Joint Royal Colleges of Physicians Training Board

# 2019 NATIONAL TRAINEE SURVEY RESULTS 

## PAEDIATRIC CARDIOLOGY

## SPECIALTY SPECIFIC QUESTIONS

## OCTOBER 2019

## Introduction

The Specialty Specific Questions have been developed to test trainee's access to, participation in or confidence in the attainment of specific aspects of the specialty training curriculum.

The questions have been included as Programme Specific Questions in the annual GMC National Trainee Survey. A table showing trainee's collective responses from a national perspective, a comparison with the responses last previously received for the question (if it has been asked in a previous year) and the region or regions where agreement is highest or lowest are shown on pages 4-7 with a fuller breakdown of the questions and the trainee responses (nationally, by Deanery/LETB and by grade later in this report.

39 Paediatric Cardiology trainees (11 ST4, 11 ST5, 4 ST6, 6 ST7 and 7 ST8) completed the 2019 survey. This was an overall increase of $22 \%$ ( 7 trainees) compared to 2018. The numbers of trainees in each Deanery / LETB completing the survey were as follows:

| Deanery / LETB | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ |
| :--- | ---: | ---: |
| Health Education East Midlands | 4 | 5 |
| Health Education N, C \& E London | 10 | 13 |
| Health Education NW London | 1 | 0 |
| Health Education South London | 1 | 0 |
| Health Education North East | 3 | 3 |
| Health Education North West | 0 | 0 |
| Health Education Mersey | 3 | 4 |
| Health Education Severn | 0 | 3 |
| Health Education South West Peninsula | 0 | 0 |
| Health Education Wessex | $<3$ | $<3$ |
| Health Education West Midlands | 3 | 4 |
| Health Education Yorkshire and the Humber | $<3$ | 3 |
| NHS Education for Scotland | $<3$ | $<3$ |
| Northern Ireland Medical and Dental Training Agency | $\mathbf{3 2}$ | 0 |
| TOTAL |  | $\mathbf{3 9}$ |

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## Specialty Specific Questions - Paediatric Cardiology

| Quality Criteria | \% trainees agreeing overall | $\begin{aligned} & \text { 2018/2019 } \\ & \text { Difference } \end{aligned}$ | Agreement Highest |  | Agreement Lowest (2018) 2019 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Q1: Did you obtain your first choice of special interest training? $\begin{array}{ll} \text { (ST7-ST8) } & \text { Yes } \\ & \text { NA: } 8 \% \end{array}$ | 2017: $100 \%$ <br> 2018: $100 \%$ <br> 2019: $92 \%$ | -8\% | LDN (N,C\&E) $(100 \%)$ <br> EMD (N/A) <br> WMD $(N / A)$ | $\begin{aligned} & \hline 100 \% \\ & 100 \% \\ & 100 \% \\ & \hline \end{aligned}$ | NE (100\%) | 0\% |
| Q2: What proportion of your time is spent in your area of special interest? (ST7-ST8) | NA: $8 \%$ <br> $0-24 \%:$ $8 \%$ <br> $25-49 \%:$ $31 \%$ <br> >50\%: $54 \%$ <br> 2017  | $\begin{aligned} & +8 \% \\ & +8 \% \\ & -5 \% \\ & -10 \% \end{aligned}$ | NE $(0 \%)$ <br> WMD $(N / A)$ <br> EMD (N/A) <br> LDN (N,C \& E) $(50 \%)$ | $\begin{array}{r} 100 \% \\ 50 \% \\ 100 \% \\ 71 \% \end{array}$ | $\begin{array}{ll} \text { LDN (N,C \& E) } & (50 \%) \\ \text { WMD } & (\mathrm{N} / \mathrm{A}) \\ \hline \end{array}$ | $\begin{aligned} & 29 \% \\ & 50 \% \end{aligned}$ |
| Q3: What impact does your on call duty have to your overall training? (ST4-ST8) Very positive/positive | 2017: $70 \%$ <br> 2018: $69 \%$ <br> 2019: $75 \%$ | + 6\% | EMD $(75 \%)$ <br> NE $(100 \%)$ <br> SW $(N / A)$ <br> Y \& H $(67 \%)$ <br> LDN (N, C \& E) $(70 \%)$ | $\begin{array}{r} \hline 100 \% \\ 100 \% \\ 100 \% \\ 100 \% \\ 77 \% \end{array}$ | NW $(0 \%)$ <br> WMD $(N / A)$ | $\begin{gathered} 25 \% \\ 0 \% \end{gathered}$ |
| Q4: What proportion of the echocardiograms you perform are reviewed critically to your level of competence by senior staff when you request this? (ST4-ST8) | N/A: $3 \%$ <br> $0-24 \%:$ $5 \%$ <br> $25-49 \%:$ $10 \%$ <br> $50-74 \%:$ $21 \%$ <br> 75-100\%: $62 \%$ | $\begin{aligned} & +0 \% \\ & -8 \% \\ & +4 \% \\ & +2 \% \\ & +3 \% \\ & \hline \end{aligned}$ | NE (33\%) <br> WMD (N/A) <br> NW $(33 \%)$ <br> EMD, SW, Y \& H  | $\begin{array}{r} 33 \% \\ 75 \% \\ 75 \% \\ 100 \% \\ \hline \end{array}$ | $\begin{array}{ll} \text { WMD } & (\mathrm{N} / \mathrm{A}) \\ \text { LDN (N,C \& E) } & (10 \%) \\ \text { LDN (N,C \& E) } & (30 \%) \\ \text { LDN (N,C \& E) } & (50 \%) \end{array}$ | $\begin{array}{r} 25 \% \\ 8 \% \\ 31 \% \\ 62 \% \\ \hline \end{array}$ |
| Q5: In your experience, how difficult or otherwise was it for you to achieve the competencies set out in the 2010 curriculum? <br> (ST4-ST8) Very easy/fairly easy | 2017: $30 \%$ <br> 2018: $31 \%$ <br> 2019: $48 \%$ | +17\% | Y \& H $(0 \%)$ <br> NE $(33 \%)$ <br> LDN (N,C \& E) $(40 \%)$ <br> WMD $(N / A)$ | $\begin{aligned} & \hline 67 \% \\ & 66 \% \\ & 54 \% \\ & 50 \% \\ & \hline \end{aligned}$ | NW $(33 \%)$ <br> SW $(N / A)$ <br> EMD $(0 \%)$ | $\begin{aligned} & 25 \% \\ & 33 \% \\ & 40 \% \end{aligned}$ |
| Q6: Is research actively encouraged and facilitated by your centre? <br> (ST6-ST8) Yes | 2017: $71 \%$ <br> 2018: $56 \%$ <br> 2019: $71 \%$ | +15\% | NE $(100 \%)$ <br> LDN (N, C \& E) $(83 \%)$ | $\begin{array}{r} 100 \% \\ 88 \% \end{array}$ | WMD (N/A) | 67\% |
| Q7: Does your training centre facilitate your attendance to at least 80\% of national training dates on average each year? <br> (ST6-ST8) <br> Yes | 2017: $88 \%$ <br> 2018: $81 \%$ <br> 2019: $76 \%$ | -5\% | NE $(100 \%)$ <br> LDN (N, C \& E) $(100 \%)$ | $\begin{array}{r} 100 \% \\ 88 \% \end{array}$ | WMD (N/A) | 67\% |

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| Deanery / LETB | Year | $\mathrm{N}=$ | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Health Education East Midlands | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{aligned} & 4 \\ & 5 \end{aligned}$ | $\begin{gathered} \text { No data } \\ 100 \end{gathered}$ |  | $\begin{gathered} 75 \\ 100 \\ \hline \end{gathered}$ |  | $\begin{gathered} 0 \\ 40 \end{gathered}$ | $\begin{array}{r} 100 \\ 0 \end{array}$ | $\begin{gathered} 100 \\ 0^{*} \end{gathered}$ |
| Health Education London (North, Central \& East) | $\begin{array}{r} 2018 \\ 2019 \\ \hline \end{array}$ | $\begin{aligned} & 10 \\ & 13 \end{aligned}$ | $\begin{aligned} & 100 \\ & 100 \\ & \hline \end{aligned}$ |  | $\begin{aligned} & 70 \\ & 77 \end{aligned}$ |  | $\begin{aligned} & 40 \\ & 54 \\ & \hline \end{aligned}$ | $\begin{aligned} & 83 \\ & 88 \end{aligned}$ | $\begin{gathered} 100 \\ 88 \end{gathered}$ |
| Health Education London (North West) | $\begin{array}{r} 2018 \\ 2019 \\ \hline \end{array}$ | $\begin{gathered} <3 \\ 0 \\ \hline \end{gathered}$ | No data No data |  | No data No data |  | No data No data | No data No data | No data No data |
| Health Education London (South) | $\begin{aligned} & \hline 2018 \\ & 2019 \end{aligned}$ | $\begin{gathered} \hline<3 \\ 0 \end{gathered}$ | No data No data |  | No data No data |  | No data No data | No data No data | No data No data |
| Health Education North East | $\begin{array}{r} 2018 \\ 2019 \\ \hline \end{array}$ | $\begin{aligned} & \hline 3 \\ & 3 \end{aligned}$ | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & 100 \\ & 100 \\ & \hline \end{aligned}$ |  | $\begin{aligned} & 33 \\ & 66 \\ & \hline \end{aligned}$ | $\begin{aligned} & 100 \\ & 100 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 100 \\ & 100 \\ & \hline \end{aligned}$ |
| Health Education North West | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{aligned} & \hline 3 \\ & 4 \end{aligned}$ | No data No data |  | $\begin{gathered} \hline 0 \\ 25 \end{gathered}$ |  | $\begin{aligned} & 33 \\ & 25 \end{aligned}$ | No data No data | No data No data |
| Health Education South West | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{aligned} & \hline 0 \\ & 3 \end{aligned}$ | No data No data |  | $\begin{gathered} \text { No data } \\ 100 \end{gathered}$ |  | $\begin{gathered} \text { No data } \\ 33 \end{gathered}$ | No data No data | No data No data |
| Health Education Wessex | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{aligned} & <3 \\ & <3 \end{aligned}$ | No data No data |  | No data No data |  | No data No data | No data No data | No data No data |
| Health Education West Midlands | $\begin{aligned} & \hline 2018 \\ & 2019 \\ & \hline \end{aligned}$ | $\begin{gathered} \hline<3 \\ 4 \end{gathered}$ | $\begin{gathered} \hline \text { No data } \\ 100 \end{gathered}$ |  | $\begin{gathered} \hline \text { No data } \\ 50 \end{gathered}$ |  | $\begin{gathered} \hline \text { No data } \\ 50 \end{gathered}$ | No data <br> 67 | $\begin{gathered} \hline \text { No data } \\ 67 \end{gathered}$ |
| Health Education Yorkshire and the Humber | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{aligned} & \hline 3 \\ & 3 \end{aligned}$ | $\begin{gathered} 100 \\ \text { No data } \end{gathered}$ |  | $\begin{gathered} 67 \\ 100 \\ \hline \end{gathered}$ |  | $\begin{gathered} 100 \\ 67 \end{gathered}$ | $\begin{gathered} 100 \\ \text { No data } \end{gathered}$ | $\begin{gathered} 100 \\ \text { No data } \end{gathered}$ |
| NHS Education for Scotland | $\begin{aligned} & 2018 \\ & 2019 \\ & \hline \end{aligned}$ | $\begin{aligned} & <3 \\ & <3 \end{aligned}$ | No data No data |  | No data No data |  | No data No data | No data No data | No data No data |
| Northern Ireland Medical and Dental Training Agency | $\begin{aligned} & 2018 \\ & 2019 \end{aligned}$ | $\begin{gathered} \hline<3 \\ 0 \end{gathered}$ | No data No data |  | No data No data |  | No data No data | No data No data | No data No data |

Increase in agreement 2018/19
decrease in agreement 2018/19
Agreement unchanged 2018/19

* Q7 100\% of trainees answered N/A


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Q2. What proportion of your time is spent in your area of special interest?
(This question was presented to trainees of the following grades: ST7, ST8) 2018: $n=11,2019: n=13$

All results


Grade


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## Q4. What proportion of the echocardiograms you perform are reviewed critically to your level of competence by senior staff when you request this?

(This question was presented to trainees of the following grades: ST4, ST5, ST6, ST7, ST8) 2018: n=32, 2019: n=39

All trainees


Grade


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