

## FP Training Description Guidance

### 1. Purpose and Background

1.1 In response to the requirements of the FP Reference Guide 2010 (*details as listed below*) and taking into account the Department of Health's (England) Code of Practice (foundation doctor employment); the UKFPO established a FP Training Description Group to provide guidance about how to describe foundation programmes, rotations and individual placements.

#### FP Reference Guide 2010:

- 7.19) The foundation school must provide clear programme descriptions describing how the outcomes, including the general professional competences, will be covered in the placements in F1 and in F2. Learning in placements should be supported and reinforced by a generic teaching programme.
- 8.31) Deaneries/foundation schools should publish approved job descriptions setting out the clinical focus, location, supervision arrangements, sample timetable and the competences that can typically be achieved in the placement.
- 8.32) These job descriptions should be made available to prospective applicants at the time of recruitment to the Foundation Programme, and if applicable, when considering preferences for matching to F2. Deaneries/foundation schools and employers may however need to change the exact arrangements for each placement at short notice. If this is the case, the deanery/foundation school must ensure that the appointee is informed.
- 8.33) These job descriptions form the basis of the description of each rotation that outlines how the outcomes will be covered in the F1 year and in the F2 year (see 7.17 – 7.19).

### 2. The Templates

2.1 For each section of the FP Training Description, the group have devised a template and also completed an example. These are included in the appendices section of this document.

<b>Description:</b>	<b>Template:</b>
General information	Appendix A
Rota of placements	Appendix B
Individual placement description	Appendix C
Competence Matrix (Individual placement format)	Appendix D
(Grouped placement format)	Appendix E

2.2 The aim of the templates is:

- to enable applicants to make informed decisions about schools and programmes/rotations in those schools;
- to support foundation doctors and their supervisors in making the most of the learning experiences available in those programmes/rotations;

- to enable FTPDs to demonstrate an educational balance in their programmes, as well as covering the curriculum competences;
- to support deanery/foundation school quality management processes, by describing what can be achieved in a specific programme/rotation;
- to help FTPDs identify areas which need to be addressed through the generic teaching programme.

**2.3 The completed templates are given as examples of good practice and offered as a baseline of essential information, rather than a mandatory requirement. These templates have been amended in response to feedback and highlight areas where schools and LEPs should provide information but do not prescribe how this information should be presented.**

2.4 It is anticipated that schools will have to adapt the templates to meet local needs and preferences. Most schools have already completed much of this work, or are already engaged in it, particularly mapping posts to the outcomes and competences of the Foundation Programme Curriculum (2010). It is intended that these templates should complement, and where necessary, supplement, the work which has already been undertaken.

2.5 It is important for foundation schools to note that the UKFPO national recruitment system (FPAS) may be a useful resource in providing information such as the 'Rota of Placements' template.

It is current practice for Foundation Programme placements to be hosted on FPAS. All foundation doctors whom are allocated via the national recruitment system are therefore invited to access the information via their on-line FPAS account.

2.6 The Competence Matrix is offered in two formats :

- a single placement – to be completed by the clinical team supervising the placement;
- a three placement format, for the FTPD to collate to gain an overall view of the programme.

2.7 A glossary of terms is given in Appendix F.

### **3. Timeline for Implementation**

3.1 In order for the information to be available for the August 2012 cohort; schools are required to complete and publish their information as follows:

**By September 2011:**

General information *(on local deanery/foundation school website)*

Rota of placements *(via uploading programme information to FPAS in line with the national recruitment timeline)*

**By December 2011:**

Individual placement *(on local deanery/foundation school website)*

**By July 2012:**

Competence matrix *(hosted and made available locally by deanery/foundation school)*

### **4. Governance and Data Storage**

4.1 The governance remains with local deaneries/foundation schools, which should review the information annually.

Revised 11<sup>th</sup> May 2011

- 4.2 The local deanery/foundation school should make appropriate arrangements with its LEPs, concerning the updating of information in specific documents.
- 4.3 The local deanery/foundation school must decide where to store the documents so that the relevant people can access them easily, for example via a link on the school website, or via the e-portfolio.
- 4.4 The national UKFPO website will signpost potential applicants to the information via its list of Foundation Schools on the “Medical Students” and “Foundation Doctors” tabs.
- 4.5 Information about the placements within the rotation of a programme will be uploaded onto the online recruitment system for foundation training, prior to the opening of the recruitment round.

**Appendix A – General Information (Template)**



..... **Foundation School**

**General information about how foundation training is organised at .....**

<p><b>Allocation process</b> <i>School</i></p>	<p><i>Sample Text:</i> Based on applicant scores in the national application process and the expressed order of preference of rotation; ..... Foundation School allocates all foundation doctors to a 2 year rotation prior to the start of the Foundation Programme. OR Based on applicant scores in the national application process and the expressed order of preference of rotation; ..... Foundation School allocates all foundation doctors to a 1 year rotation prior to the start of the Foundation Programme, The process for allocation into F2 is ..... This process commences.... OR Alternative wording depending on local practice</p>
<p><b>Key school personnel</b> <i>School</i></p>	<p><i>To include a list of key personnel including the Postgraduate Dean, the Foundation School Director and the Foundation School Manager.</i></p>
<p><b>Key local education provider personnel</b> <i>LEP</i></p>	<p><i>To include a list of key personnel including PGCM and appropriate administrators for the FP.</i></p>
<p><b>Teaching information</b> <i>LEP</i></p>	<p><i>To include details of formal teaching sessions e.g. time and location of teaching sessions, bleep free protocol etc.</i></p>
<p><b>Information events / Open days for potential applicants</b> <i>School</i> <i>LEP</i></p>	<p><i>To include details of any open days, information sessions, events or talks for potential applicants.</i></p>
<p><b>Foundation doctor engagement</b> <i>School</i> <i>LEP</i></p>	<p><i>Sample Text:</i> _____ Foundation School encourages foundation doctors to contribute to, and participate in trainee engagement activity, including through the following local fora: ..... Additionally, there are national forums conducted by the UKFPO. OR Alternative wording depending on local practice</p>
<p><b>Educational and Clinical supervision</b> <i>School (Policy)</i> <i>LEP (Practice)</i></p>	<p><i>To include details of local school policy on educational and clinical supervision.</i></p>
<p><b>Time Out of Foundation Programme (TOFP)</b></p>	<p><i>Sample Text</i> Foundation doctors contemplating requesting TOFP should check the relevant guidance in the Key Documents section</p>

<p><i>School</i></p>	<p>of the UKFPO website:  <a href="http://www.foundationprogramme.nhs.uk/pages/home/key-documents#ifst">http://www.foundationprogramme.nhs.uk/pages/home/key-documents#ifst</a>          Applications must be approved and signed by the local Foundation Training Programme Director/Tutor and the Foundation School Director.</p>
<p><b>F2 outside the UK</b>  <i>School</i></p>	<p><i>Sample Text:</i>          _____ Foundation School does not support or accredit doctors who wish to undertake their F2 year outside the UK.  <b>OR</b>          _____ Foundation School does accredit doctors who wish to undertake their F2 year outside the UK. Approval has to be given in advance and doctors must apply for this approval by...(date). The details of the approval process are available at: (local URL link)</p>
<p><b>Flexible training (Less than full time)</b></p>	<p><i>Please insert text or a link to your schools flexible training policy.</i></p>
<p><b>Study leave</b></p>	<p><i>Sample Text</i>          Study leave will be at the discretion of the employer and is only permitted during the F2 year. It is not available during F1, although special arrangements can sometimes be made for F1 doctors who wish to arrange career “taster” sessions in other specialties during the last four months of their F1 year.</p>
<p><b>Inter Foundation School Transfer (IFST)</b>  <i>School</i></p>	<p><i>Sample Text</i>          Foundation doctors contemplating requesting an IFST should check the relevant “Guidance for Applicants” in the Key Documents section of the UKFPO website:  <a href="http://www.foundationprogramme.nhs.uk/pages/home/key-documents#ifst">http://www.foundationprogramme.nhs.uk/pages/home/key-documents#ifst</a>.          Applications must be approved and signed by the local Foundation Training Programme Director/Tutor and the Foundation School Director.</p>
<h2 style="color: #0070C0;">Employment Information</h2>	
<p><b>Terms and Conditions of employment</b>  <i>LEP</i></p>	<p><i>Sample Text</i>          The post will be subject to the Terms and Conditions of Service of Hospital Medical and Dental Staff as modified from time to time. Current copies of these Terms and conditions may be seen in the Personnel Office of your employing organisation or available online from <a href="http://www.nhsemployers.org">www.nhsemployers.org</a></p>
<p><b>Rotation information</b>  <i>LEP</i></p>	<p><i>Information about the rotation, location and content of placements is given in an accompanying document.</i></p>
<p><b>Induction/shadowing</b>  <i>School</i></p>	<p><i>To include details of local arrangements for induction and shadowing.</i></p>
<p><b>Employment start date</b></p>	<p><i>[Note: this may differ from shadowing/induction details above]</i></p>
<p><b>Salary</b>  <i>LEP</i></p>	<p><i>Sample Text</i>          The salary scale will be set out in the Terms and Conditions of your employment.</p>
<p><b>Annual leave</b></p>	<p><i>Sample Text</i></p>

<i>LEP</i>	<p>Your annual leave entitlement will be set out in the Terms and Conditions of your employment.</p> <p><i>(LEPS may wish to include local arrangements as to the process and notice of leave) Where there are local restrictions, guidance should be made clear.</i></p>
<b>Right to work /Leave to remain</b> <i>LEP</i>	<p><i>Sample Text</i> - Confirmation of right to work in the UK, or leave to remain, will be required for newly appointed non-UK/EEA employees in line with current UK Border Agency (UKBA) requirements on migration status.</p> <p>The employing organisation is unable to employ or continue to employ the applicant/post holder if they require but do not have the right to work or leave to remain in the UK.</p>
<b>Accommodation</b> <i>LEP</i>	<p><i>To include details of local arrangements for accommodation</i></p>

**Appendix B – Rota of Placements (Template)**



**..... Foundation School  
Foundation Programme Rota of Placements**

*[This information will be available from the national recruitment system (FPAS)]*

**Foundation Year 1:**

<b>Placement</b>	<b>Location</b>

**Foundation Year 2: (If allocated as a two year programme.)**

<b>Placement</b>	<b>Location</b>

**Appendix C – Individual placement description (Template)**



**.....Foundation School  
Individual Placement Description**

All information to be completed by the Foundation School.

**Placement**

**The department**

**The type of work to expect and  
learning opportunities**

**Where the placement is based**

**Clinical Supervisor(s) for the placement** (If information available at this time)

**Main duties of the placement**

**Typical working pattern in this placement** Typical working pattern in this post e.g. ward rounds, clinics, theatre sessions

**Employer information**

It is important to note that this description is a typical example of your placement and may be subject to change.



**Appendix D – Competence Matrix (Individual placement format – Template)**



..... **Foundation School**  
**Foundation Placement Competence Matrix**

**PLACEMENT:**

The following table gives an indication to what extent the following competence areas of the Foundation Programme Curriculum (2010)\*\* can be met in this post.

**KEY**

- Red:** Not at all
- Amber:** To some extent/limited opportunities (please note that this may be a positive or negative recording e.g. positive in that you may be able to experience this outcome)
- Green:** To a great extent/ample opportunities

\*\* The FP Curriculum 2010 is due to be revised for 2012/13 – this may impact the list of outcomes given below.

**Curriculum competences (and any additional competences such as audit etc) expected to be achieved:**

<b>Section</b>	<b>Outcome</b>	<b>Expect to achieve in placement</b>
<b>Professionalism</b>	Behaviour in the workplace	
	Health and handling stress and fatigue	
	Time management and continuity of care	
<b>Good clinical care</b>	Eliciting a history	
	Examination	
	Diagnosis and clinical decision-making	
	Safe prescribing	
	Medical record keeping and correspondence	
	Safe use of medical devices	
<b>Recognition and management of the acutely ill patient</b>	Promptly assesses the acutely ill or collapsed patient	
	Identifies and responds to acutely abnormal physiology	
	Where appropriate, delivers a fluid challenge safely to an acutely ill patient	
	Reassesses ill patients appropriately after starting treatment	
	Undertakes a further patient review to establish a differential diagnosis	
	Obtains an arterial blood gas sample safely, interprets results correctly	
	Manages patients with impaired consciousness, including convulsions	
	Uses common analgesic drugs safely and	

	effectively	
	Understands and applies the principles of managing a patient with acute mental disorder including self harm	
	Ensures safe continuing care of patients on handover between shifts, on call staff or with 'hospital at night' team by meticulous attention to detail and reflection on performance	
<b>Resuscitation</b>	Resuscitation	
	Discusses Do Not Attempt Resuscitation (DNAR) orders/advance directives appropriately	
<b>Discharge and planning for chronic disease management</b>	Discharge planning	
	Planning for chronic disease management	
<b>Relationship with patients and communication skills</b>	Within a consultation	
	Breaking bad news	
<b>Patient safety within clinical governance</b>	Treats the patient as the centre of care	
	Makes patient safety a priority in own clinical practice	
	Promotes patient safety through good team-working	
	Understands the principles of quality and safety improvement	
	Complaints	
<b>Infection control</b>	Infection control	
<b>Nutritional care</b>	Nutritional care	
<b>Health promotion, patient education and public health</b>	Educating patients	
	Environmental, biological and lifestyle risk factors	
	Smoking	
	Alcohol	
	Epidemiology and screening	
<b>Ethical and legal issues</b>	Medical ethical principles and confidentiality	
	Valid consent	
	Legal framework of medical practice	
	Relevance of outside bodies	
<b>Maintaining good medical practice</b>	Lifelong learning	
	Research, evidence, guidelines and care protocols	
	Audit	
<b>Teaching and Training</b>	Teaching and training	
<b>Working with colleagues</b>	Communication with colleagues and teamwork for patient safety	
	Interface with different specialties and with other professionals	
<b>Other (non curricula)</b>		

**Appendix E – Competence Matrix (Grouped placement format – Template)**



..... **Foundation School**  
**Foundation Placement Competence Matrix**

**ROTATION:**

The following table gives an indication to what extent the following competence areas of the Foundation Programme Curriculum (2010)\*\* can be met in this post.

**KEY:**

- Red:** Not at all
- Amber:** To some extent/limited opportunities (please note that this may be a positive or negative recording e.g. positive in that you may be able to experience this outcome)
- Green:** To a great extent/ample opportunities

\*\* The FP Curriculum 2010 is due to be revised for 2012/13 – this may impact the list of outcomes given below.

**Curriculum competences (and any additional competences such as audit etc) expected to be achieved:**

<b>Section</b>	<b>Outcome</b>	<b>Expect to achieve in placement 1</b>	<b>Expect to achieve in placement 2</b>	<b>Expect to achieve in placement 3</b>
<b>Professionalism</b>	Behaviour in the workplace			
	Health and handling stress and fatigue			
	Time management and continuity of care			
<b>Good clinical care</b>	Eliciting a history			
	Examination			
	Diagnosis and clinical decision-making			
	Safe prescribing			
	Medical record keeping and correspondence			
	Safe use of medical devices			
<b>Recognition and management of the acutely ill patient</b>	Promptly assesses the acutely ill or collapsed patient			
	Identifies and responds to acutely abnormal physiology			
	Where appropriate, delivers a fluid challenge safely to an acutely ill patient			
	Reassesses ill patients appropriately after starting treatment			
	Undertakes a further patient review to establish a differential diagnosis			

	Obtains an arterial blood gas sample safely, interprets results correctly			
	Manages patients with impaired consciousness, including convulsions			
	Uses common analgesic drugs safely and effectively			
	Understands and applies the principles of managing a patient with acute mental disorder including self harm			
	Ensures safe continuing care of patients on handover between shifts, on call staff or with 'hospital at night' team by meticulous attention to detail and reflection on performance			
<b>Resuscitation</b>	Resuscitation			
	Discusses Do Not Attempt Resuscitation (DNAR) orders/advance directives appropriately			
<b>Discharge and planning for chronic disease management</b>	Discharge planning			
	Planning for chronic disease management			
<b>Relationship with patients and communication skills</b>	Within a consultation			
	Breaking bad news			
<b>Patient safety within clinical governance</b>	Treats the patient as the centre of care			
	Makes patient safety a priority in own clinical practice			
	Promotes patient safety through good team-working			
	Understands the principles of quality and safety improvement			
	Complaints			
<b>Infection control</b>	Infection control			
<b>Nutritional care</b>	Nutritional care			
<b>Health promotion, patient education and public health</b>	Educating patients			
	Environmental, biological and lifestyle risk factors			
	Smoking			
	Alcohol			
	Epidemiology and screening			
<b>Ethical and legal issues</b>	Medical ethical principles and confidentiality			
	Valid consent			
	Legal framework of medical practice			
	Relevance of outside bodies			
<b>Maintaining good medical practice</b>	Lifelong learning			
	Research, evidence, guidelines and care protocols			
	Audit			
<b>Teaching and Training</b>	Teaching and training			

<b>Working with colleagues</b>	Communication with colleagues and teamwork for patient safety			
	Interface with different specialties and with other professionals			
<b>Other (non curricula)</b>				

## **Appendix F – Glossary of terms**

### **Placement**

A structured and supervised training opportunity within a community or hospital setting, lasting no less than four months and no more than six months.

### **Rotation**

A combination of placements configured to deliver one year training at F1 or F2. One year stand alone rotations are offered by some schools. As an organisational unit, a programme is made up of two rotations". Some schools may refer to 'rotations' as 'tracks'.

### **Foundation Programme:**

A two year programme for an individual trainee/doctor made up of F1 and F2 rotations.

Some schools offer a full two year integrated programme and others which allocate to F1 and F2 as two separate processes.