

# Guidance for the Distribution and Amendment of Tariff Funded Training Posts

Yorkshire and the Humber Deanery

Workforce Training and Education, Yorkshire and Humber, NHS England





<b>Name of Document</b>	Guidance for the Distribution and Amendment of Tariff Funded Training Posts		
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1	January 2021	Sarah Kaufmann / Nick Sowerby	New guidance
2	March 2014	Emma James	Minor changes in line with organisational change.

## Document Status

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## 1. Introduction

This document was established in order to provide guidance to the Yorkshire and the Humber Deanery stakeholders involved with the design, development, and management of training programmes for postgraduate doctors and dentists in training.

The guidance covers the means of distribution of tariff-funded postgraduate medical training posts across Medical Foundation, Specialty, Dentistry and GP training in Yorkshire and the Humber. It ensures that it is transparent, fair, and equitable, aligned to population health needs and considers the balance of service provision and training quality across the region.

## 2. Purpose

This guidance sets out the process and governance procedures that will determine the distribution of training posts and any amendments to this distribution. This applies to both fixed-term and permanent post changes.

## 3. Scope

This guidance applies to the movement of all approved training posts within the Yorkshire and the Humber Deanery.

## 4. Definitions

The Yorkshire and the Humber Deanery sits within the Workforce, Education and Training Directorate of NHS England (NHSE). As such this guidance needs to be considered in conjunction with the NHSE mandate which is determined by national healthcare workforce priorities.

## 5. Roles and Responsibilities

The Postgraduate Dean is responsible for the distribution of postgraduate doctors and dentists in training across training posts. Deputy Deans (DD) or Heads of School (HoS) may be considered to be nominated deputies of the Postgraduate Dean.

Training Programme Directors (TPDs) are responsible for allocating placements within each training programme. They provide information for quality metrics and ensure appropriate curriculum coverage.

## 6. Process

### 6.1. Quality Metrics

The Yorkshire and the Humber Deanery Quality Team has infrastructure and system that coordinates national quality-based survey outcomes and local interventions, i.e., Local Educator Providers (LEPs) based visits, which is used by Postgraduate Schools to assist with the quality management of training across the region.

These outputs will also form part of the annual self-assessment report (SAR) of the relevant Postgraduate School.

### 6.2. Curriculum

Each TPD, with support from the HoS and Deputy Dean(s), will establish which LEPs can deliver aspects of the curriculum. Those areas only delivered by certain centres will need to be identified, as well as how long would be required to receive that training. This will inform the rotation/programme structure. All must identify at least two sites within a geographical rotation where the curriculum can be delivered. If there is only one LEP that can deliver a particular area this needs to be highlighted. In addition, suggested alternative national and Independent Sector locations for training should be considered in case they are necessary.

### 6.3. Distribution of posts

Each Postgraduate School will map where current posts are, and whether there is general agreement that the distribution is appropriate, aligned to the principles in the Executive Summary. This will be reviewed on an annual basis.

No LEP should receive a disproportionate number of lower versus higher training grades posts, unless there is a curricular reason to do so.

If the training programme/school does not reach agreement, this must be escalated to the relevant Deputy Dean.

### 6.4. Capacity

The Yorkshire and the Humber Deanery can only disestablish training posts to which it contributes through tariff funding.

The Deanery can however remove training recognition from fully funded Trust posts where there is an agreement or national mandate to reduce overall numbers and capacity within a specialty.

### 6.5. Decrease

If an LEP cannot continue to accommodate as many trainees in a specialty, they are responsible for notifying the Deanery, via the Postgraduate Dean or Deputy Dean, **no later than six months** prior to declaration of numbers for recruitment purposes. For posts that are ST2 (ST1 in dentistry) or higher, LEPs should inform the Deanery as soon as possible, but no later than 1st February each year.

If the Deanery decides to reduce the number of posts in a LEP, they will follow the same notice period.

## 6.6. Increase

In line with national expansion programmes, LEPs will be asked annually whether there is financial capacity to take additional trainees in any specialty provided this includes support for educational and clinical supervision, any relevant on-call costs, appropriate office accommodation, access to study leave as well as clinical exposure.

## 6.7. Security of supply

Primary Care placements will be allocated preferentially to areas with the lowest fill to encourage future recruitment in these geographical areas.

LEPs failing to recruit consultants into specialties may also have trainees allocated preferentially, providing quality of training is demonstrably equivalent to training at well-supplied units.

At this point and only if all the above information is known will posts be reallocated.

Trainees requiring additional support will be placed dependent on educational needs and where this support may be best delivered, as at present. This may alter distribution patterns, particularly in smaller specialties.

## 6.8. Financial considerations

In general, provided there is no adverse impact on the quality of training, the cheapest model of delivery will be preferred.

There may be more than one model to support training available if investment were possible. This could include financial mitigation to a LEP, i.e., fully funded Trust post (rather than tariff). The school should rank the models and then this should be discussed further with Deputy Deans in advance of any proposal being submitted to the relevant Directorate.

If it appears that any programme is at risk due to inadequate number or type of LEPs, the Directorate, in liaison with the Postgraduate Dean, will consider if it wishes to support training by providing additional funding. This will then be a recommendation that will be considered by the relevant governing body.

## 6.9. Decision making

Where significant changes are being considered, the school will provide a view on the training placements. If several models are viable then the school should rank the models considered and discuss with Deputy Deans for advice and recommendation, prior to the submission of a proposal to the relevant Directorate.

The submission to the Directorate should clearly indicate the reason(s) for the change, the agreement of the receiving LEP to the financial commitment outlined previously. It should also confirm that discussion and provisional agreement has been sought from the 'losing' LEP. Whilst consent from the losing LEP should be sought, it is not required.

The final decision rests with the Postgraduate Dean.

Where, by exception, an urgent change is required, the school will provide a view to the Directorate, who would then liaise with the Postgraduate Dean in a timely manner.

## 6.10. Timescales

Amendments to training programme posts should normally be **finalised six months** before they are due to take effect, in accordance with the relevant rotational timescales. For example, for a post change taking place in August, this should be formally approved by the Directorate in the previous December. This enables the necessary changes to financial arrangements, planning and reporting to be carried out with six months' notice to the LEP.

There may be some extenuating circumstances for fixed-term post changes which fall outside these timescales.

## 7. Equality Impact Assessment (EIA)

Under the Equality Act, the need for public bodies in England to undertake or publish an equality impact assessment of their policies, practices and decisions was removed in April 2011 when the 'single equality duty' was introduced. Public bodies must still give "due regard" to the need to avoid discrimination and promote equality of opportunity for all protected groups when making policy decisions and are required to publish information showing how they are complying with this duty.

NHSE is committed to providing equality of opportunity, not only in its education and training but also in the services for which it is responsible. As such, this policy has been screened, and no impact has been identified.

## 8. Monitoring Compliance and Effectiveness

The effectiveness of the guidance will be reviewed on a regular basis by a nominated Business Manager (within the Training Programme Management function) on an annual basis.