

BROAD-BASED TRAINING

#BBT

Commissioned by the Academy of Medical Royal Colleges (AoMRC), funded by Health Education England (HEE), we are evaluating BBT, exploring whether it better prepares trainees for specialty training and the changing landscape of healthcare delivery.

What is BBT?



Broad-based training (BBT) programmes are running in LETBs (Deaneries) across England.

BBT follows foundation training and provides 6-month placements in General Practice, Core Medical Training, Paediatrics and Psychiatry.

BBT aims to develop: practitioners adept at managing complex cases, patient-focused care; specialty integration; and conviction in career choice.

Our Evaluation

We're taking a mixed methods approach and this infographic presents baseline questionnaire data from BBT Trainees in 2013 (BBT 2013, n=37) and 2014 (BBT 2014, n=24).



A comparator group of trainees following traditional pathways in the four specialties in 2014 is also presented (Comparator 2014, n=48).

We present other findings (from focus groups discussions, & Q-Sorts) in other infographics.

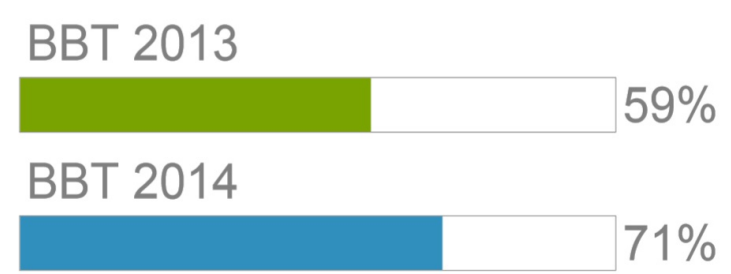


Why BBT?

Trainees typically choose BBT because they wish to gain broad experience and they are uncertain which specialty to pursue.

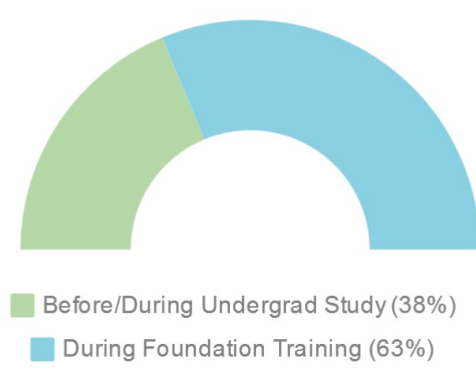
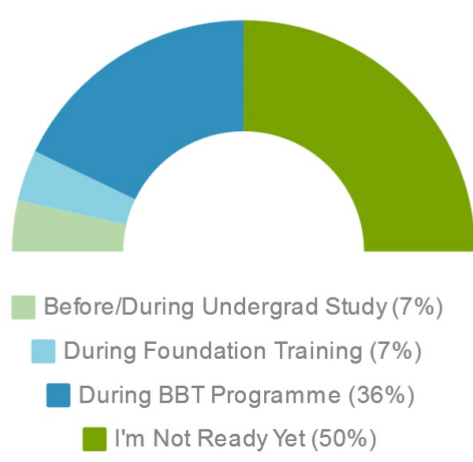
At baseline uncertainty about career pathway was commonplace and higher amongst BBT2014.

% of BB Trainees uncertain about which specialty to pursue



BBT 2014

Comparator 2014



When did you feel ready to choose your specialty?

Comparator trainees determined their choice of specialty earlier with many deciding during the undergraduate years or before (37% compared with just 4% in BBT 2014 group).

Satisfaction rates

BBT 2014 trainees were notably more satisfied with workplace-based assessments and ePortfolio than those in the comparator group (p<0.01).

Other differences weren't significant but BBT 2014 trainees reported higher levels of satisfaction with their training experience to date although lower levels of satisfaction with Educational Supervisors.

Experience/process – Satisfaction Ratings	BBT	Comparator
With choice of BBT in general/specialty	79%	78%
Clinical Supervisor	79%	77%
Educational Supervisor	58%	71%
Workplace-base assessments	75%*	35%
Your training experience to date	71%	56%
ePortfolio	58%*	29%

Confidence Ratings : That current training will develop trainees who...

Confidence Ratings : That current training will develop trainees who...	BBT	Comparator
will bring a wider perspective	88%*	29%
can apply learning from one specialty to another	84%*	23%
are adept at managing complex patients	75%*	38%
have conviction in choice of career pathway	83%*	29%
can progress successfully into their chosen career	46%	52%

Confidence achieving key outcomes

BBT trainees were more confident than the comparator group about gaining a wider perspective, applying learning across specialties, managing complex patients and having career conviction (p<0.01).

However they were less confident about progressing successfully in their career.

Note: 10-point scale; reported percentages are those rating 8 or more



Conclusions

BBT enables trainees to spend more time deciding on their career specialty

BBT trainees are generally satisfied with their training, relative to the comparator group

Good evidence that trainees expect BBT to achieve its aims

Implications for training from confidence results:

Traditional training: how to better equip trainees to managing patients with complex needs

BBT: how to help trainees to feel well equipped for successful progression

Contact Alison Bullock: bullockad@cardiff.ac.uk for more information on our BBT Evaluation

www.cardiff.ac.uk/curemede

