

Introduction to FP for foundation doctors

The Foundation Programme is designed to develop your generic clinical and professional skills (the 13 Foundation Professional Capabilities (FPCs) and prepare you for a medical career. It provides an introduction to a number of different healthcare workplace settings within the Foundation School, through which you will rotate as you progress in the programme.

More information can be found in the curriculum itself.

What you need to do to complete the FP is laid out in the curriculum, which has been approved by the GMC. Most of the FPCs you need to gain will be achieved during your day-to-day work and the curriculum uses the term experiential learning to describe this. This experiential learning will be enhanced by 'core' foundation teaching and by personal study and reflection that you undertake.

For convenience, the 13 FPCs are grouped into three 'Higher Level Outcomes' HLOs.

As you progress through the programme, you will need to gather evidence that you have demonstrated the capabilities and keep a record of this in an electronic portfolio (Horus in England and Turas in NI, Scotland and Wales). This evidence will take the form of: supervised learning events (SLEs); reflection on your training; and feedback from those supervising you in the workplace.

You will need to provide sufficient evidence to demonstrate that you have achieved each of the 13 FPCs. As many of the FPCs are based on performance in the workplace, SLEs where someone supervising you has directly observed you at work are the most useful form of evidence. As a guide, most Foundation Doctors (FDs) need to accrue at least 5 to 10 SLEs per four-month placement to ensure they have sufficient amounts and variety of evidence to show that they have covered the whole curriculum. You should discuss with your supervisor at the start of each placement how many SLEs you aim to achieve and how you plan to achieve this. The number will be based on which outcomes you plan to evidence in the placement.

Evidence of progress must be presented from all the clinical settings in which you have undertaken training, and you must therefore keep your portfolio up to date as you progress through the year.

Each year, usually at the beginning of June for most FDs, your e-portfolio is submitted to the Annual Review of Competence Progression (ARCP) panel, which will decide if you have made sufficient progress to move to the next level of training. Assuming you complete F1 successfully, you will be eligible to apply for full GMC

registration towards the end of your first year of training, and move on to F2. If you fulfil the requirements of F2 you will be awarded the Foundation Programme Certificate of Completion (FPCC) and be eligible to apply for specialty, core or GP training.

Throughout the programme, your progress will be monitored and supported by those assigned to supervise you. In each placement, you will have a named clinical supervisor (CS) who will usually be a specialist in the area in which you are training. The CS will meet you at the start, middle and end of the placement and will complete a report on your work with the help of other healthcare professionals alongside whom you have worked. These professionals make up your 'placement supervision group' (PSG). The CS report (CSR) will go into your e-portfolio alongside the evidence you have entered.


At least once in each year (usually in your first placement), you will be asked to carry out a multi-source feedback exercise, which in the FP is called 'team assessment of behaviour' (TAB).

As an FD, those working alongside you should be aware that you will have limited experience and you should thus be closely supervised and supported. As you gain confidence, the level of supervision may not need to be as great; however, it is important that you feel confident to seek advice and, if necessary, direct support. Your CS should ensure the necessary support is provided and, if you feel it is lacking, then you should raise this with them.

When you are working clinically, there should always be a senior doctor available to you from whom you can seek advice and, if necessary, physical support. You should always know how to contact this individual and if this is not the case you should report this via the clinical risk systems of the organisation in which you are working and, if necessary, via your Foundation Training Programme Director (FTPD) or your Foundation School Director (FSD).

Across each level of training (F1 and F2), you will also be assigned an educational supervisor (ES) who will oversee your progress in a long-term manner (the titles of these posts may vary across the devolved nations). They will meet you regularly and discuss what you have done and what you need to do and, at the end of each training year, will make a recommendation to the ARCP panel in the form of an ES report (ESR).

As you train, you should have the opportunity to develop your skills and to demonstrate them in the workplace. You should also receive feedback on your performance and advice on how to improve it. Although most doctors have good insight into their strengths and weaknesses, all of us have 'blind spots' and, as well



as reinforcing good practice, the purpose of feedback is to highlight areas of practice that need development to improve performance. You should therefore not be disheartened if you have performed less well than you expected and are given advice that will improve your performance. You should actively seek out feedback in all areas of your training and key elements of this should be recorded by your supervisors in your portfolio as SLEs. The more times you seek out and obtain formal feedback, the more evidence you will have in your e-portfolio to demonstrate that you have achieved the 13 FPCs.

Each year, a small proportion of FDs will not be able to demonstrate the FPCs. This can sometimes be due to poor performance in the workplace and sometimes due to inadequate evidence presented to the ARCP panel. Sometimes it is due to ill health or other issues meaning a doctor misses too much training time to complete the requirements. If you are experiencing difficulties that may prevent you from progressing in your training or are unclear of the requirements of the programme, it is vital that you engage with your ES as early as possible so they can help you address the problems or make supportive adjustments to your training so that you are able, if possible, to progress with your career.

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