

# CCT Class of 2010 – where are they now?



Royal College of  
**Paediatrics and Child Health**

*Leading the way in Children's Health*

## Key Findings

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### GMC registration, grid training and subspecialties

- 98.1% of new CCT holders in 2010 are now on the GMC specialist register and the majority of (62.7%) are registered in general paediatrics (Tables 1 & 2).
- For most paediatric subspecialties the majority of doctors had undertaken their training on the national grid, except community paediatrics where only 20% of those registered for community child health have done their training on the national grid.
- There is a mismatch in the subspecialty registration of new CCT holders and the wider workforce in that only 4.7% of new CCT holders are registered in community child health, yet they account for 21.6% of the consultant workforce.
- Over 91% of respondents are now in a post which is the same as their GMC registration, but there are 8 doctors now working in community child health (CCH) that are not registered for CCH.

### Current post and location

- 89.4% of 2010 CCT holders who responded to the survey are now in consultant positions.
- 90.9% of all respondents and 92.8% of consultants have positions in the UK.
- Limited job availability was a reason for leaving the UK for less than a third of those who have done so. Family/personal and strong home ties were equally important reasons.
- Almost a third (31.7%) – 76 doctors are now working in a different region from the one in which they trained. The most common reason given on 43 occasions was that there were no suitable posts in their training region.
- Severn (60%) and Oxford (50%) were the regions which had seen the largest proportion of doctors finding positions in another region.
- Over 90% of respondents are working in the NHS in the UK and no respondents are now working in private healthcare in the UK.
- Contract type, resident shift working and educational supervision undertaken
- 179 (76.2%) of new consultants are on substantive contracts group compared to 93.5% of all consultant in 2009.
- 28.5% of CCT holders in new consultant roles are undertaking resident shifts at an average of 2.88 PAs per week.

- 15.1% of those in consultant posts are not yet involved in educational supervision of trainees or foundation doctors.

### **Full time and less than full time working**

- Part time working amongst new consultants is at a similar level to the overall consultant workforce.
- Less than full time working is more common for women (32%) than for men (5.5%) and is similar to the rates for the overall consultant workforce.
- The average PAs of new consultants working less than full time is 7.3 which is higher than the average for all consultants working less than full time of 6.9 recorded in 2009.
- Only one in ten survey respondents are not in a working pattern which reflected how they intended to work before they received CCT or CESR.

### **Obtaining current post and transition to consultant role**

- Female doctors made fewer than half the number of job applications before obtaining their current post.
- UK graduates made on average only a third of applications as Indian graduates and less than half of those by other overseas graduates.
- 31.7% of respondents had obtained their first post before their GMC registration and 56.8% after. Of the latter group, it took an average of 4.2 months to obtain their post. There was no considerable difference between male and female respondents.
- Only 15.5% of respondents found the transition from trainee to consultant or SSASG either quite or very difficult.
- The survey identified strong demand for the College to support leadership and management development for new consultants and also introduce a network for new consultants.

### **Continuing professional development**

- Almost 20% of new CCT holders were not registered for CPD and one-fifth (10) of these were not aware of the scheme.
- Management and leadership are key areas in which new consultants would like help from the College in regard to CPD courses and e-learning.