

A Guide to Foundation Training for trainees and trainers

East of England Foundation Schools

Roles and Responsibilities Supervision Assessment

August 2017

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Foundation Training in the East of England Foundation Schools

Welcome to this guide, which aims to provide practical advice for both the trainer and trainee about foundation training, with specific reference to roles and responsibilities, supervision and assessment. Where appropriate, we have made reference to both internal and external web links, where additional information may be found.

Health Education East of England (HEEoE) covers Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk and is responsible for the commissioning and quality management of Foundation training across the East Anglian Foundation School and Essex, Bedfordshire & Hertfordshire Foundation School.

This document has the following purposes:

1. To provide an overview of foundation training for trainees and trainers
2. To define the role and responsibilities of Foundation Doctors
3. To guide Trusts on appropriate and inappropriate duties for Foundation Doctors
4. To define the requirements of clinical and educational supervision for all Foundation Doctors working within the East of England.
5. To define the requirements for supervised learning events (SLE's), assessment and peer review within the East of England.
6. It is expected that all Trusts review regularly their practices against this guidance and make any adjustments necessary.
7. The current policy applies for both years of the Foundation Programme, with a note where it differs for F1 and F2 Doctors.
8. HEEoE will monitor Trusts against this guidance through their quality management processes.

Additional guidance is provided for Foundation Training in General Practice, which supplements this guidance. This can be found on the HEEoE website: [Guide to the Foundation Programme in General Practice for trainees and trainers](#)

Background to the UK Foundation Programme

The UK Foundation Programme

- Is an integrated and generic two year programme for all medical graduates. F1 is the pre-registration year, and F2 is a post registration year of generic training.
- The purpose of the Foundation programme is for new doctors to:
 - Focus on the development of generic skills of professional medical practice
 - Consolidate and develop their clinical skills under leadership and supervision from more senior doctors and other professionals within the NHS
 - Develop their ability to recognise and manage acute illness
- Requires Foundation Doctors to demonstrate the acquisition of competences through an assessment process, and maintain a portfolio of their professional practice.
- Foundation doctors have the opportunity to gain experience in a variety of specialty and healthcare settings.
- The Foundation Programme prepares junior doctors for specialist and general practice training.

How is it organised?

- Medical students and eligible medical graduates apply through a national recruitment process for allocation to a Foundation School and matching to a foundation programme within that school. Most schools linked to the East of England now match to a full two year programme.
- Following graduation from medical school, the new doctors commence their first employment within the NHS as a foundation doctor, where they progress through the two years of foundation training.
- All F1 trainees in the East of England undertake a Preparation for Professional Practice programme in the Trusts for one week immediately before they start their first placement.
- The F1 and F2 programmes consist of a series of placements, usually rotating every four months. The programmes are hosted by the acute Trusts and include experience in medicine and surgery, but also incorporate a range of experience in other specialties, including community based specialties.

For example:

	August-November	December-March	April-July
F1	Integrated Medicine	Paediatrics	Surgery
F2	General Practice	Medicine	Orthopaedics & Trauma

- The whole programme is approved by the GMC and is designed to deliver the Foundation Programme Curriculum.
- Quality management of the Foundation Programme is undertaken by HEEoE.

Further information

For further information on Foundation Training, please look at our website:

https://heeo.ee.hee.nhs.uk/foundation_main

The national website for the UK foundation programme <http://www.foundationprogramme.nhs.uk> is an excellent resource, and includes key documents such as the FP Curriculum, Operational Framework (2007) and Reference Guide (2016) and Foundation Learning Portfolio.

We recommend that you sign up for e-updates which are very helpful in keeping up to date with national developments.

About the East of England Foundation Schools

The East Anglian Foundation School (EAFS) has responsibility for the delivery of Foundation Training in Cambridgeshire, Suffolk, Norfolk, and Bedfordshire. It extends across a wide geographical area including the beautiful Suffolk coastline, rural Norfolk broads, and cities with many amenities and transport links to London. It has close undergraduate links with Cambridge University Medical School and University of East Anglia Medical School, and includes two large teaching hospitals in the historic cities of Cambridge and Norwich, a supra-regional unit in Papworth, and 10 district general hospitals with an excellent and established reputation for postgraduate medical education and training.

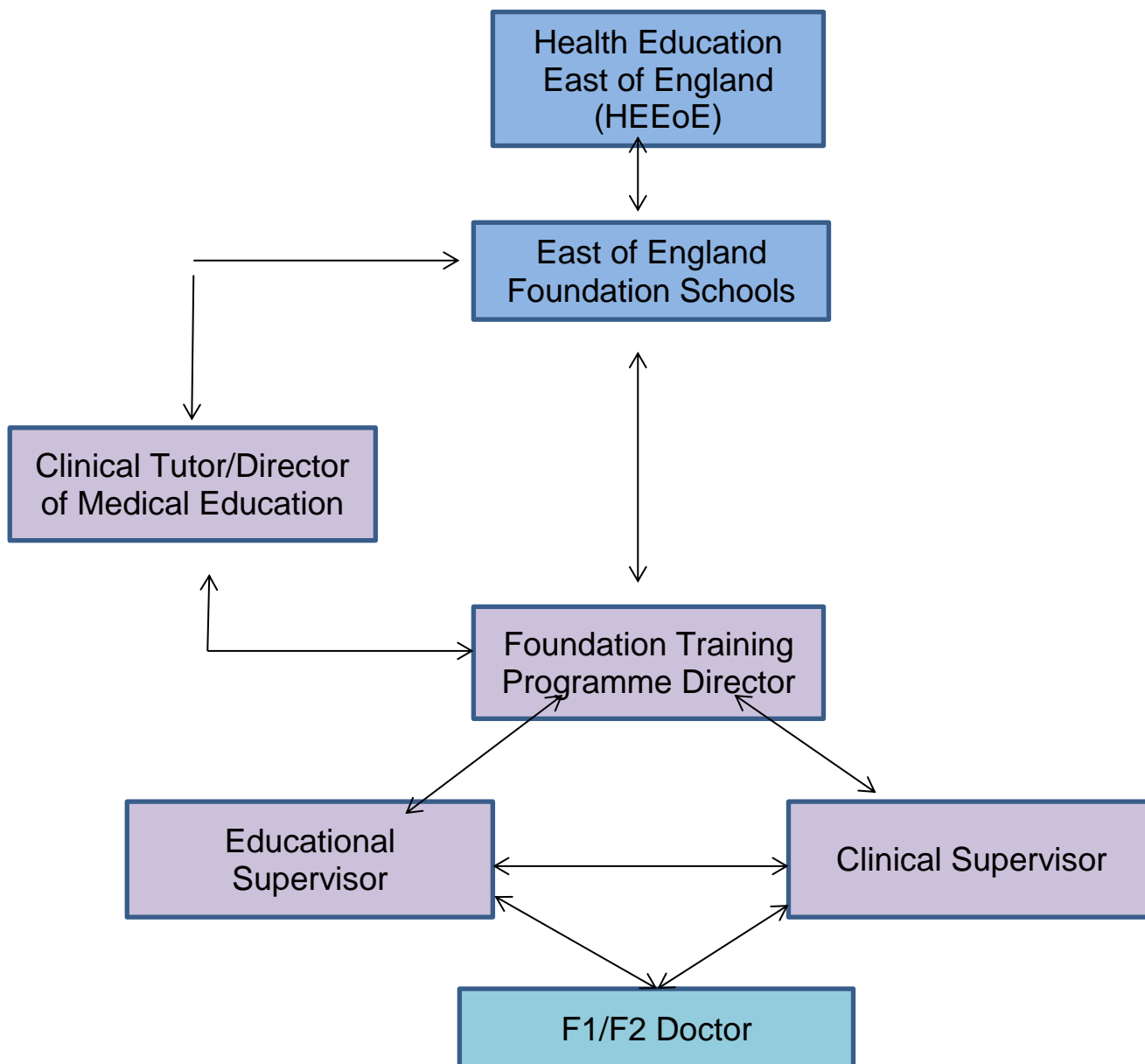
The Essex, Bedfordshire and Hertfordshire Foundation School (EBHFS) has been established to manage repatriated programmes in these counties. 8 acute NHS Trusts with an excellent and established reputation for postgraduate medical education and training have worked to construct new programmes with support from HEEoE.

From undulating sand dunes and sleepy countryside to buzzing towns and cities, the East of England offers it all. The south of the region offers easy access to London and the plethora of entertainment and culture it provides, while to the west of the region, Stanstead Airport ensures mainland Europe and holiday destinations are just a hop, skip and jump away.

Further information about the Schools can be found on our website, please click [here](#).

Who's Who in Foundation Training at a glance





The entire programme is centred around the developmental needs of the Foundation Doctor (FD) who is supported by Clinical (CS) and Educational Supervisors (ES). The latter, in turn, are supported by the Foundation Training Programme Director (FTPDs) and Director of Medical Education, who report to the Foundation School (FS) which itself is overseen by HEEoE



Foundation Doctors

The following information is useful in preparation for your commencement of the Foundation Programme within the East of England, and for your ongoing progression through F1 and F2.

Key documents to look at can be found on www.foundationprogramme.nhs.uk, and include:

-  The Rough Guide to the Foundation programme
-  The Foundation Programme Curriculum 2016
-  The Foundation Programme Reference Guide 2016
-  The Foundation Learning Portfolio

Update of email address, personal details and training

Please ensure that you keep us updated with your current email address as this is our main way of communicating with you. You are likely to miss important information if our records are incorrect.

Please could we also advise that where possible you use a professional email account, such as doctors.org.uk. E-mail accounts such as hotmail are insecure, may not be accessible at your place of employment due to restrictions on access, and have led to some difficulties in receiving certain emails such as those with attachments. .

Please also let us know if any there are any changes to your situation which may affect your training (maternity leave, wishing to train less than full time, leaving the programme etc.).

Trainee representation

All Foundation trainees within a two year programme will be given the opportunity to apply to undertake the role of Foundation Doctor Representative for the East of England Foundation Schools.

This will include local, regional and national representation on issues such as education and training, e-portfolios, careers support, and quality management. Further information relating to the Terms of Reference, and the Trainee Representative roles and responsibilities can be found on the HEEoE website and will also be circulated to you.

Foundation e-portfolio (Horus)

The Foundation Learning Portfolio has been developed to allow you to plan your professional and personal development, to document your progress through the foundation programme, and allow you to demonstrate through evidence the attainment of knowledge, skills and attitudes. It is based on the Foundation Programme Curriculum which sets out the areas of medical practice that you will need to cover, and the standards that will be expected of you. It will provide you with a structure to plan your development through your foundation training, and form the basis of a life-long record of your professional development. Your portfolio may be used as part of the selection process for specialty training

You will be issued with an Horus e-portfolio account when you commence foundation training. A member of your local Medical Education Department will be able to change or update post and supervisor details for you. If you do not have an e-portfolio your Medical Education team will also be able to create a new account for you. More information on the Foundation e-portfolio can be found on our website.

Access to Foundation e-learning

- The Foundation e-Learning Programme is a free and innovative e-learning resource supporting Foundation doctors with their F1 and F2 training. The e-learning sessions support the Foundation curriculum, with over 50 e-learning sessions currently available covering topics from Safe Prescribing to Safeguarding Children and Young People. With new sessions being added on a regular basis the e-learning uses high quality graphics, video, animation and interactive exercises.
- Each session of e-learning takes around 20 minutes to complete to fit in with busy work/study schedules and can be used as a reference tool, to revisit topics to refresh learning, to prepare for formal education sessions and to fill in those knowledge gaps. When each e-learning course is completed the self-reporting tool can be used to produce a certificate which can then be added to your Portfolio.
- Within the East of England Foundation Schools you will be automatically provided with access to the foundation e-learning resource. We would really encourage you to make use of this resource throughout your Foundation training, to support your learning across the Foundation Curriculum.

Flexibility in supporting Professional Performance

- We recognise that during foundation training concerns regarding performance may arise for some trainees for a variety of reasons. The Foundation School has a flexible approach to supporting professional performance concerns that is centred on the individual. We work closely with our education networks throughout the East of England and will seek to utilise these networks, working with HR and Occupational Health where necessary, to identify how best to support the trainee. This support can include targeted education and training opportunities, careers support and supernumerary training if required.
- If you feel at any point that you need support or advice about any aspect of your foundation training, please do contact your educational supervisor, FTPD or seek advice from the Education Centre staff. It is the Foundation Training Programme Director's role to ensure that educational supervisors are aware of the need to identify problems early. They should provide help and advice to the trainee, the educational supervisor and the clinical supervisor. Where possible they should put in place local measures to remedy the situation, involving the Foundation School if necessary.
- The East of England Foundation Schools also offer opportunities for flexible, less than full time training (LTFT), and we have successfully supported a number of trainees through this route. Full details can be found on our website.

Roles and responsibilities of Foundation Doctors

The main role of Foundation Doctors working and training in the East of England is to apply their knowledge and skills in the workplace and demonstrate improving performance in the areas defined within the syllabus of the Foundation Programme Curriculum. They must meet the required foundation competences for F1 and F2 through a mixture of hands-on experience in clinical settings and teaching opportunities and demonstrate their progress through a series of required assessments and maintenance of an e-portfolio. Foundation doctors are expected to take control of their own learning and become fully involved in the educational and assessment processes of their foundation training.

To fulfil this role Foundation Doctors are responsible for:

- demonstrating professional behaviour in line with *Good Medical Practice*;
- becoming familiar with the requirements for satisfactory completion of F1 and the Foundation Programme
- becoming fully involved in the education and assessment processes, including attending core generic training sessions, meeting regularly with their educational supervisor and maintaining an up-to-date e-portfolio
- taking part in the school's career-management process to help them match their skills, interests and ambitions with the available opportunities
- taking part in systems of quality assurance and quality improvement in their clinical work and training (e.g. audit). In particular, foundation doctors must complete the national trainee survey.
- All foundation doctors are assigned an educational supervisor. Foundation doctors must make arrangements to see their educational supervisors as regularly as is required by the foundation school.
- Foundation doctors, wherever possible, should raise any difficulties with their educational supervisor and keep them informed of their progress. Foundation doctors who have difficulties arranging appointments with their educational supervisor should contact the relevant foundation training coordinator in the postgraduate centre or their FTPD.
- If a foundation doctor has concerns about poor quality care, harassment, criminal offences, fraud or corruption they should follow their employer's or HEEoE /foundation school's whistle-blowing policy.

Tasks beyond the Competence of Foundation Doctors

Foundation Doctors should only assume responsibility for or perform procedures in which they have sufficient experience and expertise. Therefore, Foundation Doctors should at no time be expected to take the responsibility for procedures or techniques in which they have insufficient knowledge, experience or expertise.

Specifically:

Prescription and administration of drugs

It is the Trust's responsibility to ensure that Foundation Doctors and their supervisors are fully aware of the risks and responsibilities associated with the prescription and administration of drugs. The following should be noted:

- F1 Doctors are not allowed to prescribe or administer cytotoxic drugs or immunosuppressants (excluding corticosteroids).
- F2 Doctors should never initiate or administer cytotoxic drugs or immunosuppressants (excluding corticosteroids). It is the responsibility of the Trust to ensure that the F2 Doctor has been trained in the relevant procedure and his/her competency has been proved through assessments before being allowed to prescribe cytotoxic drugs.
- Since 2016 F1 doctors are expected to pass the Prescribing Skills Examination (PSA) before beginning their foundation training to demonstrate their prescribing competency. For those who do not pass or have not sat the exam, they will be required to pass prior to commencement of F2.

Obtaining consent for procedures

- HEEoE expects the Trust to follow the HEEoE policy for "*Obtaining informed consent by doctors in training*", and to have local and formal policies in place governing the obtaining of consent, and to audit compliance with those policies.
- Foundation doctors should be informed of the consent policy during PfPP week or at induction.

- F1 doctors should only take consent as part of a structured training opportunity. F1 doctors should not take consent for any invasive procedure without direct supervision.
- F2 doctors must not take consent for an invasive procedure unless observed and trained by the doctor responsible for undertaking the procedure.

Site marking for procedures to be carried out by others

It is the responsibility of every supervisor and other personnel member to ensure that Foundation Doctors are in no circumstances asked to site or side mark. This is the responsibility of the person carrying out the procedure.

It is the Trust's responsibility to ensure that everyone within the organisation who is working with a Foundation Doctor understands the Foundation Doctor's role and responsibilities.

Supervision in the Foundation Programme

Roles and responsibilities of FTPD, Educational and Clinical Supervisors

The key roles and responsibilities of those involved in Foundation Training are outlined below, although the list is by no means exclusive, and includes community based trainers in General Practice, Psychiatry and Public health.

At the Foundation Schools / HEEoE

Postgraduate Dean: Professor Bill Irish

EOE Foundation School Director (FSD): Dr Helen Johnson

Deputy Foundation School Director EAFS : Dr Helen Barker

Acting Deputy Foundation School Directors for EBH: Dr Ritwick Bannerjee & Mr Doug Aitchison

Foundation School Team: Please see our key contacts in **Appendix 1**

Within Trusts

All Trusts have an Education Centre, with experienced staff who provide information, support and advice for Foundation Training. There is a Foundation Administrator in all Trusts. HR and Occupational Health may also be an important resource, as appropriate.

Responsibility for Foundation education and training is undertaken by the following roles:

Foundation Training Programme Directors (FTPD) are consultants appointed jointly by Trust and HEEoE to ensure the delivery of the foundation programme curriculum in accordance with the standards set by the GMC. They are one of the key contacts within the Trust for all matters relating to foundation training and are responsible for the overall management and quality control of the Foundation Programme.

Clinical Tutor/Director of Medical Education is appointed to provide educational leadership in the Trust, and they work closely with the FTPD.

Educational and Clinical Supervisors

Every Foundation trainee will have an Educational Supervisor and a Clinical Supervisor, although for some placements supervision roles may be provided by the same clinician.

The Medical Education Department will inform supervisors of their allocated trainees. Trainees will be informed of details of their supervisors through e-Portfolio and during induction to the Trust. Further detail of the key roles of the FTPD, ES and CS can be found below.

The Foundation Training Programme Director (FTPD) is the individual appointed by the Trust with input from the HEEoE to be responsible for the overall management and quality control of a Foundation Programme consisting of rotating training placements.

The FTPD is responsible for the FDs and Supervisors within designated Trusts across the east of England to ensure that each placement of the local programme and the programme as a whole meets the standards for training laid down by the General Medical Council (GMC) as well as being compliant with the HEEoE policies and guidelines.

The FTPD is responsible for coordinating the Preparation for Professional Practice (PfPP) programme for induction of new F1 trainees at the Trust. In doing so, the FTPD must ensure that each FD is able to access a comprehensive range of experiences that will enable them to gain the competences necessary for full registration and completion of Foundation Training.

It is also the responsibility of the FTPD to ensure that there is sufficient and appropriately trained staff available to supervise and assess FDs. It is the responsibility of the FTPD to ensure that all Educational and Clinical Supervisors have been informed of their roles and responsibilities as well as providing each supervisor with a list of FDs for whom they have responsibility.

The FTPD is responsible for F1 and F2 sign off, undertaking the formal ARCP and following the sign off process in accordance with the East of England policy for sign off.

The Educational Supervisor (ES) is responsible for the overall professional development and educational progress of a given FD through a single or series of placements. They may also work with the FD clinically.

The preferred model is for the educational supervision to be provided by a single ES over one or two years of the Foundation Programme. Within the East of England a very small proportion of F1 trainees rotate between placements and in this instance each Trust will provide an ES for the four months they are in that placement. The F2 doctors normally remain with the same ES throughout their year, although for logistical reasons there may be some flexibility when the trainee rotates through general practice, psychiatry and public health. One ES may be responsible for supervising up to four to six FDs.

Educational supervisors are responsible for ensuring that FDs are making the necessary clinical and educational progress through:

- ◆ ensuring appropriate training opportunities are available for the FD to learn and gain the required competences
- ◆ ensuring the FD understands and engages fully in the assessment process
- ◆ meeting with the FD on a regular basis
- ◆ providing appropriate feedback on assessments/performance
- ◆ identifying any learning needs
- ◆ providing support in the development of foundation doctor learning portfolios
- ◆ facilitating appropriate career management and development opportunities
- ◆ supporting transition between placements, giving appropriate handover with the FD's knowledge
- ◆ being the first point of contact for concerns/issues about training
- ◆ contacting the FTPD if the FD's performance causes concern
- ◆ being actively involved, together with the Foundation Training Programme Director, for end of year sign off

The Clinical Supervisor (CS) is responsible for the day-to-day supervision in the work place. Clinical supervision includes being available, looking over the shoulder of the FD, teaching on the job with developmental conversations, regular feedback and the provision of rapid response to issues as they arise.

A FD must have a nominated CS for every placement in their programme. Where consultants work as part of a large team, the nominated CS may delegate their duties to others, whilst maintaining overall responsibility and accountability for patient care and for the supervision of the FD in training. All consultants are required to take responsibility for the clinical supervision of any FD with whom they work.

In some settings a Clinical Supervisor may also be the Educational Supervisor

The nominated Clinical Supervisor is responsible for:

- ◆ ensuring safe and effective patient care
- ◆ ensuring that lines of clinical supervision are always clear, known and present, including at nights and weekends
- ◆ ensuring that FDs receive appropriate induction to the placement
- ◆ setting learning objectives for the specialty placement
- ◆ supervising day to day clinical and professional practice
- ◆ supporting the assessment process
- ◆ ensuring that you have the appropriate range of clinical experience and work within your competence
- ◆ Supporting attendance at fixed educational sessions

A supplementary Foundation Educational Supervisor job description is attached as **appendix 4**.

Mandatory training for Supervisors

All supervisors **MUST**:

- Be trained at an appropriate level to undertake clinical and/or educational supervision
- Provide evidence that they have undertaken such training
- Provide evidence of training in Equality and Diversity that is renewable every three years.

The HEEoE Faculty Development programme for clinical supervisors has been rolled out to all Trusts, who will provide training.

Useful educational resources to support training of supervisors and assessment can be found in **appendix 2**.

FAQs on supervision for Trainees and Supervisors

How often should supervisors meet formally with Foundation Doctors?

The ES, who is responsible for the FD should meet with the FD at the beginning and end of each four month placement. When this falls in November/December or March/April these meetings can be combined. The ES and the FD could also meet for a mid-placement meeting if there are concerns on either side.

The nominated CS should formally meet with the FD at least twice during the placement – near the beginning and at the end of placement. The nominated CS has a responsibility to ensure the FD's receive adequate induction at the start of their placements but may delegate this responsibility. The CS should also complete a supervisor's report on the e-portfolio towards the end of the FD's placement.

Who should arrange these meetings?

It is the responsibility of the FD to arrange these meetings. If there are concerns about the FD's performance, additional meetings may be necessary.

What should be discussed at these meetings?

The meetings between ES and CS should include completion of the requirements within e-portfolio, and the chart in **appendix 3** details areas that require completion or should be reviewed/discussed.

This is not an exclusive list and meetings should be formative and reflective in the context of the FDs progression within the foundation programme.

Do I have enough time to supervise Foundation Doctors?

HEEoE requires that appropriate time for educational supervision of FD's is provided within the consultant job plan. As a guide the HEEoE recommends 0.25 SPA per trainee

Is there a handover process between Educational Supervisor and Clinical Supervisor in place?

- It is important for the ES to ensure close liaison with the relevant nominated CS, especially when a FD is working in an area in which the ES does not have expertise.
- It is the responsibility of the ES to complete the end-of-placement report on the e-portfolio with the FD and to ensure handover of relevant issues to the next CS, particularly information in relation to patient safety. It is vital that there is good handover between placements and that the
- ES has access to all the necessary information. This should normally be undertaken with the consent of the FD.

The New Doctor (GMC 2009, paragraphs 20 - 22) states:

20 'All those who teach, supervise, give counselling to, employ or work with foundation doctors are responsible for protecting patients. Patients will be protected through explicit and accountable supervision. Where there are serious concerns about a foundation doctor's performance, health or conduct, immediate steps must be taken to investigate the concerns to identify whether they are well founded and to protect patients. The foundation doctor's educational supervisor and, where appropriate, the organisation responsible for the quality management systems for foundation programmes must be informed. The GMC must be informed as appropriate.'

21' Foundation doctors must never be put in a situation where they are asked to work beyond their competence without appropriate support and supervision from the clinical supervisor. Patient safety must be paramount at all times.'

22 'Those responsible for training have a responsibility to share information with relevant individuals about foundation doctors that is relevant to their development as doctors, both before and during the foundation placements. Where possible, the foundation doctor should agree to this. If the foundation doctor does not agree, or is not able to do so, those responsible for training must consider the foundation doctor's rights to confidentiality and any serious risk posed to patients, the public, themselves or colleagues when deciding whether to share information with other people involved in training the foundation doctor.'

Who should I contact if I have any concerns about any issues regarding the Foundation Programme and training provided?

- The FD should contact their ES, CS or FTPD.
- ES/CS should contact the FTPD.

Supervised Learning Events and Assessment in the Foundation Programme

There will be four supervised learning events applying to F1 and F2 doctors

Supervised Learning Event	Recommended Minimum number per placement
Direct observation of doctor/patient interaction:	
Mini Clinical Evaluation Exercise (Mini-CEX)	Minimum 6 per year (two in each placement)
Directly Observation of Procedural Skills (DOPS)	Minimum 3 per year (one in each placement) (OR 3 further Mini-CEX)
Case-Based Discussion (CBD)	Minimum 6 per year (two in each placement)
Developing the Clinical teacher assessment	One teaching assessment undertaken per annum

There will be five assessment tools applying to F1 and F2 doctors

Assessments	Frequency
Eportfolio	Contemporaneous
Core Procedures	The GMC requires demonstration of competence by F1 trainees in a series of procedures for full registration.
Team Assessment of Behaviours (TAB)	TAB should be undertaken towards the end of the first placement, by the end of November, but may be deferred until the second placement if appropriate and on discussion with your ES or FTPD. A repeat TAB would be required only if there are concerns raised by the first, or, if concerns are raised in subsequent placements. If this is felt to be necessary it will usually be recommended by your ES or FTPD.
Clinical supervisor end of placement report and Educational supervisor end of placement report	Once per placement
Educational supervisor's end of year report	Once per year

You can find guidance and sample documents for download from the UK Foundation Programme website as follows: <http://www.foundationprogramme.nhs.uk/pages/home/training-and-assessment>

Feedback

Feedback is a key component of the interactions between supervisors and FDs. Giving and receiving feedback and engaging in constructive conversations about learning, successes, difficulties and progress are all part of an effective professional learning environment. It is essential that trainers provide, and FDs receive, structured feedback. Feedback is an important part of the assessment process and should be included in the work based assessments. FDs should expect a minimum of five minutes feedback from the assessor.

Requirements for Supervised Learning Events and Assessments in the East of England

Post 1 1 – 4 months	Post 2 5 – 8 months	Post 3 9 – 12 months
Mini-CEX x 2	Mini-CEX x 2	Mini-CEX x 2
DOPS x 3 (or 3 further Mini-CEX) 		
CBD x 2	CBD x 2	CBD x 2
TAB	Repeat TAB/MSF (if required)	
Core Procedures (F1/F2)		
Developing the Clinical Teacher One assessment undertaken per annum		
Completion of e-portfolio including clinical and educational supervisor end of placement reports and educational supervisor end of year report		

Notes for Foundation Doctors and Supervisors:

- ◆ **You must complete** the required Supervised Learning Events and Assessments within each four month placement. Supervised Learning Events and Assessments should not all be left until the last month. The table above shows the minimum requirements. This will be monitored by your Educational Supervisor (ES) during each placement.
- ◆ It is a requirement that the Supervised Learning Events and Assessments should be conducted by trained assessors, who may include non-medical healthcare professionals.
- ◆ Different assessors should be used for each encounter wherever possible, and foundation doctors (F1 or F2) may not be assessors. For CBD, if the assessor is a doctor in training they must be ST3 or above.
- ◆ For Mini-CEX and CBD at least one Supervised Learning Events and Assessments in any four month period should be undertaken by a consultant or GP

- ◆ You should aim to complete all your Supervised Learning Events and Assessments by **mid June** at the latest, in order that criteria for sign off for F1 and F2 can be assessed by your Foundation Training Programme Director (FTPD). Please take heed of local guidance of timelines from your FTPD. This is particularly important for F1, due to the need to complete the process for full GMC registration by the end of July.
- ◆ In some specialties, it may be difficult to undertake certain forms of assessments, for example DOPS in psychiatry, and Mini-CEX in academic placements. You should plan how you are going to spread assessments to compensate for this, and if necessary discuss this with your ES or FTPD.
- ◆ TAB should be undertaken towards the end of the first placement, by the end of November, but may be deferred until the second placement if appropriate and on discussion with your ES or FTPD. NOTE: There are no set TAB rounds on the new Horus e-Portfolio system. Therefore while essentially the TAB can be completed at any point during the training year, the above guidance should still be followed and a TAB being completed any later than post 1 should only be permitted in exceptional circumstances. Once a TAB has been started the trainee has 45 days to complete it before it becomes invalid.
- ◆ A repeat TAB would be required only if there are concerns raised by the first, or, if concerns are raised in subsequent placements. If this is felt to be necessary it will usually be recommended by your ES or FTPD.

The information contained in these guidance notes is based on the guidance contained in the current Foundation Programme Curriculum. You will find further information by referring to this document which can be found by following the link below. You can now also download example assessment forms and related guidance notes for the Supervised Learning Event and Assessment tools from the UK Foundation Programme website by following the same link.

<http://www.foundationprogramme.nhs.uk/pages/home/training-and-assessment>

Completion of F1/F2

F1/F2 Annual Review of Competence Progression (ARCP):

The "sign off" process for F1 and F2 doctors will be undertaken as an ARCP.

Towards the end of F1 and F2 the FTPD should convene an Annual Review of Competence Progression (ARCP) panel to review the progress of all foundation doctors in their programme.

The ARCP provides a formal process for reviewing foundation doctors' progress which uses the evidence gathered by them and supplied by their supervisors. This is collated through the [sign off checklist](#) and trainees should be familiar with the requirements at an early stage in their F1/F2 year. Further information on the ARCP process and its functions as well as guidance on suitable panels can be found in the 2016 Reference guide: <http://www.foundationprogramme.nhs.uk/index.asp?page=home/keydocs#c&rg>

Foundation School Contacts

Contact details for the East of England Foundation Schools are as follows:

<p>Dr Helen Johnson Foundation School Director- EOE</p>
<p>Dr Helen Barker Deputy Foundation School Director- EAFS</p>
<p>Dr Ritwick Bannnerjee Acting Deputy Foundation School Director- EBH</p>
<p>Mr Doug Aitchison Acting Deputy Foundation School Director- EBH</p>
<p>Mr Mark Bullock Foundation Programme Coordinator</p>
<p>Ms Lorraine Jobson Foundation Programme Administrator</p>

Key contacts and links

Enquiry Email Address: foundation.eoe@hee.nhs.uk

HEEoE Website: https://heeo.ee.nhs.uk/foundation_main

National Foundation Programme Website: www.foundationprogramme.nhs.uk

Appendix 2

Useful links

You can find more information about the Foundation Programme by visiting the UK Foundation Programme website:

www.foundationprogramme.nhs.uk

HEEoE website:

www.eoe.hee.nhs.uk and www.eoe.nhs.uk/medical

Find out more about Career planning and career opportunities

<http://www.medicalcareers.nhs.uk/>

Key documents

Foundation Programme Curriculum 2016

<http://www.foundationprogramme.nhs.uk/curriculum/>

Foundation Programme Reference Guide 2016

<http://www.foundationprogramme.nhs.uk/index.asp?page=home/keydocs#c&rg>

The Trainee Doctor 2011

http://www.gmc-uk.org/Trainee_Doctor.pdf_39274940.pdf

e-Portfolio (Log in details can be provided through contact with the education centre at your Trust or contact with the EAST OF ENGLAND . Foundation doctors are automatically provided with access.)

<https://horus.hee.nhs.uk/login>

Useful free access resources for clinical teachers

Health Education England, Faculty Development

Resource: e-learning for clinical teacher's modules

www.faculty.londondeanery.ac.uk/e-learning

BMJ

Resource: ABC of Learning and Teaching series (short, practical articles)

www.bmj.com

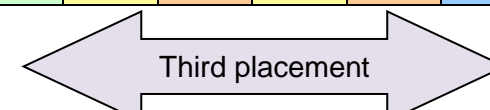
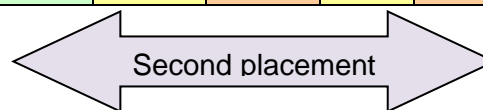
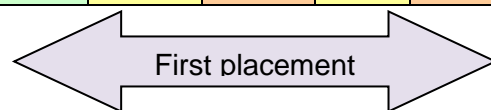
e-Learning for Healthcare (e-LfH) is a Foundation e-Learning Programme and is a free and innovative e-Learning resource for Foundation Doctors and Supervisors.

Log in details will be provided for all FDs, FTPDs and educational supervisors, but please contact EAST OF ENGLAND if you require access.

<http://www.e-lfh.org.uk/projects/foundation/index.html>

Appendix 3: Guide to FD meetings with Educational and Clinical Supervisors Review and completion of Foundation e-portfolio

	Foundation Doctor	Clinical Supervisor	Educational Supervisor	Clinical Supervisor	Educational Supervisor	Foundation Doctor	Clinical Supervisor	Educational Supervisor	Clinical Supervisor	Educational Supervisor	Foundation Doctor	Clinical Supervisor	Educational Supervisor	Clinical Supervisor	Educational Supervisor	FTPD
	Aug	Aug	Aug	Nov	Nov	Dec	Dec	Dec	Mar	Mar	Apr	Apr	Apr	June	Sign off	Sign off
Induction Meeting Form and PDP complete/review	✓	✓	✓			✓	✓	✓			✓	✓	✓			
End of Placement Final Review Form					✓					✓					✓	
Supervisors report Form				✓					✓					✓		
Educational Agreement Form	✓		✓			✓		✓			✓		✓			
Self Appraisal Form	✓					✓					✓					
Progress/SLE review				✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
Summary of TAB review						✓		✓								
Curriculum mapping	Ongoing review of curriculum and linking with evidence to demonstrate achievement of competences															
Review attendance at formal educational events					✓					✓					✓	
Career Support review (incl plans for taster; completion of the careers support form? ST application)	✓		✓			✓		✓			✓		✓		✓	
Review Audit plan/audit			✓					✓		✓						
Review Educational Logs (Reflective practice)	✓				✓	✓				✓	✓				✓	
Sign off F1/F2 informed by the outcome of the ARCP process (FS Procedure)															✓	✓



Appendix 4

HEEoE has job descriptions and person specifications for the FTPD, educational and clinical supervisor available on the website, www.eoe.nhs.uk/medical

A supplementary Foundation Educational Supervisor job description can be found below:

FOUNDATION EDUCATIONAL SUPERVISOR

JOB TITLE:	Foundation Educational Supervisor
GRADE:	Consultant/ GP / Associate Specialist
ACCOUNTABLE TO:	Clinical Tutor / Director of Medical Education

Reports to: Foundation Training Programme Director, Trust

Remuneration: As reflected in the individual's Job Plan

Commitment: 30 minutes per Trainee per Week

Tenure: Indefinite, with annual review as part of Trust appraisal process

Introduction

1. All Foundation trainees will have a named Educational Supervisor. For F1 trainees his individual will remain the supervisor for placements within the Trust, unless they are based within the Trust for the whole year, in which case the supervisor will remain for the whole year. For f2 trainees, the supervisor will remain the same (with few exceptions) for 1 year. For the first placement of the year, this person is likely to be the same person as the Clinical Supervisor.
2. The Educational Supervisor must be given adequate time to perform their role. Time spent in the role will be reflected in the individual's job plan and extra sessional payments will be made as appropriate.
3. The Educational Supervisor should provide regular educational appraisal (supervision) for the trainee, to oversee the educational progress within the foundation programme.

Duties

Oversee the education of the trainee, act as their mentor, and ensure that trainees are making the necessary clinical, educational and professional progress. The educational supervisor should undertake this role through:

- Ensuring that the programme is appropriate for the doctor's needs
- Meeting with the FD at the beginning of each placement to agree how the learning objectives for this period of training will be met
- Meeting with the FD to assess whether they have achieved the necessary competences and the necessary outcomes and completing an end of placement review form for each placement

- Making sure the FD understands and gets involved in the assessment process
- Providing appropriate feedback on assessments and performance and identifying any learning needs
- Helping FDs by reviewing their learning needs in the light of achieved goals
- Reviewing the FDs learning e-portfolio and also supporting the FD in developing their e-portfolio
- Conducting appraisals and giving supportive feedback on the results of MSF
- Being the first point of contact for the FD who has concerns and problems with their training and supporting the FD through any difficulties
- Contacting the FTPD if the FD's performance causes concern
- Advising the Clinical Director, Head of Service of Medical Director and/or those responsible for training, of serious weaknesses in their supervisee's performance that have now been dealt with, and any other problems an individual has with the training programmes. The ES should tell the FD the content of any information about them that is given to someone else
- Ensuring that all training opportunities meet the requirements of equality and diversity legislation
- Giving appropriate handover to the next ES with the FDs knowledge
- Being actively involved together with the FTPD for FD end of year sign off
- Facilitating appropriate career management and development opportunities
- Attending ES meetings up to four times per year

Requirements and Responsibilities

The Educational Supervisor must:

- Have had training in work placed assessment skills.
- Have had training in Educational Supervision.
- Have had training in equal opportunities, renewable every three years
- Be familiar with the Foundation Programme Curriculum, Learning Portfolio and Programme design.