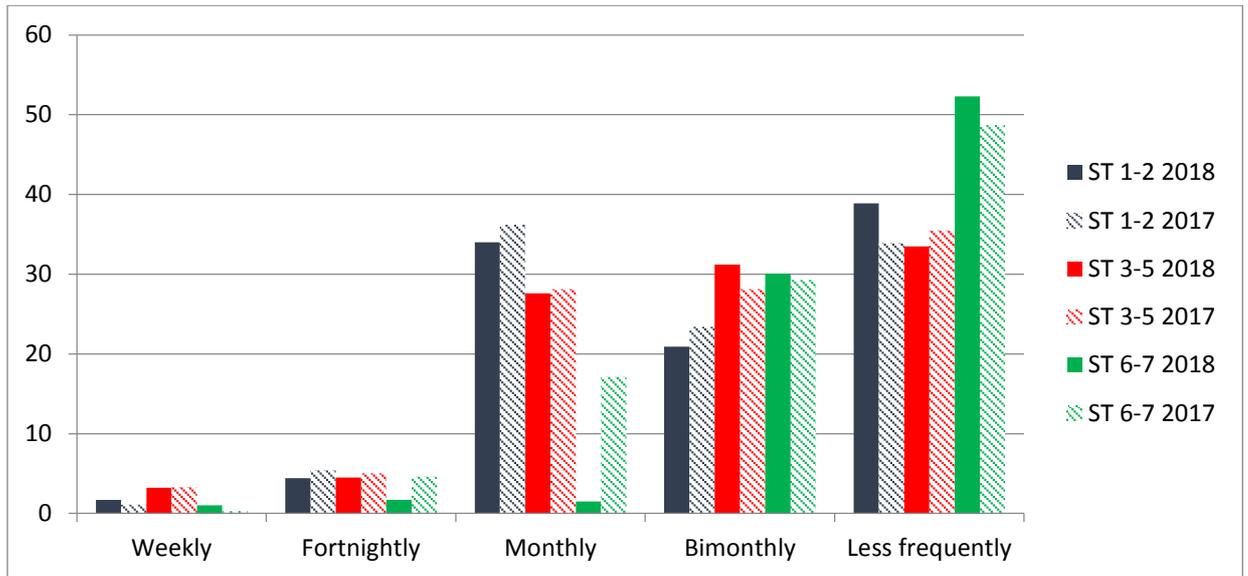


Figure Nine: The frequency of trainees attendance at regional teaching by training grade (percentage of trainees, comparing 2017 (patterned bars) and 2018 (plain bars) data).

To further clarify the situation we carried out an analysis of the relationship between the trainees reported frequency of regional teaching available and the frequency that they reported attending it (Figure Ten). It could be assumed that 100% attendance rates would be unusual given that trainees will be working night shifts and have EWTD rest days that may fall on regional teaching days, and the data supports this showing that – when ST6 and ST7 grades responses are excluded - an average of 39.1% of trainees report attending all of the regional teaching in their Deanery. This increases to 58.8% of ST1-5 grades if including those that report attending more than 50% of regional teaching. Worrying an average of 36.4% of ST1-5 grades attend less than 8% of the regional teaching that is available in their Deanery. Figure Ten also confirms that ST6 and ST7 grades are attending a smaller proportion of the available regional teaching, as compared to the more junior grades, which follows the recommendations made by the RCOG.

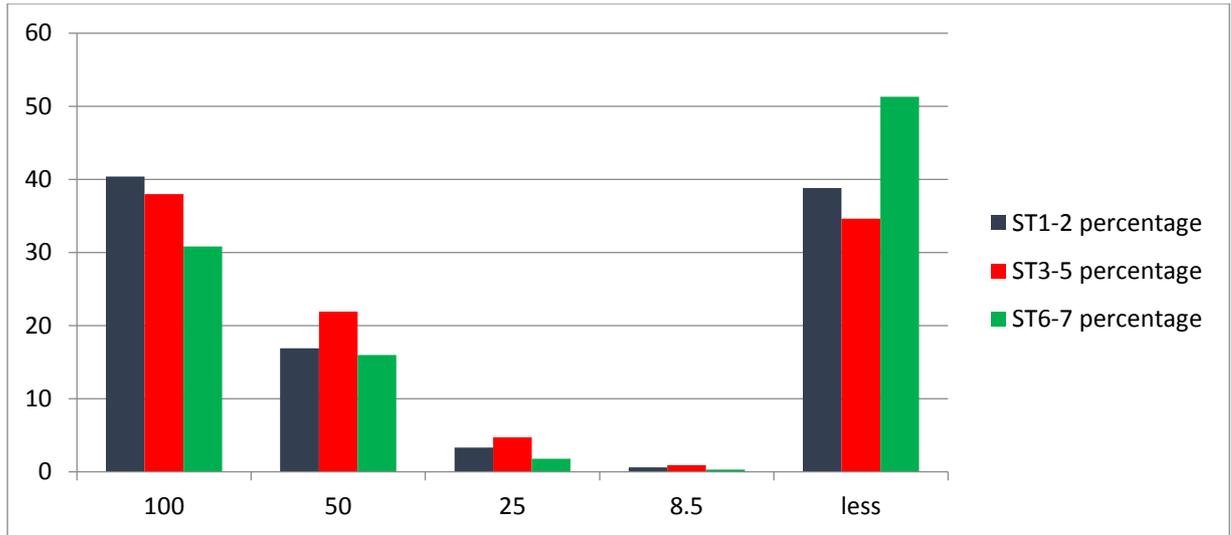


Figure Ten: The percentage of regional teaching a trainee reports attending, by training grade (the frequency of reported attendance as a percentage of the frequency of regional teaching sessions offered).

How far does satisfaction in Regional Teaching influence a trainees' Overall Recommendation?

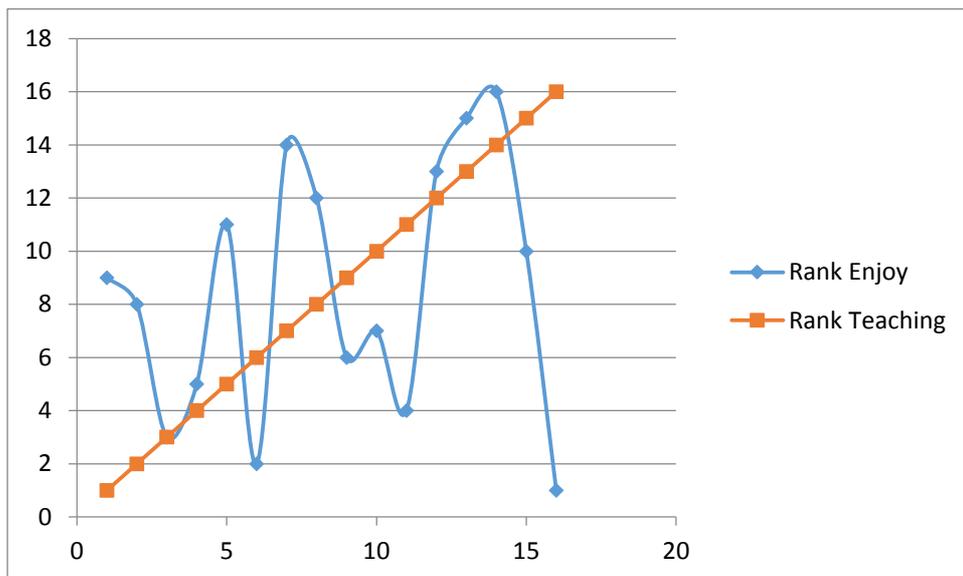


Figure Eleven: To show the pattern of correlation between the mean Deanery score for over satisfaction in 'Regional Teaching' and 'Overall Recommendation'.

Figure Seven demonstrates that there is little correlation between a trainees overall satisfaction with their training (by Deanery) and their overall satisfaction with Regional Teaching in their Deanery. The graph uses the rank of each Deanery, based on the mean scores for the 'Regional Teaching' and 'Overall Recommendation' categories. If there were a close correlation then two parallel lines of similar gradient would be expected.

Conclusions

Overall the level of satisfaction with Regional Teaching has remained stable since the 2017 TEF; which feels disappointing given the recommendations made. One third of the Deaneries were RAG rated as green, and the remaining 2 thirds and orange; positively, none were RAG rated as red. There does not appear to be any relationship between the number of reported rota gaps and overall satisfaction in regional teaching.

Recommendations from the 2017 report included reviewing the appropriateness of the content of regional teaching for ST6 and ST7 grade trainees and this in turn led to a recommendation that regional teaching be designed predominantly for a pre-MRCOG audience with more senior grade trainees only attending the relevant sessions to their chosen areas of interest, and being involved in the organisation and provision of the teaching instead. Based on this we had hoped that satisfaction levels in the ST6 and ST7 grades would improve, but in fact the opposite appears to have happened. This suggests that there have been no modifications made, especially given that the 2018 TEF has likely captured more of the ST6 and ST7 data than the 2017 as fewer senior trainees elected to not answer the questions relating to regional teaching.

Overall the conflict between attending regional teaching and service provision appears to be fairly stable and equally distributed between all grades of trainees. However there has been a move towards offering regional teaching less frequently than in the 2017 academic year, and that the frequency of attendance has also declined. Of the ST1-5 grades 39.1% report attending 100% of the regional teaching offered to them, and 58.8% report attending more than 50% of regional teaching offered to them. Troublingly 36.4% report attending less than 8% of the regional teaching that is available

There appears to be no direct correlation between a trainee's overall satisfaction in training and their satisfaction in Regional Teaching, indicating that trainees consider other things more important in their training.

Recommendations

1. Further study into the Deaneries that have had proportionally larger improvements in overall satisfaction score for Regional Teaching (Northern, Yorkshire and the Humber, Scotland and East of England) could help to identify some beneficial strategies that other Deaneries could adopt to improve the Regional Teaching that they are offering.
2. In deaneries where a greater proportion of senior trainees are satisfied with regional teaching (Scotland and West Midlands) further research may identify what it is that they are doing differently, so that this can be used to improve standards nationally.

3. Identifying the barriers to Senior trainees attending teaching might be helpful so that we can further understand the reasons – it might be that they chose not to because they attend other teaching that they feel is more useful at their stage of training?

Suggestion for GMC survey program specific questions (PSQs)

None

Suggestions for changes to TEF questions

For those who chose the options ‘less frequently’ when asked how frequently they attend regional teaching, including a requirement for additional information to describe the reason would be helpful in further understanding why a significant proportion of all trainees, but in particular senior trainees, attend teaching so infrequently.

Add a ‘not applicable’ option to all questions relating to regional teaching to allow those who do not attend for whatever reason to respond correctly.

Authors

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