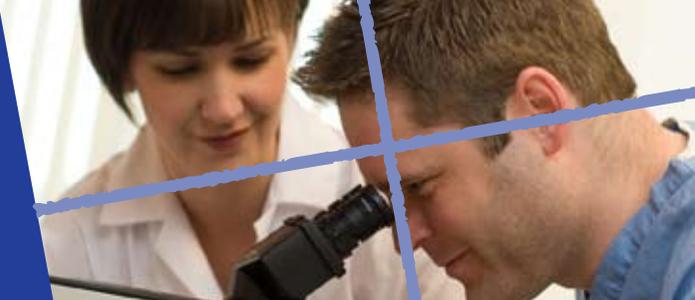




Compendium of Academic Competences

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Produced by:



The UK Foundation Programme Office and the Academic Sub-Group of the Foundation School Directors' Committee.

Introduction

Academic Foundation Programmes are the product of local innovation and partnerships between universities, pharmaceutical companies, hospitals and foundation schools. Some programmes focus on research, some teaching, some management and others information technology. With this diversity in mind, the Foundation School Directors' Academic Sub-Group has developed a compendium of teaching, research and management outcomes for use in the Academic Foundation Programme.

The primary aim of all foundation programmes is to enable you to acquire and demonstrate the competences described in the *Foundation Programme Curriculum* (2007). This means that academic programmes are only able to set aside a small amount of time for research or other activities during the two year programme. This will rarely provide sufficient opportunity for you to undertake a significant project. Instead, the Academic Foundation Programme is designed to enable you to develop additional research, teaching and management/leadership skills while exploring the possibility of an academic career.

How to use the Compendium

This compendium is not comprehensive or prescriptive but instead is a framework to help you, in partnership with your supervisor, to select areas for personal development. When meeting with your supervisor to plan your learning, you may wish to use the personal development plan template in the foundation learning portfolio.

Some foundation schools will set their own mandatory learning outcomes in addition to requiring that you have acquired and demonstrated that you have met the outcomes in the *Foundation Programme Curriculum*. You should acquaint yourself with the requirements of the academic programme before beginning to plan your learning.

The compendium uses the same headings as the *Foundation Programme Curriculum* (i.e. outcome, knowledge, attitudes/behaviours, and competences). Although expressed in terms of outcomes, you are not expected to meet all of these outcomes, but instead you may wish to develop your knowledge, understanding and some of the skills/competences underpinning the outcome. For example, while it may not be possible to write and submit an application for ethics approval, many programmes will be able to support you in your learning about the legal framework underpinning approval.

Research outcomes



Research

A review of the job descriptions and academic curricula documents from eight Academic Foundation Programmes suggest that there is agreement around thirteen core research outcomes. These outcomes are summarised under the headings of research planning, conduct of research and dissemination in the table below:

Research planning	Conduct of research	Dissemination
<ul style="list-style-type: none"> • Question formulation • Critically appraise a topic • Systematically review a topic • Write a research proposal • Write an application for funding • Write an application for ethics approval 	<ul style="list-style-type: none"> • Carry out a lab-based experiment, analyse the results and write a report • Carry out a research study involving human volunteers or NHS patients • Carry out a population-based study, analyse the results and write a report • Take informed consent for a research project 	<ul style="list-style-type: none"> • Write up a study for publication in a peer-reviewed journal • Present the results as a poster presentation • Present the results as an oral presentation

Research planning

Outcome: demonstrates the knowledge, skills, attitudes and competences to write a research proposal to include a systematic review of relevant literature, a critical appraisal, an application for funding and seek ethics approval (if required).

Subject: Writing a research proposal	
Knowledge	<ul style="list-style-type: none"> • knowledge of the hypothetico-deductive model of scientific work • knowledge of the research topic • knowledge of research methods • knowledge of statistical methods • knowledge of peer review process
Attitudes/Behaviours	<ul style="list-style-type: none"> • determination to succeed • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice • awareness of the requirements of clinical governance, especially probity
Core competences & skills	<ul style="list-style-type: none"> • able to identify key issues and evidence gaps • able to use software packages for scientific writing and reference management • able to critically appraise and synthesise previous research related to the chosen question • able to develop a hypothesis • able to select appropriate experimental methods • able to describe study costing and identify possible sources of funding

Research outcomes



Subject: Systematic review	
Knowledge	<ul style="list-style-type: none"> • knowledge of systematic review methodology • knowledge of meta-analysis • knowledge of peer review process • knowledge of standards for reporting systematic reviews and meta-analyses of randomised controlled trials (QUORUM statement)
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to use software packages for scientific writing and reference management • able to formulate a question • able to systematically search the literature • able to critically appraise identified studies • able to synthesise quantitative data • able to summarise the results and describe implication for practice and research

Subject: Question formulation and literature searching	
Knowledge	<ul style="list-style-type: none"> • knowledge of the different sources of evidence • knowledge of how research is catalogued and strategies for efficient retrieval • have knowledge and understanding of the “hierarchy of evidence” as it applies to different types of questions • knowledge and understanding of what is meant by publication and language of publication bias
Attitudes/Behaviours	<ul style="list-style-type: none"> • aware of own limitations and uncertainties • willing to involve other members of the team and patients/carers as appropriate • motivated to seek and respond to guidance from published literature and colleagues • respect for scholarship • attention to detail and accuracy
Core competences & skills	<ul style="list-style-type: none"> • able to develop hypotheses and formulate questions • able to formulate clinical questions using the PECO(t) formula (patient, exposure/intervention, comparison, outcome, time) • able to efficiently and effectively search electronic databases such as: PubMed (Medline), Biological Abstracts, Embase and the Cochrane Library

Research outcomes



Subject: Critical appraisal	
Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of different study designs as applied basic sciences • knowledge and understanding of study designs used in population based research • knowledge of basic statistics
Attitudes/Behaviours	<ul style="list-style-type: none"> • recognises that publication in a peer reviewed journal does not necessarily guarantee research quality or best practice in the reporting of a study • respect for scholarship • attention to detail and accuracy • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to critically appraise primary research evidence and secondary sources including guidelines • able to summarise the results and describe implications for clinical practice and/or research

Subject: Writing an application for funding	
Knowledge	<ul style="list-style-type: none"> • knowledge of different funding sources
Attitudes/Behaviours	<ul style="list-style-type: none"> • attention to detail and accuracy • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to describe study costing • able to identify possible sources of funding

Research outcomes



Conduct of Research

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to carry out a lab-based experiment, analyse the results and write a report.

Subject: Writing an application for ethics approval	
Knowledge	<ul style="list-style-type: none"> • knowledge of the ethical principles and relevant legislation for research • knowledge of the local procedures for obtaining ethics approval
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • respect for patient's rights • respect for cultural diversity • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to produce an ethics application • able to develop a patient information leaflet

Subject: Undertaking a lab-based experiment	
Knowledge	<ul style="list-style-type: none"> • knowledge of laboratory techniques to pilot work in the chosen area of research • knowledge and understanding of good practice for laboratory safety • knowledge of statistical methods • knowledge of ethical principles for lab-based experiments • knowledge of peer-review process
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • willing to involve other members of the team as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • demonstrates good practice with respect to laboratory safety • able to work effectively as a member of a team • able to manage research documentation and handle data • able to write logically and incisively • able to apply statistical methods and analyse data • able to describe the implications for future research and/or clinical practice

Research outcomes



Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to carry out a research study involving human volunteers or patients, analyse the results and write a report.

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to carry out a population-based study, analyse the results and write a report.

Subject: Undertaking a research study involving human volunteers or NHS patients	
Knowledge	<ul style="list-style-type: none"> • knowledge of ethical principles for population-based research including ICH Good Clinical Practice • understanding of the Medicines for Human Use (Clinical Trials) Regulations 2004 • knowledge of appropriate procedures for obtaining valid research consent • knowledge of research methods • knowledge of statistical methods • knowledge of peer-review process
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • respect for patient's rights • awareness of cultural diversity • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to work effectively as a member of a team • able to communicate effectively with patients and/or carers • able to manage research documentation and collect data • able to write logically and incisively • able to apply statistical methods and analyse data

Subject: Undertaking a population-based study	
Knowledge	<ul style="list-style-type: none"> • knowledge of appropriate procedures for obtaining valid research consent • knowledge of research methods • knowledge of statistical methods • knowledge of ethical principles for population-based research • knowledge of peer-review process
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • respect for patient's rights • awareness of cultural diversity • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to work effectively as a member of a team • able to communicate effectively with patients and/or carers • able to manage research documentation and handle data • able to write logically and incisively • able to apply statistical methods and analyse data

Research outcomes



Outcome: demonstrates the knowledge, skills, attitudes and competences to write up an experiment or study for publication in a peer-reviewed journal.

Outcome: demonstrates the knowledge, skills, attitudes and competences to present the results of an experiment or study as a poster presentation.

Subject: Peer-reviewed publication	
Knowledge	<ul style="list-style-type: none"> • knowledge of ethical principles for population-based research including ICH <i>Good Clinical Practice</i> • understanding of the <i>Medicines for Human Use (Clinical Trials) Regulations 2004</i> • knowledge of appropriate procedures for obtaining valid research consent • knowledge of research methods • knowledge of statistical methods • knowledge of peer-review process
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • respect for patient's rights • awareness of cultural diversity • willing to involve other members of the team and patients/carers as appropriate • motivated to obtain and respond to advice
Core competences & skills	<ul style="list-style-type: none"> • able to work effectively as a member of a team • able to communicate effectively with patients and/or carers • able to manage research documentation and collect data • able to write logically and incisively • able to apply statistical methods and analyse data

Subject: Poster presentation	
Knowledge	<ul style="list-style-type: none"> • Awareness of relevant conferences and other opportunities to present posters and their instructions to authors
Attitudes/Behaviours	<ul style="list-style-type: none"> • respect for scholarship • attention to detail and accuracy • sensitive to ethical issues • respect for patient's rights • aware of issues relating to personal and institutional conflicts of interest, and research probity, including financial and commercial dealings • willing to involve other members of the team and patients/carers as appropriate • willingness to critically reflect on advice and peer-review, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to follow instructions to authors • able to write a describe implications for future research and/or clinical practice

Research outcomes

Outcome: demonstrates the knowledge, skills, attitudes and competences to present the results of an experiment or study as an oral presentation.

Subject: Oral presentation

Knowledge	<ul style="list-style-type: none">• awareness of opportunities to present research and their instructions to presenters• knowledge and understanding of how adults learn, and what may impede learning
Attitudes/Behaviours	<ul style="list-style-type: none">• respect for scholarship• attention to detail and accuracy• sensitive to ethical issues• respect for patient's rights• aware of issues relating to personal and institutional conflicts of interest, and research probity, including financial and commercial dealings• willing to involve other members of the team and patients/carers as appropriate• motivated to obtain and respond to advice• willingness to critically reflect on advice and peer-review, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none">• able to follow instructions to speakers• able to design plan and deliver an oral presentation



Teaching outcomes

Teaching outcomes



This section sets out the teaching and training outcomes required of all foundation doctors (*Foundation Programme Curriculum (2007)*) and makes suggestions for additional outcomes.

Outcome: demonstrates the knowledge, skills, attitudes and behaviours to undertake a teaching role.

Subject: (i) Teaching, (ii) Presentations	
Knowledge	<p>(i) Teaching</p> <ul style="list-style-type: none"> • how adults learn • learner-centred approach <p>(ii) Presentations</p> <ul style="list-style-type: none"> • features of an effective presentation
Attitudes/Behaviours	<p>(i) Teaching</p> <ul style="list-style-type: none"> • show willingness, enthusiasm and patience to teach <p>(ii) Presentations</p> <ul style="list-style-type: none"> • be confident when presenting • use new technology
Core competences & skills	<p>F1 Level</p> <ul style="list-style-type: none"> • demonstrates an understanding of how adults learn • supports and facilitates the learning of other students and foundation doctors • is willing and able to undertake teaching of students and other healthcare professionals in postgraduate education in a one-to-one setting <p>F2 Level</p> <ul style="list-style-type: none"> • demonstrates appropriate preparation for teaching • sets educational objectives, identifies learning needs (own and group's) and applies teaching methods appropriately • undertakes a presentation to a small group, using a range of teaching materials • demonstrates a learner-centred approach • demonstrates extensive evidence of experiential learning

Possible additional teaching and training outcomes

Outcome: demonstrates the knowledge, skills, attitudes and competences for small group teaching, large group teaching and bedside teaching.

Subject: Small group teaching, Large group teaching, Bedside teaching	
Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of how adults learn, and what may impede learning • knowledge of different models of teaching • knowledge of relevant curriculum and learning outcomes relevant to audience and context • knowledge of the principles of giving and receiving feedback
Attitudes/Behaviours	<ul style="list-style-type: none"> • shows respect for scholarship • shows respect for students • awareness of diversity • attentive to detail and accuracy • sensitivity to ethical issues • shows respect for patients' rights • awareness of issues relating to personal and institutional conflicts of interest • willingness to involve other members of the team and patients/carers as appropriate • willingness to critically reflect on advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to work effectively as a member of a team • able to plan an individual teaching session • able to relate individual learning sessions to an overall programme • able to communicate effectively with patients and/or carers • appropriate use of different teaching strategies for a particular audience/context • able to prepare suitable materials and use audiovisual aids • able to establish rapport and involve the audience as appropriate • able to define learning outcomes • able to give a clear presentation • able to reflect on teaching sessions • able to understand the importance of the learning environment

Teaching outcomes

Outcome: demonstrates the knowledge, skills, attitudes and competences for assessing students and healthcare professionals.

Subject: Assessment

Knowledge	<ul style="list-style-type: none">• knowledge and understanding of how adults learn, and what may impede learning• understand that assessment drives learning• understand difference between formative and summative assessment• knowledge of relevant curriculum and learning outcomes relevant to audience and context• understand the basic concepts of reliability and validity
Attitudes/Behaviours	<ul style="list-style-type: none">• respect for scholarship• respect for students• awareness of diversity• attention to detail and accuracy• sensitive to ethical issues• respect for patients' rights• awareness of issues relating to personal and institutional conflicts of interest• willingness to involve other members of the team and patients/carers as appropriate• willingness to critically reflect on advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none">• able to work effectively as a member of a team• able to communicate effectively with patients and/or carers• appropriate use of different assessment methods and tools• able to establish rapport• able to give effective feedback



Leadership and Management outcomes

Leadership and Management outcomes



This section builds on the generic leadership and management competences and skills required of all foundation doctors, which are described in the *Foundation Programme Curriculum*. It uses the five core areas from the Medical Leadership Competency Framework, as applied to 'Delivering the service':

- personal qualities
- working with others
- managing services
- improving services
- setting direction.

As you might expect, there is some overlap between research and teaching. You may also wish to consult the other sections when planning your learning.

Personal qualities

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to lead and manage themselves and others to deliver high standards of care through effective:

- self-awareness
- self-management
- self-development
- acting with integrity.

For more information about the Medical Leadership Competency Framework, go to **Academy of Medical Royal Colleges and NHS Institute for Innovation and Improvement Medical Leadership Competency Framework**
http://www.institute.nhs.uk/assessment_tool/general/medical_leadership_competency_framework_-_homepage.html

Subject: Self awareness

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of own principles, values, prejudices and assumptions • knowledge of own strengths and limitations • knowledge and understanding of how emotions and prejudices can affect judgement and behaviour • knowledge of the impact of own behaviour on others • knowledge of where and how informal and formal feedback can be obtained • knowledge of the principles of giving and receiving feedback • knowledge and understanding of own ethical position and underpinning rationale
Attitudes/Behaviours	<ul style="list-style-type: none"> • shows respect for others' values, ethics, morals and beliefs • does not impose values and principles on others inappropriately • demonstrates awareness of diversity • demonstrates sensitivity to ethical issues • shows respect for patients' rights • willingness to act as an advocate for patients/carers where appropriate • awareness of issues relating to personal, professional and institutional conflicts of interest • willingness to ask for help and defer to others' leadership/management • does not take on responsibilities beyond personal or professional scope • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to recognise and articulate own values and principles, appreciating how these may differ from those of other individuals and groups • able to identify their own strengths, limitations and the impact of their behaviour • able to identify their own emotions and prejudices and understand how these can affect their judgement and behaviour • able to obtain, value and act on feedback from a variety of sources

Leadership and Management outcomes



Subject: Self management

Knowledge	<ul style="list-style-type: none"> • understanding of personal and collective responsibility for patient welfare • knowledge and understanding of their emotional responses to a range of stimuli and situations • knowledge of own strengths and limitations in self-management • knowledge and understanding of how own emotions and prejudices can affect behaviour and actions • knowledge of how to manage the impact of own behaviour on others • knowledge of time management and other organisational techniques • knowledge of own clinical, leadership and management responsibilities and commitments at different stage and contexts of training • knowledge of the needs, requirements and work patterns of others • knowledge and understanding of personal health issues, including the impact of stress • knowledge of where to seek help and support
Attitudes/Behaviours	<ul style="list-style-type: none"> • manages own time and that of others' effectively • recognition of the importance of punctuality, attention to detail and availability when on call • plans and manages own workload, commitments, activities and responsibilities effectively • shows respect for others' needs, priorities, responsibilities and work patterns • manages self and emotional response appropriately and with sensitivity to others • demonstrates awareness of personal and professional strengths and limitations • does not impose values and principles on others inappropriately • reliable and consistent in approach • realistic expectations of tasks to be completed by self and others • demonstrates flexibility to the needs and priorities of others • demonstrates awareness of stressors and how to deal with and manage personal and professional stress • willingness to ask for help and obtain and respond to advice • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development

Core competences & skills	<ul style="list-style-type: none"> • able to manage the impact of own behaviour and actions • able to demonstrate reliability in meeting their responsibilities and commitments to consistently high standards • able to ensure that own plans and actions are flexible and take account of the needs, requirements and work patterns of others • able to plan own workload and activities to fulfil work requirements and other commitments, with regard to own personal health
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Leadership and Management outcomes



Subject: Self development

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the requirements of the <i>Foundation Programme Curriculum</i> within own area of training • knowledge and understanding of own strengths, limitations and learning needs • knowledge of where and from whom careers advice can be obtained • knowledge of opportunities and requirements for continuous professional development and review, including participation in multi-disciplinary training, audit and peer review • understanding of the role of appraisal and assessment • knowledge of processes for recording development activities through portfolios and other means • knowledge of where, how and from whom informal and formal feedback can be obtained
Attitudes/Behaviours	<ul style="list-style-type: none"> • motivated to seek out professional development activities • honest about admitting mistakes • willingness to learn from mistakes and errors and take criticism constructively • willingness to ask for help, guidance and advice and learn from others • records learning, achievements and learning needs appropriately • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development and changes in behaviour
Core competences & skills	<ul style="list-style-type: none"> • able to actively seek opportunities and challenges for personal learning and development • able to demonstrate honesty about mistakes and treat them as learning opportunities • able to participate in continuous professional development activities • able to change their behaviour in the light of feedback and reflection

Subject: Acting with integrity

Knowledge	<ul style="list-style-type: none"> • knowledge of core documentary guidance relating to doctors' professional practice (specifically GMC documents such as Good Medical Practice) • knowledge and understanding of own ethical and legal position as a professional and the requirements and boundaries of medical practice • knowledge of organisational values, cultures and practices • knowledge and understanding of their own principles, values, prejudices and assumptions • knowledge and understanding of how their emotions and prejudices can affect judgement and behaviour • knowledge of cultural practices and beliefs • knowledge of procedures and practices relating to written and oral communications
Attitudes/Behaviours	<ul style="list-style-type: none"> • behaves in a manner consistent with professional, public and organisational expectations from a doctor at this stage of training • shows respect for others' values, ethics, morals and beliefs • upholds own personal and professional ethics and values, yet does not impose values and principles on others inappropriately • demonstrates awareness of diversity and cultural beliefs and values • shows respect for patients' rights • willingness to act as an advocate for patients/carers and take action where ethics and values are compromised • awareness of issues relating to personal and institutional conflicts of interest • does not take on responsibilities beyond personal or professional scope
Core competences & skills	<ul style="list-style-type: none"> • able to uphold personal and professional ethics and values, taking account of the values of the organisation and the culture and beliefs of individuals • able to communicate openly, honestly and inclusively • able to act as a positive role model in all aspects of communication • able to take appropriate action where ethics and values are compromised

Leadership and Management outcomes



Working with others

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to work with others in teams and networks to deliver and improve services through:

- developing networks
- building and maintaining relationships
- encouraging contribution
- working within teams.

Subject: Developing networks

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the structure and purpose of key groups and networks that affect and influence local/organisational service delivery (including health professionals; other staff groups; patients; carers; service users and their representatives) • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of key information sources relating to service delivery • knowledge of resource allocation processes relating to service delivery
Attitudes/Behaviours	<ul style="list-style-type: none"> • willingness to actively participate in and lead (where appropriate) multidisciplinary meetings • willingness to be involved in organisational and local reviews, discussions and debates • encourages participation in discussions from a wide range of individuals and groups • willingness to work constructively with members of health and social care teams • shows respect for others' values, ethics, morals and beliefs by listening and empathising • does not impose values and principles on others inappropriately or abuse power • willingness to work collaboratively, to ask for help and to defer to others' leadership/management
Core competences & skills	<ul style="list-style-type: none"> • able to identify opportunities where working with others can bring added benefits • able to create opportunities to bring individuals and groups together to achieve goals • able to promote the sharing of information and resources • able to actively seek the views of others

Leadership and Management outcomes



Subject: Building and maintaining relationships

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the structure, purpose of and relationships between key individuals and groups that manage and influence local/organisational service delivery (including health professionals; other staff groups; patients; carers; service users and their representatives) • knowledge of how multidisciplinary health and social care teams function, both formally and informally • knowledge of relevant patient representative groups • knowledge of principles of effective communication, including listening skills, negotiation skills, managing conflict, gaining trust and developing rapport • knowledge of their own strengths and limitations in understanding professional and organisational relationships • knowledge of how to manage the impact of their behaviour on others • knowledge of the needs, requirements and work patterns of others • knowledge of where to seek help and support for themselves and others
Attitudes/Behaviours	<ul style="list-style-type: none"> • communicates effectively, openly, inclusively and sensitively in a wide range of settings, acting as a positive role model • shows respect for others' values, beliefs, needs, priorities, responsibilities and work patterns • manages self and emotional response appropriately and with sensitivity to others • demonstrates awareness of personal and professional strengths and limitations • does not take on responsibilities beyond personal or professional scope • demonstrates flexibility to the needs and priorities of others • willingness to actively participate in and lead (where appropriate) multidisciplinary meetings • encourages participation in discussions from a wide range of individuals and groups • willingness to work constructively with members of health and social care teams, patients and patient representatives • does not impose values, needs and principles on others inappropriately or abuse power • willingness to work collaboratively, to ask for help and to defer to others' leadership/management

Core competences & skills

- able to listen to others
- able to empathise and take into account the needs and feelings of others
- able to communicate effectively with individuals and groups
- able to gain and maintain the trust and support of colleagues

Leadership and Management outcomes



Subject: Encouraging contribution

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the structure, purpose of and relationships between key individuals and groups that manage and influence local/organisational service delivery (including health professionals; other staff groups; patients; carers; service users and their representatives) • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the roles and responsibilities of health and social care professionals and the associated workforce • knowledge of how multidisciplinary health and social care teams function, both formally and informally • knowledge of relevant patient representative groups • knowledge of principles of effective communication, including listening skills, negotiation skills, managing conflict, group dynamics, gaining trust and developing rapport • knowledge of own strengths and limitations in understanding professional and organisational relationships • knowledge of how to manage the impact of own behaviour on others • knowledge of the needs, requirements and work patterns of others
Attitudes/Behaviours	<ul style="list-style-type: none"> • communicates effectively, openly, inclusively and sensitively in a wide range of settings, acting as a positive role model • shows respect for others' values, beliefs, needs, priorities, responsibilities and work patterns • demonstrates an understanding of group dynamics • manages self and emotional response appropriately and with sensitivity to others • demonstrates awareness of personal and professional strengths and limitations • does not take on responsibilities beyond personal or professional scope • demonstrates flexibility to the needs and priorities of others • willingness to actively participate in and lead (where appropriate) multidisciplinary meetings • encourages participation in discussions from a wide range of individuals and groups

Attitudes/Behaviours	<ul style="list-style-type: none"> • encourages participation in discussions from a wide range of individuals and groups • willingness to work constructively with members of health and social care teams, patients and patient representatives • does not impose values, needs and principles on others inappropriately or abuse power • willingness to work collaboratively, to ask for help and to defer to others' leadership/management
Core competences & skills	<ul style="list-style-type: none"> • able to provide encouragement and opportunity for people to engage in decision-making • able to respect, value and acknowledge the roles, contributions and expertise of others • able to employ strategies to manage conflicts of interests and differences of opinion • able to keep the focus of contribution on delivering and improving services to patients

Leadership and Management outcomes



Subject: Working within teams

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the structure, purpose of and relationships between key individuals and groups that manage and influence local/organisational service delivery (including health professionals; other staff groups; patients; carers; service users and their representatives) • knowledge and clear understanding of own role within teams including the concepts of leadership and followership • knowledge of the roles and responsibilities of health and social care professionals and the associated workforce • knowledge of how multidisciplinary health and social care teams function, both formally and informally • knowledge of relevant patient representative groups • knowledge of principles of effective communication and information sharing, including listening skills, negotiation skills, managing conflict, group dynamics, gaining trust and developing rapport • communicates with all team members to ensure shared understanding of patients' problems, preferences, wishes and needs to foster continuity of care • demonstrates good handover skills practice and ensures continuity of care when going off duty • knowledge of own strengths and limitations as a team member and leader
Attitudes/Behaviours	<ul style="list-style-type: none"> • shows tolerance and respect for others' values, ethics, morals and beliefs within the team • has a good understanding of the role of other members of the clinical team and understands their competencies and care philosophies • adopts a team approach, acknowledging and appreciating efforts, compromises and contributions • recognises the common purpose of the team and respects team decisions • willingness to take responsibility for leading a team, meeting or case conference with the context of own competence and role • willingness to contribute to team activities and recognises own strengths, limitations and role boundaries • is not deterred by deference to a colleague's seniority or standing from drawing attention to a risk or potential risk to patients

Attitudes/Behaviours	<ul style="list-style-type: none"> • upholds own personal and professional ethics and values and ensures patients' views are taken into consideration, yet does not impose values and principles on others inappropriately • awareness of issues relating to personal and institutional conflicts of interest • communicates effectively, openly, inclusively and sensitively, acting as a positive role model
Core competences & skills	<ul style="list-style-type: none"> • able to demonstrate a clear sense of own role, responsibilities and purpose within a team • able to adopt a team approach, acknowledging and appreciating efforts, contributions and compromises • able to recognise the common purpose of the team and respect team decisions • able to demonstrate willingness to lead a team, involving the right people and the right time

Leadership and Management outcomes



Managing services

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to lead and manage effective services and organisations through:

- planning
- managing resources
- managing people
- managing performance.

Subject: Planning

Knowledge	<ul style="list-style-type: none"> • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of processes and procedures of clinical governance and audit • knowledge of the range of information sources used in service planning • knowledge of the principles of service re-design, 'Lean thinking' and service review • knowledge of research activities used to underpin service planning
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates interest and critical curiosity about service planning and design • willingness to actively engage in planning and audit activities • willingness to participate in research activities • respect for scholarship • motivated to seek and respond to guidance from published literature and colleagues • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to support plans for clinical services that are part of the strategy for the wider healthcare system • able to gather feedback from colleagues and service users to inform the development of plans • able to contribute expertise into the planning process • able to appraise options in terms of benefit and risk

Leadership and Management outcomes



Subject: Managing resources

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of how health and social care resources are allocated, at national, regional, organisational, speciality, departmental and unit level • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of organisational and departmental initiatives focussed around resource management and waste minimisation
Attitudes/Behaviours	<ul style="list-style-type: none"> • works within the financial constraints of the organisation • works within corporate governance requirements • seeks opportunities to learn about NHS resource allocation principles and practices • questions and challenges use of resources • highlights areas of potential waste to colleagues • willingness to participate in initiatives to discuss budgets, resource allocation and waste reduction • plans and manages own resources, workload, commitments, activities and responsibilities effectively
Core competences & skills	<ul style="list-style-type: none"> • able to accurately identify the appropriate type and level of resources required to deliver safe and effective services • able to ensure services are delivered within allocated resources • able to minimise waste • able to take action when resources are not being use efficiently and effectively

Subject: Managing people

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of the principles of workforce planning and allocation • knowledge of the principles of employment legislation, including induction, work allocation and disciplinary matters • knowledge and clear understanding of their own role within the teams within which they are working, including the concepts of leadership and followership • knowledge of the roles and responsibilities of health and social care professionals and the associated workforce • knowledge of how multidisciplinary health and social care teams function, both formally and informally • knowledge of principles of effective communication, including listening skills, negotiation skills, managing conflict, group dynamics, gaining trust and developing rapport • knowledge of their own strengths and limitations as a team member and leader
Attitudes/Behaviours	<ul style="list-style-type: none"> • willingness to participate in and contribute towards peer assessment, review and appraisal • shows respect for others • supports and motivates others in learning and work situations • provides appropriate and timely guidance and direction for individuals and teams • willingness to take on teaching and mentoring activities for junior staff, medical students and other health professionals • delegates work appropriately • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development and changes in behaviour
Core competences & skills	<ul style="list-style-type: none"> • able to provide guidance and direction for others using the skills of team members appropriately • able to review performance of the team members to ensure that planned service outcomes are met • able to support team members to develop their roles and responsibilities • able to support others to provide good patient care and better services

Leadership and Management outcomes



Subject: Managing performance

Knowledge	<ul style="list-style-type: none"> • knowledge of core documentary guidance on performance management and targets • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the range of information sources used in service planning and performance management • knowledge of research activities used to underpin performance management • knowledge of factors that contribute towards poor professional performance and strategies to address this • knowledge of organisational and departmental procedures and practices relating to performance management of individuals
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates professional accountability for practice and performance • awareness of own strengths and limitations and identifies ways to improve performance • willingness to seek advice from colleagues and supervisors when faced with difficulties • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development • willingness to engage in performance management, review and planning initiatives • uses and accesses management information and other information sources effectively • demonstrates awareness of the wider context of performance management and the impact on patient care and service delivery
Core competences & skills	<ul style="list-style-type: none"> • able to analyse information from a range of sources about performance • able to take action to improve performance and reputation • able to take responsibility for tackling difficult issues • able to build learning from experience into future plans

Improving services

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to make a difference to people's health by delivering high quality services and leading and managing service improvements through:

- Ensuring patient safety
- Critical evaluation
- Encouraging innovation
- Facilitating transformation

Subject: Ensuring patient safety

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of patient safety audit within the wider context of clinical governance • knowledge of organisational policies, procedures and guidelines relating to patient safety, including knowledge of NHS best practice guidelines • the links between need, supply and demand on resources • knowledge of risk assessment and risk reduction techniques and practices • knowledge of significant/adverse events/critical incident analysis as a means to making patient care safer • knowledge of the impact of record keeping, organisational and professional cultures, practices and systems on patient safety and error management • knowledge of evidence and information sources to underpin patient safety initiatives • knowledge of health inequalities
Attitudes/Behaviours	<ul style="list-style-type: none"> • seek to ensure that patients are cared for in a way that they and/or their family would wish • demonstrates safe practice within clinical guidelines • maintains appropriate clinical records • promotes safe working practices and a culture that facilitates safety • willingness to participate in patient safety initiatives, risk assessments, audits and clinical governance activities • critically analyses significant events/critical incidents and take every opportunity to learn from things that go wrong • uses information from a range of sources to improve safety

Leadership and Management outcomes



Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates awareness of a critical approach to appraising evidence • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to identify and quantify risk to patients using information from a range of sources • able to use evidence to identify options • able to use systematic ways of assessing and minimising risk • able to monitor the effects and outcomes of change

Subject: Critical evaluation

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of research activities and different study designs used in basic sciences, clinical research and population based research • knowledge of the range of sources of evidence used in reviewing and developing services • knowledge of basic statistics • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the range of information sources used in service planning and performance management • knowledge of the factors that affect delivery of specific services
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates interest and critical curiosity about service planning, design and improvement • demonstrates an analytical approach to service improvement based on critical appraisal of literature and evidence • willingness to actively engage in service improvement activities and use proven improvement techniques • willingness to participate in research activities • respect for scholarship • motivated to seek, listen to and respond to feedback and guidance from published literature, patients, service users and colleagues • works collaboratively with health professionals, managers, patients and service users to improve and change services • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to obtain and act on patient, carer, service user feedback and experiences • able to assess and analyse processes using up-to-date service improvement methodologies • able to identify healthcare improvements and create solutions through collaborative working • able to appraise options, plan and take action to implement and evaluate improvements

Leadership and Management outcomes



Subject: Encouraging innovation

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of principles of continuous quality improvement • knowledge of examples of service innovation and improvement
Attitudes/Behaviours	<ul style="list-style-type: none"> • motivated to seek opinions from patients, service users and colleagues • uses multidisciplinary team and other settings to debate and question current systems and practices • participates in multidisciplinary case conferences and research initiatives • willingness to be involved in and lead innovation and change projects • identifies and communicates with positive role models
Core competences & skills	<ul style="list-style-type: none"> • able to question the status quo • able to act as a positive role model for innovation • able to encourage dialogue and debate with a wide range of people • able to develop creative solutions to transform services and care

Subject: Facilitating transformation

Knowledge	<ul style="list-style-type: none"> • knowledge of the principles of transformational leadership and strategies for change • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the range of information sources used in service planning and change management
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates awareness of transformational change • actively contributes to change processes to improve services • models expected change • works with the multidisciplinary team to develop and test the feasibility of change • communicates change processes and the anticipated impact on service • willingness to promote change and system re-design • energises and focuses groups and individuals to accomplish change together • takes an active role in change in the clinical setting
Core competences & skills	<ul style="list-style-type: none"> • able to model the change expected • able to articulate the need for change and its impact on people • able to promote changes leading to systems re-design • able to energise and focus a group to accomplish change together

Leadership and Management outcomes



Setting direction

Outcome: demonstrates the knowledge, skills, attitudes and competences to be able to contribute to the vision and aspirations of an organisation and act in a manner consistent with its values through:

- identifying the contexts for change
- applying knowledge and evidence
- making decisions
- evaluating impact.

Subject: Identifying the contexts for change

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of core principles of change management • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures)
Attitudes/Behaviours	<ul style="list-style-type: none"> • participates in opportunities to learn about healthcare systems • demonstrates an understanding of the NHS policy, the healthcare system and structures and the doctor's role within it • seeks role models to engage in learning about health organisations and settings • complies with clinical governance requirements of the organisation • willingness to participate in multidisciplinary case conferences, conferences and meetings • willingness to critically reflect on experiences, advice and feedback, and use that reflection as a basis for further development
Core competences & skills	<ul style="list-style-type: none"> • able to demonstrate awareness of the political, organisational and professional environment • able to understand and interpret relevant legislation and accountability frameworks • able to look to the future by scanning for ideas, best practice and emerging trends that will shape the system • able to develop and communicate aspirations

Subject: Making decisions

Knowledge	<ul style="list-style-type: none"> • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the professional value base that underpins decision-making • knowledge and understanding of uncertainty, external influences and professional ethics and values on clinical decision-making • relevance of continuity of care • understanding of personal and collective responsibility for patient welfare
Attitudes/Behaviours	<ul style="list-style-type: none"> • participates in multidisciplinary team meetings and clinical decision-making • takes responsibility for own clinical decisions, based on evidence, consultation and feedback • realistic expectations of tasks to be completed by self and others • willingness to contribute towards decisions about running the service • participates in decisions about workload and arrangements for cover • participates in clinical committee structures within the organisation
Core competences & skills	<ul style="list-style-type: none"> • able to participate in and contribute to organisational decision-making processes • able to act in a manner consistent with the values and priorities of their organisation and profession • demonstrates active involvement in ensuring continuity of patient care • able to educate and inform key people who influence and make decisions • able to contribute a clinical perspective to organisation and system decisions

Leadership and Management outcomes



Subject: Evaluating impact

Knowledge	<ul style="list-style-type: none"> • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of option appraisal techniques • knowledge of impact evaluation techniques • knowledge and understanding of barriers to implementation of service improvements • knowledge of boundaries of professional responsibility in relation to impact of own and others' practice on service and patient care
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates awareness of relevant options and good practice relating to impact of service change and design • participates in reviews and planning of service and practice • seeks opportunities to learn how effective service changes have been • reviews the effectiveness of alternative treatments and approaches • contributes to the evaluation of services and wider healthcare provision relevant to the specialty and their own practice • presents the results of clinical audits and research and promotes effective new approaches
Core competences & skills	<ul style="list-style-type: none"> • able to test and evaluate new options • able to standardise and promote new approaches • able to overcome barriers to implementation • able to formally and informally disseminate good practice

Subject: Applying knowledge and evidence

Knowledge	<ul style="list-style-type: none"> • knowledge and understanding of research activities and different study designs used in basic sciences, clinical research and population based research • knowledge of the range of sources of evidence used in reviewing and developing services • knowledge of basic statistics • knowledge of health needs, improvement initiatives, service priorities and pathways at local and organisational levels, and where appropriate, national level • knowledge of decision-making processes affecting patient care and service delivery (including government policies/agendas, national and regional strategies/frameworks and organisational/local processes/structures) • knowledge of the range of information sources used in service planning and performance management • knowledge of the factors that affect delivery of specific services
Attitudes/Behaviours	<ul style="list-style-type: none"> • demonstrates interest and critical curiosity about service planning, processes, design and improvement • utilises appropriate sources of information to support analysis and learning • demonstrates an analytical approach to service improvement based on critical appraisal of literature, evidence, data and information • willingness to actively engage in service improvement activities and use proven improvement techniques • willingness to participate in research activities and apply the principles of evidence based medicine to practice and debate • presents information to clinical and service managers • respect for scholarship • motivated to seek, listen to and respond to feedback and guidance from published literature, patients, service users and colleagues • works collaboratively with health professionals, managers, patients and service users to improve and change services

Leadership and Management outcomes

Core competences & skills

- able to use appropriate methods to gather data and information
- able to undertake analysis against an evidence-based criteria set
- able to use information to challenge existing practices and processes
- able to influence others towards innovation and change

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