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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

A Year In Diabetes Training 2023-2024:

What did we learn?



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A Year In Diabetes Training 2023-2024:

Reflections of a grumpy old woman...



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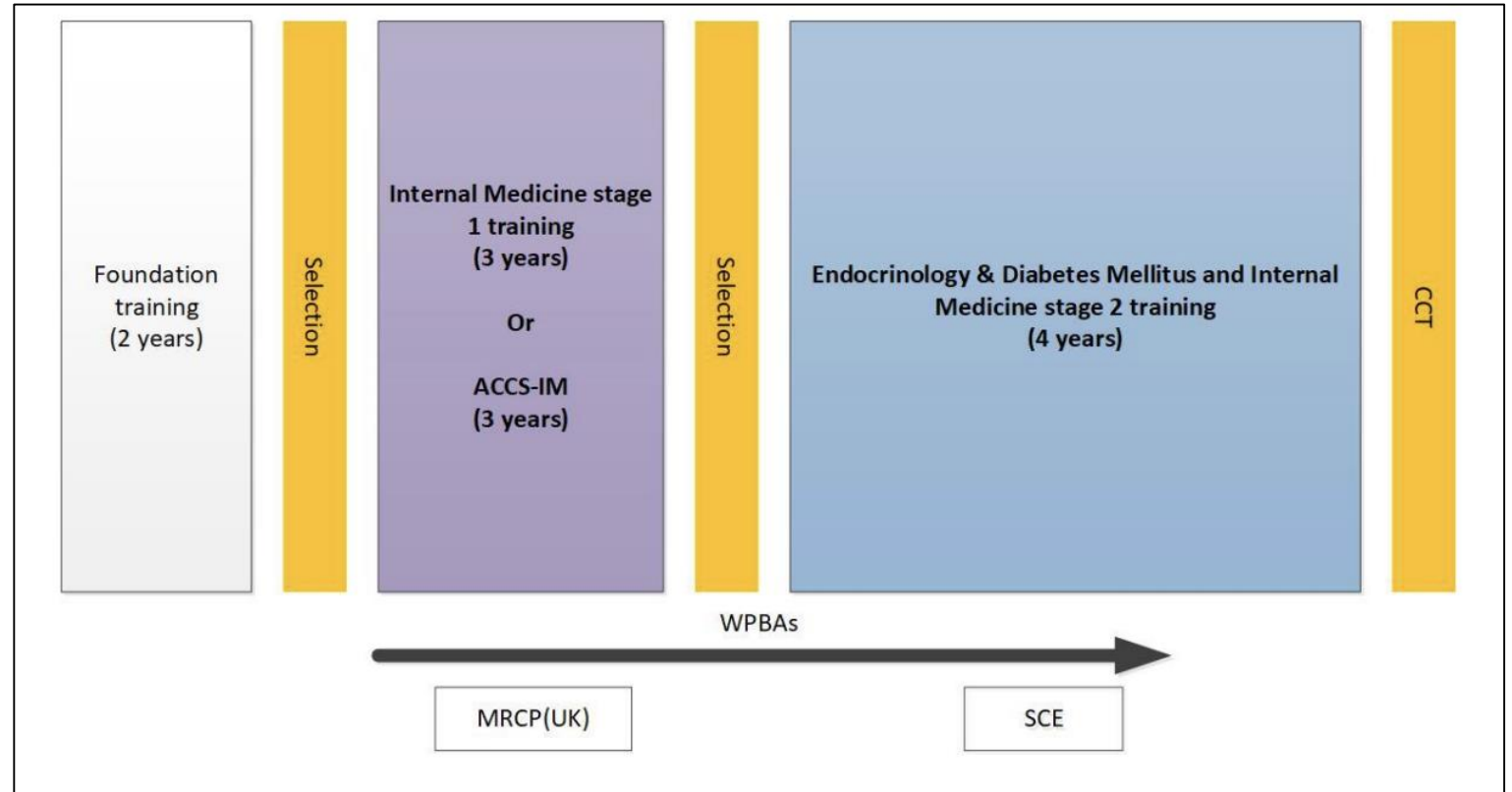
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Hybrid closed loop systems for managing blood glucose levels in type 1 diabetes

Technology appraisal guidance [TA943]
Published: 19 December 2023
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Implementation of New Curriculum (2022)



Impact of New Curriculum

- Entering at “ST4”
 - Is this equivalent to ST4 capability in D&E/GIM when trainees entered at ST3?

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- Capabilities in Practice



TPDs, Educational Supervisors & STC/ARCP panels



Trainer support & training

Early formative
assessments/appraisals
with trainees

Supportive professional
developmental planning
with trainees

Pastoral role

Motivation & morale



Less Than Full-Time Training

- Increasing proportion (eg 40% Wales)
- All genders
- Carer responsibilities & work-life balance
- Rota challenges
- GIM vs specialty
- Study/annual leave
- Program management & rotation planning

Balancing GIM vs Specialty Training for both the FT & LTFT Workforce

Planning!!

- Supervisors & trainees
- Curriculum mapping to placements
- Study leave aligned to clinical training priorities

Modernise rotas

GIM-free training periods

GIM clinic swaps

Out of Programme

Research

- Challenges
 - Incentive
 - Funding
 - CCT extension

Medical Education

Leadership & Management

Specialty Training Fellowships

Recruitment

- 2-3 applications per NTN
- Are we attracting the most capable & committed physician trainees to D&E?

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 - Are we attracting the most capable & committed physician trainees to D&E?
- Local 'taster' days
- Encourage medical students, FPs, IMTs in clinics & specialty projects

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- IMGs
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 - Differential attainment

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- IMGs
 - Variable experience of UK NHS, acute “med reg”, & specialty
 - Differential attainment
- Intense ES support
- Defined role within STC
- Focused induction
- Portfolio & ARCP training
- Communication skills & MDT working

Technology & Opportunity

Training Days – F2F, Virtual & Hybrid

Cross-site MDTs & departmental teaching (? Specialist clinics)

Simulation Based Medical Education



Simulation Based Medical Education

- Variable experience & models across UK
- Included in new curriculum
- Immersive, experiential learning opportunities in a safe and controlled environment
- Fill gaps in curricular experience
- Development of wider professional skills

D&E Simulation Based Education: Wales Pilot

Sim-lab (acute GIM/specialty scenarios)

- Clinical decision-making
- Application of JBDS guidelines in atypical scenarios
- Leadership, situational awareness, communication

E-referrals

- Prioritisation & communication

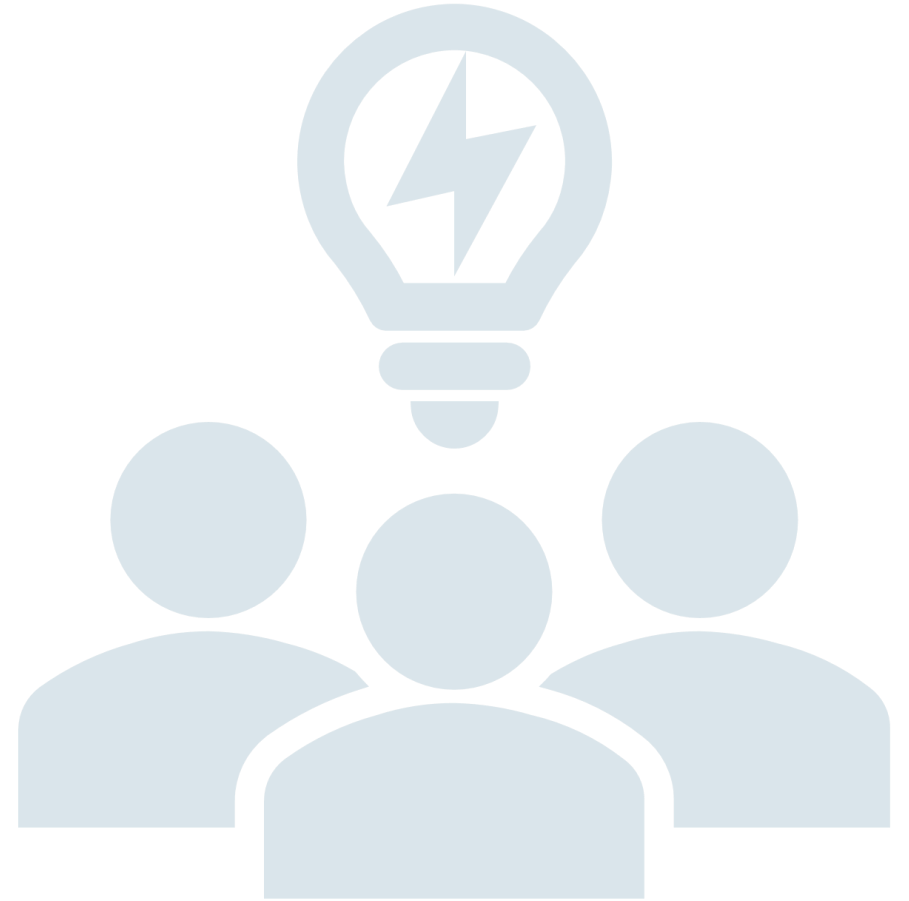
Clinical scenarios

- Out-patient & in-patient settings
- Simulated “patients” – actors, consultants & specialist nurses
- Themed cases in diabetes & endocrinology
- Communication, MDT working, challenging consultations
- Peer observation & learning
- Feedback – peers, trainers, & simulated patients

Challenges

- Small groups
- Resource requirements
 - £££
 - Trainer time
 - Scenario development
 - Training - debriefing
 - Delivery of sim sessions

Co-development and co-delivery with trainees



Understanding next generation psychology & priorities

- Tired, burning out, mental health concerns, morale
- Work-life balance
- Social & financial pressures
- Geography & commuting distances vs training opportunities
- Future career aspirations & workforce retention

Summary

- Shorter specialty training program
- GIM vs Specialty balance
- Curriculum may not keep pace with specialty developments
- Recognising & supporting the increasingly complex roles & skills required of trainers
- Opportunities for modernisation with technology & innovation
- Future workforce planning

