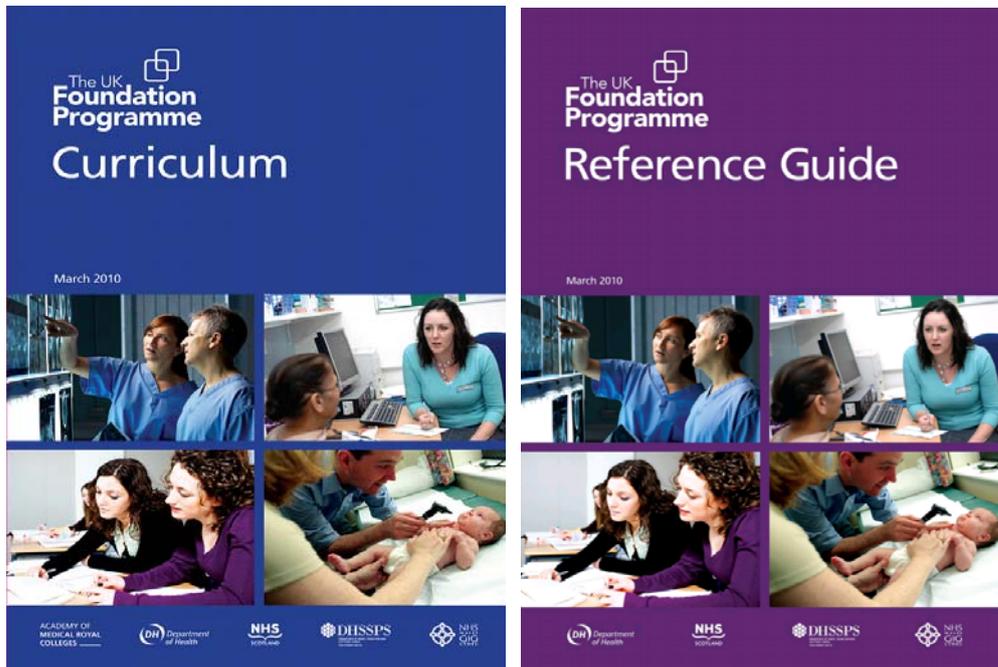


FP Curriculum 2010 and the FP Reference Guide 2010

Key Changes



The Foundation Programme Curriculum (2010)

The content and layout of the *Foundation Programme Curriculum* (the Curriculum) has been changed following feedback from PMETB/COPMED surveys, the Tooke Report and from the results of wide consultation.

Structural changes

- revised layout brings the syllabus, competences and accompanying assessments to the forefront to facilitate easier navigation for the principal users (trainees and trainers)
- text has been rationalised to reduce duplication
- updated quality assurance, quality management and quality control section.

Assessment

- assessment methodology has been clarified and simplified;
- specified assessments have been directly linked to each competence;
- introduction of a log book to record competence in procedural skills for F1 doctors;
- only one form of multi-source feedback (TAB) is recommended for use throughout the four nations;
- a new tool to assess teaching and presentation skills;
- descriptors have been included to explain the 1-6 scoring grades for each assessment tool; and
- clarification of educational and clinical supervisor roles and responsibilities.

Syllabus and competences

- inclusion of a new professionalism section which underpins all medical practice, bringing together attitudes and behaviours from the previous Curriculum
- clinical governance is unified with patient safety
- addition of a new section on medical devices
- expansion of the safe prescribing section
- strengthened laboratory requesting systems;
- more prominence to the recognition and management of the acutely ill patient; and
- discharge planning and chronic disease management have been brought together in a specific section.

The Foundation Programme Reference Guide (2010)

The second edition (2010) of the Operational Framework has been renamed *the Foundation Programme Reference Guide* (the Reference Guide). This edition describes the structures and systems required to support the delivery of the third edition of the *Foundation Programme Curriculum* (the Curriculum).

There are four key objectives underpinning the Reference Guide:

- it applies across the UK;
- it sets out what is required to deliver the Curriculum;
- it provides guidance for deanery/foundation schools quality management; and
- where appropriate, it is aligned to the *Reference Guide for Postgraduate Specialty Training in the UK* (the Gold Guide).

Structural changes:

- follows a similar section structure to the Gold Guide;
- descriptions of the structures and systems required for foundation training are provided in the most relevant section to reduce unnecessary duplication;
- simplified and updated section describing the guiding principles; and
- introduction of a detailed section covering deanery/foundation school quality management and local quality control information.

Foundation school structures, roles and responsibilities

- updated section on the role of the educational supervisor – must be a registered and licensed medical practitioner, who is selected, appropriately trained for role, resourced and appraised;
- updated section on role of the clinical supervisor - must be a registered and licensed medical practitioner, who is selected, appropriately trained for role, resourced and appraised. The clinical supervisor must complete a report at the end of each placement;
- new section on the role of the academic supervisor;
- new section on role of the careers lead for each Foundation School; and
- updated section on the role of the foundation doctor (see below).

Becoming a foundation doctor

- updated section on job descriptions, which should be made available to prospective applicants and should include a descriptions of the outcomes/competences that can be achieved in the placement;
- updated guidance on induction; and
- detailed guidance on transfer of information.

Foundation doctor responsibilities and inappropriate tasks

- responsibility of foundation doctors to take part in systems of quality management including completion of the national trainee survey;
- clarification that doctors may only prescribe or transcribe cytotoxic or immunosuppressive drugs if they are deemed competent to do so and are appropriately supervised; and
- clarification about seeking consent (aligned to GMC guidance on consent).

Career management

- detailed guidance on the principles and resources needed for career management
- requirement to identify a careers lead in each foundation school
- updated appendix providing detailed guidance on tasters.

Progressing as a foundation doctor

- detailed description of the requirements for satisfactory completion of F1
- detailed description of the requirements for satisfactory completion of the Foundation Programme
- recommendation that the Foundation Training Programme Director/Tutor convenes a panel of at least two people to consider whether the foundation doctor has met the requirements for satisfactory completion of F1 and the Foundation Programme
- detailed guidance on managing and supporting doctors in difficulty (see below).

Approved Practice Settings (APS) for doctors new to full registration

- detailed guidance on GMC requirements for UK graduates new to full registration, international medical graduates or those returning to the medical register after prolonged absence from UK practice to work initially within an APS in the UK for a period of 12 months.

Managing and supporting doctors in difficulty

- recommendation that the Foundation School Director convenes a performance review panel to consider whether the doctor has met the required standard.