2012 Foundation Programme Curriculum

Dr Duncan Henderson
Chair
Scottish Foundation Board
2012 UK Curriculum

How was it developed?
Structure and Content
How is it used in practice?
2012 Curriculum

Based on GMC Good Medical Practice and The Trainee Doctor
Builds on UG training and Tomorrow’s Doctors

2010
2 reviews of UK Foundation Training
Prof John Collins (MEE)
Dr Alastair Cook (SGHD)
Foundation Reviews

Two year generic programme
Concerns about supervision
4 or 6 month placements
Flexibility and choice
Review assessment
Increase community exposure / long term conditions
Academic programmes
Curriculum Content

Executive summary
Purpose of the Foundation Programme
How to use the Curriculum
Syllabus
Learning and Teaching
SLE’s and assessment

Responsibilities of trainers
Ensuring quality in the foundation programme
Curriculum design and educational framework
Mapping the curriculum to GMC standards
Curriculum Syllabus

Section 1 Foundation doctor as professional and scholar

Professionalism
Relationship and communication with patients
Safety and clinical governance
Ethical and legal issues
Teaching and training
Maintaining good medical practice
Curriculum Syllabus

Section 2 Foundation doctor as safe and effective practitioner

Good clinical care
Recognition and management of the acutely ill patient
Resuscitation and end of life care
Patients with long term conditions
Investigations
Procedures
How is it used?

UKFPO companion guide *Foundation Programme Reference Guide 2012* – structures and systems required to support delivery

NES developed e-Portfolio used by 20/21 UK Foundation Schools
The Reality…

Foundation Doctor
e-Portfolio
Online training modules
Mandatory teaching programme
The Reality…

Foundation Educational Supervisor
Work with Foundation trainee
Supervised Learning Events
Team Assessment of Behaviour
Developing the Clinical Teacher
Core procedures

End of Block
Check e-Portfolio
Complete Supervisor and Placement Report
(Placement Supervision Group)
The Reality…

End of Year
ARCP process – Foundation Programme Director reviews information from all 3 blocks

Checked / Signed Off by Associate Postgraduate Dean
F1 – Full GMC Registration
F2 – Foundation Achievement of Competencies Document (FACD)

In the pipeline:
Curriculum mapping
Patient feedback
Questions?
Purpose of Foundation

1) Build on undergraduate education
2) Professionalism and patient welfare
3) Generic training
4) Team working
5) Experience to inform career choice
Example of outcomes and competences in the Syllabus

1.2 Time management

F1 outcome
Is punctual and organised

F2 outcome (in addition to F1)
Delegates tasks and ensures that they are completed

Competences
Is punctual for all duties, including handovers, clinical commitments and teaching sessions
Integrates Supervised Learning Events and other learning responsibilities into the weekly programme of work
Keeps a list of allocated tasks and ensures that all are completed
Organises and prioritises workload regularly and appropriately
Delegates or calls for help in a timely fashion when falling behind
Demonstrates the ability to adjust decision-making in situations where staffing levels and support are reduced (e.g. out of hours)
Supervises others to ensure appropriate prioritisation and delivery of care.
Too much assessment!

• Radical revision of workplace based assessment to separate 
  Supervised Learning Events from Assessment

• Placement Supervision Group

• Structured assessments at the end of each placement and at the 
  end of each year by both clinical and educational supervisors.
Mini-Clinical Evaluation Exercise for Learning (mini-CEX) I

This form records a “patient/foundation doctor encounter” observed by a trainer for teaching purposes. Topics should be chosen jointly by the foundation doctor and trainer to address learning needs. Feedback and actions advised for further learning are recorded solely for the foundation doctor’s benefit.

<table>
<thead>
<tr>
<th>Foundation doctor’s name:</th>
<th>GMC number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date (dd/mm/yy):</td>
<td></td>
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</tbody>
</table>

**Trainer’s details**

<table>
<thead>
<tr>
<th>GP</th>
<th>Consultant Specialty SASG</th>
<th>ST3 or above/SPR</th>
<th>ST/CT 1/2</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Signature:</td>
<td></td>
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<tr>
<td>Registration number:</td>
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</tbody>
</table>
## Mini-Clinical Evaluation Exercise for Learning (mini-CEX) II

<table>
<thead>
<tr>
<th>Clinical setting</th>
<th>Clinical problem category</th>
<th>Focus of encounter</th>
<th>Syllabic sections covered (choose as many as apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED, OPD, ward, admissions, GP surgery, home visit, other</td>
<td>New patient, Follow up, Complexity, Airway, Breathing, Circulation, Neuro and Visual, Psych, Pain, Long term illness, Communication, Other</td>
<td>History, diagnosis, management plan, communication, discharge, other</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Feedback based on the behaviours observed. The trainer should focus on those areas performed well and also identify areas for development

**Agreed action:**
Clinical Supervisor’s End of Placement Report I

<table>
<thead>
<tr>
<th>Name of foundation doctor:</th>
<th>GMC number:</th>
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</thead>
<tbody>
<tr>
<td>Training period:</td>
<td></td>
</tr>
<tr>
<td>Hospital/GP/Other:</td>
<td>Specialty:</td>
</tr>
</tbody>
</table>

The following individuals from the foundation doctor’s Work Place Group (WPG) contributed to this end of placement report:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>GMC or other identifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Will expand as necessary)</td>
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</tbody>
</table>

By completing this form the clinical supervisor and work place group are taking responsibility for accurately describing this foundation doctor’s performance in the workplace and highlighting any areas of excellent or areas of concern which may require educational support.
Clinical Supervisor’s End of Placement Report II

Evidence Considered

<table>
<thead>
<tr>
<th></th>
<th>Direct observation in the workplace</th>
<th>Attendance record</th>
<th>Eportfolio</th>
<th>Comments from WPG</th>
<th>Other (please specify)</th>
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</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
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<tr>
<td><strong>No</strong></td>
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<tr>
<td><strong>Comments</strong></td>
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Clinical Supervisor’s End of Placement Report III

Describe the foundation doctor’s observed performance in the workplace against the outcomes specified in the syllabus of the Foundation Programme Curriculum in a range of situations of differing complexity using the following descriptors

<table>
<thead>
<tr>
<th>Professionalism and probity</th>
<th>Excellent</th>
<th>No concern</th>
<th>You have some concern</th>
<th>You have major concern</th>
<th>N/A</th>
</tr>
</thead>
</table>

Please comment on the foundation doctor's areas of excellence or areas of any concern under the following headings. Be as specific as possible.

- Professionalism / probity ............
- Time management ....................
- Continuity of care....................
- Team working skills....................
## Educational Supervisor’s End of Placement Report I

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Excellent</th>
<th>No Concern</th>
<th>You have some concern</th>
<th>You have major concern</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Clinical supervisor's report</td>
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<tr>
<td>Eportfolio</td>
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<td>Engagement in SLEs</td>
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<td>Attendance at formal educational events</td>
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<tr>
<td>Comments from WPG</td>
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Educational Supervisor’s End of Placement Report II

Comments on any areas of excellence

Comment on achievements of the foundation doctor

Comment on any areas that need to be prioritised in the foundation doctor’s next placement

How do you judge this foundation doctor’s performance at the end of the placement compared to a doctor ready to complete F1/F2?

Any other comments

<table>
<thead>
<tr>
<th>Supervisor’s name:</th>
<th>Supervisor’s signature</th>
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</table>

<table>
<thead>
<tr>
<th>Supervisor’s registration number:</th>
<th>Date:</th>
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</table>
FP e-Portfolio

33.6% of foundation doctors reported that the learning portfolio helped them with their learning needs.

79.1% said their supervisors made clear the competences needed for sign-off.

(Trainee Survey 2011)