



# **The Surrey and Sussex Foundation Year 2 Training Programme Handbook**



In association with  
The Postgraduate Deanery for Kent,  
Surrey and Sussex

A Guide for Trainees and Staff

**August 2017**

# WELCOME

Welcome to the Surrey and Sussex Foundation Training Programme.

We hope you enjoy your time here. We have compiled this handbook to help orientate you at the start of the programme and guide you during your time here. This handbook contains useful information for staff and work colleagues who may come into contact with you (as a foundation programme trainee) during your time here.

There is a lot of information in this handbook. You should read it before your first day on the training programme and prepare any questions early on so that these can be addressed before you begin.

If you have any other queries during your time at Surrey and Sussex, please do not hesitate to ask any member of the foundation training programme team (see section on Key Contacts)

Again, we hope you enjoy your time at Surrey and Sussex.

Dr Sarah Rafferty, Director of Medical Education  
Dr Sunil Zachariah-FY1 Programme Director  
Dr Kofi Nimako - FY2 Programme Directors  
Surrey and Sussex Foundation Training Programme Leads

## THE FOUNDATION TRAINING PROGRAMME

### Programme aims

The Surrey and Sussex Foundation Training Programme (SASFTP) has been designed to provide comprehensive education and training for doctors in the early stages of their medical career. As a SASFTP trainee, you will be part of a structured programme, which not only focuses on helping you gain the competences necessary to successfully complete the programme but also provides you with education and training tailored to your individual needs. The aims of the programme are to help you:

- Consolidate and develop your clinical skills, particularly in acute medicine so that you can identify and manage sick patients in whatever setting they present (including adult and paediatric settings).
- Embed modern professional attitudes and behaviours in every aspect of your clinical practice.
- Demonstrate your acquisition of these competences through our reliable and robust system of assessment and participate in annual ARCP process.
- Explore a range of career opportunities in different settings and in different areas of medicine.

## **Programme structure, trainee supervision and support**

The SASFTP consists of 30 F1 and 30 F2 individual foundation programmes. Each individual programme is made up of three 4-month placements in specialties offering a wide range of training experiences and opportunities (these are shown in appendix 1). During each 4 month placement you will be allocated a clinical supervisor who will monitor your progress during your placement. At the start of the programme, you will also be allocated an educational supervisor who will monitor your progress throughout the year. Further details regarding clinical and educational supervisors are contained later in this handbook.

If you desire, you will also be assigned a mentor who will support you in a variety of ways. Your mentor may be someone who you want to discuss professional issues or issues that are troubling you. They may also advise you about issues such as your career or even act as a role model. If you are an F1 trainee, your mentor will be from the F2 year. If you are an F2 trainee, your mentor will be core trainee or Specialist Trainee from a speciality of your choice. You will be assigned a mentor within a few weeks of starting the programme. If you need further advice in regards to your career you can approach the Trust career adviser Dr Simon Parrington ([Simon.Parrington@sash.nhs.uk](mailto:Simon.Parrington@sash.nhs.uk)). We also have Speciality Champions if you need any help or advice in regards to career advice in any speciality. As a part of Clinical Leadership role we encourage all the trainees to participate in a Leadership project. You should discuss this with you supervisor or the Trust Lead for clinical leadership, Miss Jean Arokiasamy.

## **The learning portfolio**

As a foundation programme trainee, you will have an E-learning portfolio, which must be kept up-to-date as a record of your training whilst on the programme. **This is a key document and must be read prior to starting the foundation programme.** Your learning portfolio contains a number of key documents. It is essential that you read these documents and familiarise yourself with the portfolio as a whole as this will help you plan your time here so that you successfully complete the programme which will then allow you to progress in your career. **Please note that it is your responsibility to organise and update your portfolio and ensure that all appraisals and assessments are carried out and entered into this document.**

## **The assessment process**

Assessment is a key feature of the SASFTP. By assessing you at different intervals and by using a variety of assessment methods, your clinical and educational supervisors will gain a clear indication of your progress throughout the programme. The results of these assessments will also be considered when assessing whether you have completed the programme successfully. During the SASFTP, you will be

assessed using the following supervised learning events (SLEs) descriptions:

- Team Assessment Behaviour (TAB)
- Direct Observation of Doctor-Patient Interaction: Mini Clinical Evaluation Exercise (mini-CEX) and Direct Observation of Procedural Skills (DOPS)
- Case-Based Discussion (CBD).
- Developing the Clinical Teacher F2 SLE

## **TEAM ASSESSMENT BEHAVIOUR (TAB)**

### **Team Assessment Behaviour (TAB)**

Your assessors **MUST** include:

Categories will comprise of the following:-

- 2 Consultants/GP Principal (clinical/educational supervisor)
- 1 Doctor more senior than FY2
- 2 Senior Nurses (band 5+)
- 2 Allied Healthcare Professionals/Additional team members
- Foundation Doctor (not mandatory)
- Pharmacists (not mandatory)

You should nominate at least 15 assessors. A **minimum** of **10** completed TAB forms are essential for a valid assessment. In addition, you must also complete your own assessment using self-TAB. You will not be able to nominate assessors until you complete self-TAB.

There are no set dates for the TAB but once started you must complete within 45 days. Although you can start your TAB at any point during the year. It is advised that you leave it at least 6 weeks after you start your placement to allow yourself time to embed yourself into the department.

## **Direct Observation of Doctor-Patient Interaction**

Two methods have been devised to assess your interactions with patients: The Mini Clinical Evaluation Exercise (mini-CEX) and the Direct Observation of Procedural Skills (DOPS)

### **Mini Clinical Evaluation Exercise (mini-CEX)**

This assessment method involves an observer (who may be a consultant, GP principal or experienced SpR) observing your performance during a clinical encounter with a patient after which you will be given feedback on your performance. Each mini-CEX should represent a different clinical problem and should fall into one of the 'acute care scenario' conditions listed in appendix 2. It is your responsibility to choose the clinical encounter which you want observed, the timing of the encounter and who you want as your observer.

### **Direct Observation of Procedural Skills (DOPS)**

This is an example of another assessment method where you will be observed during a clinical encounter, but in this instance, this will involve the performance of a practical procedure. Each DOPS should represent a different acute care skill (these are also listed in appendix 2) and again you should choose the time, the procedure to be observed and the observer for each encounter (observers may be consultants, GPs, SpRs, suitable nurses or allied health professionals. You should choose a different observer for each encounter).

It has been agreed by the Executive Committee and cleared with the Deanery and Foundation School that all F1 and F2 trainees must undertake DOPS assessments in the following subjects within the first three months of them starting the Trust, i.e. by the end of October 2013. The subjects are:

- Blood culture (peripheral)
- IV Cannulation
- Urethral Catheterisation (male or female)

### **Case Based Discussion (CBD)**

This assessment is based on a structured discussion which will take place between you and your clinical supervisor about a case which you have managed. This will allow your supervisor to assess your decision making and clinical reasoning skills. You should ensure that you take part in a minimum **6 CBDs** per year.

You will be expected to coordinate all of the above assessments yourself so that by the end of your foundation year you will have completed the required number and types of assessments. The information gained from these assessments will form the basis for your final or end of year review. As a foundation programme trainee, you have a key role in organising and carrying out the assessments which take place. A sample schedule for the timing of assessments in the foundation years is shown in appendix 2.

**You will be expected to have done 2 CbDs, 2 mini-CEX & 1 DOPS during your first four months to support your application for further training.**

## **Leadership**

Effective clinical leadership is essential for good patient care and leadership is now part of the curriculum for foundation as well as all core and higher specialty training. In response to this, STFS is piloting the addition of a formative, specific leadership skills assessment form to the foundation ePortfolio. This form - LEADER – Clinical Leadership for Work-based Assessment - is now available in the foundation ePortfolio. It can be found under 'Forms > Work-Based Assessments > Add New Assessment' within a trainee's account (in the same way that you would access a CbD, DOPS or Mini-CEX) and can be ticketed by the trainee. A blank version of the form is available from 'Home > Help > Blank Forms'. Please see below guidance for foundation doctors and for educational supervisors on completing this assessment which includes suggestions of leadership activities which foundation doctors could undertake.

## **Quality Management Processes**

All Foundation trainees are expected to engage with quality management processes and any other activities that contribute to the quality improvement of training e.g. by completing the on-line GMC Trainee Survey and STFS training survey.

<b>Assessments</b>	<b>Frequency</b>
E-portfolio	On going
Team assessment of behaviour (TAB)	Once in first placement in both F1 and F2, optional repetition
Clinical supervisor end of placement report	Once per placement
Educational supervisor end of placement report	Once per placement
Educational Supervisor's End of Year Report	Once per year

## **Completing the programme**

We hope that during your time on the SASFTP, you will use the varied training experiences and numerous educational opportunities available to you to ensure the successful completion of the programme. At the end of the programme, you should have gained a wide range of generic skills, and skills in the management of acutely ill patients which will then prepare you for your future career in either vocational training

for General Practice or specialist training for Hospital Practice. If you successfully complete all parts of the foundation programme, you will receive the following:

- Certificate of Experience for PRHOs – This will be signed at the end of the F1 year by your University /Foundation School
- F2 Achievement of Competence Document (FACD) – This will be signed off at the end of F2 if you complete the F2 year satisfactorily as guided by ARCP process.

### **Feedback**

We are always keen to receive feedback on the quality of the training and education we provide as this will help us to develop the SASFTP in the future. If you have any comments or suggestions relating to the SASFTP, please contact your educational supervisor.

## **BLOOD COMPETENCIES**

All FY2 doctors joining the Trust need to

- be assessed as satisfactory on the following competencies in order to be involved in the process of blood transfusion
  - Obtaining and sending off a blood sample for G&S or X match
  - Receiving and administering blood products

These competencies are valid for 3 years when they will need to be repeated and are transferable to other Trusts. The assessments are co-ordinated by Dr Fiona J Lamb (Fiona.lamb@sash.nhs.uk).

- Attend a lecture on blood transfusion which is usually incorporated in the Induction Day timetable. Alternatively it can be attended on one of the Trust's education afternoons.

Certificates of these competencies from other Trusts may be accepted after these have been presented for review to Dr Lamb.

## **YOUR EDUCATION**

Education which is provided during the SASFTP is embedded in clinical practice. This means that the majority of education and training will take place whilst working in your clinical teams and providing clinical care for patients in Surrey and Sussex.

### **Education and training in the clinical setting**

As a SASFTP trainee, you will be working in a multi-professional clinical team alongside other doctors, nurses and allied health professionals as well as other healthcare workers in providing clinical services for patients across Surrey and Sussex. Working within these teams, you will be able to closely observe other professionals at work and see them using both generic and acute care skills on a daily basis. The staff will also supervise you as your knowledge and skills develop.

It is vital that you use the experience gained in these clinical settings to its maximum potential. Techniques which may help you gain the maximum educational benefit from seeing and treating patients include reflecting on your experiences at work and keeping a 'reflective diary'. This can help you keep note of specific cases you see and incidents which take place which can then act as learning opportunities. It is also useful if you use your professional relationships with your colleagues to learn vital generic and acute care skills. Again this may be by observing your colleagues during their clinical practice or by asking colleagues about the principles which underpin their clinical practice.

### **Using educational resources**

As well as the numerous training experiences and learning opportunities which you will be exposed to whilst working in your specific clinical teams, you will be able to supplement your learning by making use of a variety of educational resources at your disposal.

These include courses run by the various organisations involved in the SASFTP. Details of these courses are available on the intranet sites of the various organisations. Examples of these are listed in appendix 3. Some of these courses are considered essential (or 'statutory' or 'mandatory'). You should seriously consider attending these courses whilst on the SASFTP. Details of other courses and meetings (both internal and external) are available in the postgraduate education centres (PGEC) at East Surrey and on staff training and education noticeboards which you may find in individual departments when working in your 4-month placements. The PGEC also host regular clinical meetings, life support courses and teaching for vocational trainees which you may also attend (please see section on study leave on page 11).

The East Surrey Hospital Medical Library is also an invaluable resource. It has a superb range of educational resources which you can access both in office hours and out of hours. These include a wide range of books and periodicals covering a wide range of subjects. The staffs in the medical library are extremely helpful and will help you access resources which are not available at either site through the system of interlibrary loans. East Surrey Hospital Library also has a learning resource centre (with access to the internet and medical databases such as MEDLINE), audio-visual facilities and CD-ROM, a local historical collection and subscriptions to over 200 current journals.

It is vital that you make use of these resources during your time here. You will be expected to have made excellent use of your educational time whilst on the programme. Your use of this time will be monitored and so you must keep a personal log of educational activities completed during each post. These will then be reviewed by your educational supervisor at your appraisal.

## **The SASFTP formal educational programme in generic professional training**

The formal educational programme for foundation trainees has been designed to cover all aspects of good medical practice, patient safety and accountability through clinical governance. This programme starts with an induction which will help introduce you to some key aspects of patient care before starting work in your placement. **FY2-**

**Teaching will alternate between Tuesdays am and Thursdays pm fortnightly from.**

**Please note that these teaching sessions are compulsory.** You must attend unless you are on annual, study, sick or special leave or if you have worked the night shift before the session or are due to work the night shift after. Attendance registers will be kept and will be reviewed by your educational supervisor. Provisional timetables are shown in appendix 4 and 5.

**Please inform your Foundation Programme administrator if you are unable to attend.** A minimum of 70% attendance is required for sign off; there are a number of additional teaching opportunities available for you to attend, within each specialty.

The sessions on this programme will not only be lecture based but will also give you the opportunity to put some of the principles of good medical practice into action using interactive group discussions and scenario based teaching. Please note, in addition to this formal programme, you will receive a specialty specific induction prior to each placement which will provide you with the basic knowledge and skills necessary to provide care for the patients you see during the placement.

## **E-learning modules**

There are varieties of e-learning modules available on the internet for you to supplement your curriculum based teaching and learning opportunities, evidence of these modules should be recorded on your e-portfolio.

You can access the e-LFH modules through the curriculum on your e-portfolio; the Programme Directors have produced the following lists of suggested modules-

## FY2

Professionalism	
1.1	Behaviour in the workplace
	01_09(Stress-Bullying)
	11_20(Equality & Diversity: General Awareness)
	11_21(Equality & Diversity: General Awareness Assessment)
2.5	Relationship and communication with patients
	Consent
	11_03(Mental Capacity)
	11_04(Mental Capacity Assessment)
3.2	Safety and clinical governance
	Quality & safety improvement
	07_03(Quality and safety in the NHS)
4.0	Ethical and legal issues
	11_06(DVLA)

***\*This is not an exhaustive list, and you should complete the modules that you feel will benefit and supplement your training\****

### Simulation

All FY2 trainees will be released from clinical duties to attend a mandatory Simulation training day.

As a mandatory part of your foundation training **you must register on the National Patient Safety Agency (NPSA)** educational website (web address: <http://www.npsa.nhs.uk/health/resources/ipssel>). The educational material offered here is an integral part of the programme and will form part of your learning portfolio (please see section on study leave on page 11).

As a foundation trainee, you will be expected to play an active role in your education. You will be expected to prepare presentations which may be case, teaching, audit or research presentations or clinical topic reviews and journal article reviews. This will help consolidate the learning which has taken place in the clinical setting and other settings.

F2 ALLOCATION AUGUST 2017 - JULY 2018

Foundation School (Year 2)	Foundation School rotation Number	Given Name	Surname	Educational Supervisor	02/08/17-05/12/17 (Clinical Supervisor)	06/12/17-03/04/18 (Clinical Supervisor)	04/04/18 - 31/07/18 (Clinical Supervisor)	GPF2 trainee to work in ED/AMU 2nd and 4th Wed or Fri or 1st and 3rd Thurs each month 8.30 - 5.00.
South Thames	15/KSS/03/RTP04/01/F2/001	Ashra	Omr	Dr Pinedo	Dr Pinedo Emergency Medicine	Dr Phongsathorn G(I)M /Geriatrics (Nutfield)	Dr Vikas Dullo General Practice	AMU - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/002	Amy	Richardson	Mr Penny	Mr Penny Obs & Gynae	Mr Lal Trauma /Orthopaedics	Dr Cathy Gleeson Palliative Med	
South Thames	15/KSS/03/RTP04/01/F2/003	Jack	Fletcher	Dr Ansell	Dr Daneshmand Emergency Medicine	Dr Ansell Paediatrics	Dr Mudunkotuwe Psychiatry	
South Thames	15/KSS/03/RTP04/01/F2/004	Khalil Daniel	Daswani	Miss Wykes	Dr Szekeres Emergency Medicine	Miss Wykes Obs & Gynae	Dr Babu Psychiatry	
South Thames	15/KSS/03/RTP04/01/F2/005			Dr Pinedo	Hijab Khan General Practice	Dr Pinedo Emergency Medicine	Dr Phongsathorn G(I)M /Geriatrics (Nutfield)	AMU - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/006	Michele	Fernandes	Dr Ahmed	Mr Bhat Trauma /Orthopaedics	Dr Daneshmand Emergency Medicine	Dr Prajapati G(I)M /Geriatrics (Meadvale)	
South Thames	15/KSS/03/RTP04/01/F2/007	Namritha	Ramanujam	Dr N Khan	Dr N Khan G(I)M /Geriatrics (Hazelwood)	Mr Selvan Trauma /Orthopaedics	Dr Szekeres Emergency Medicine	
South Thames	15/KSS/03/RTP04/01/F2/008	Alexander	Kalic	Dr Prajapati	Dr Pinedo Emergency Medicine	Dr Prajapati G(I)M /Geriatrics (Meadvale)	Dr Nigel Storer General Practice	ED - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/009	Kirsten	Gill	Dr Prajapati	Dr Prajapati G(I)M /Geriatrics (Meadvale)	Dr Michael Bosch General Practice	Dr Pinedo Emergency Medicine	AMU - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/010	Shajma	Muktadir	Dr Sercl	Dr Sercl Emergency Medicine	Dr Moya G(I)M (Godstone)	Dr Michael Bosch General Practice	ED - Thursday
South Thames	15/KSS/03/RTP04/01/F2/011	Ali Emad	Jaffery	Dr Dioszeghy	Mona Kabir General Practice	Dr Dioszeghy Emergency Medicine	Dr Moya G(I)M (Godstone)	ED - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/012	Wenona	Barnieh	Dr Asalieh	Dr Moya G(I)M (Godstone)	Dr Hijab Khan General Practice	Dr Dalley Emergency Medicine	ED - Wednesday
South Thames	15/KSS/03/RTP04/01/F2/013	Steffen	Schacht	Miss Gorti	Dr Cathy Gleeson Palliative Med	Miss Gorti Obs & Gynae	Mr Panose Trauma /Orthopaedics	
South Thames	15/KSS/03/RTP04/01/F2/014	Marie	Smith	Dr Szekeres	Dr Babu Psychiatry	Dr Szekeres Emergency Medicine	Dr Ansell Paediatrics	
South Thames	15/KSS/03/RTP04/01/F2/015	Natalie	Davies	Dr Daneshmand	Dr Mudunkotuwe Psychiatry	Dr Daneshmand Emergency Medicine	Mr Kar Obs & Gynae	

F2 ALLOCATION AUGUST 2017 - JULY 2018

Foundation School (Year 2)	Foundation School rotation Number	Given Name	Surname	Educational Supervisor	02/08/17-05/12/17 (Clinical Supervisor)	06/12/17-03/04/18 (Clinical Supervisor)	04/04/18 - 31/07/18 (Clinical Supervisor)	GPF2 trainee to work in ED/AMU 2nd and 4th Wed or Fri or 1st and 3rd Thurs each month 8.30 - 5.00.
South Thames	15/KSS/03/RTP04/01/F2/016	Olivia	O'Malley	Dr Dalley	Dr Dalley Emergency Medicine	Dr Aravamudhan Paediatrics	Shwan Beck General Practice	AMU - Friday
South Thames	15/KSS/03/RTP04/01/F2/017	Joseph	Withers Green	Dr Sercl	Michael Bosch General Practice	Dr Sercl Emergency Medicine	Dr Aravamudhan Paediatrics	AMU - Thursday
South Thames	15/KSS/03/RTP04/01/F2/018	Apirada Ann	Rakpraja	Mr Kar	Mr Kar Obs & Gynae	Dr Sanjay Kumar General Practice	Dr Dioszeghy Emergency Medicine	AMU - Thursday
South Thames	15/KSS/03/RTP04/01/F2/019	Natalie	Clayden	Dr Dalley	Shwan Beck General Practice	Dr Dalley Emergency Medicine	Miss Waheed Surgery	ED - Thursday
South Thames	15/KSS/03/RTP04/01/F2/020	Sophie	Swinhoe	Dr Dioszeghy	Dr Dioszeghy Emergency Medicine	Miss Waheed Surgery	Dr Hijab Khan General Practice	AMU - Thursday
South Thames	15/KSS/03/RTP04/01/F2/021	Cara	Frain	Miss Waheed	Miss Waheed Surgery	Mona Kabir General Practice	Dr Sercl Emergency Medicine	ED - Thursday
South Thames	15/KSS/03/RTP04/01/F2/022	Jack	Goodall	Dr Kondas	Vikas Dullo General Practice	Dr Kondas Emergency Medicine	Dr Daschel Acute Medicine (AMU)	ED - Friday
South Thames	15/KSS/03/RTP04/01/F2/023	Vinoth	Ravi	Dr Szekeres	Dr Szekeres Emergency Medicine	Dr Daschel Acute Medicine (AMU)	Dr Sanjay Kumar General Practice	ED - Friday
South Thames	15/KSS/03/RTP04/01/F2/024	Felix	Gill	Dr Daschel	Dr Daschel Acute Medicine (AMU)	Dr Shwan Beck General Practice	Dr Dalley Emergency Medicine	ED - Friday
South Thames	15/KSS/03/RTP04/01/F2/025	Bethan	ap Rees	Dr Wilkinson	Dr Phongsathorn G(I)M /Geriatrics (Nutfield)	Dr Nigel Storer General Practice	Dr Kondas Emergency Medicine	AMU - Friday
South Thames	15/KSS/03/RTP04/01/F2/026	Gillian	Kelly	Dr Kondas	Dr Kondas Emergency Medicine	Dr N Khan G(I)M /Geriatrics (Hazelwood)	Mr Panose Trauma /Orthopaedics	
South Thames	15/KSS/03/RTP04/01/F2/027	Benjamin	Perren	Dr Makadsi	Nigel Storer General Practice	Dr Sercl Emergency Medicine	Dr Khan G(I)M /Geriatrics (Hazelwood)	AMU - Friday
South Thames	15/KSS/03/RTP04/01/F2/028	Abhinav	Kishore	Miss Srivastava	Mr Kantak Trauma/Orthopaedics	Dr Cathy Gleeson Palliative	Miss Srivastava Obs & Gynae	
South Thames	15/KSS/03/RTP04/01/F2/029	Edwin	Evelyn-Rahr	Dr Daneshmand	Dr Aravamudhan Paediatrics	Dr Babu Psychiatry	Dr Daneshmand Emergency Medicine	
South Thames	15/KSS/03/RTP04/01/F2/030	Nicola Claire	Quinnen	Dr Ansell	Dr Ansell Paediatrics	Dr Mudunkotuwe Pyschiatry	Dr Kondas Emergency Medicine	

## **YOUR EDUCATIONAL SUPERVISOR: THEIR ROLE**

At the beginning of your foundation training programme, you will be assigned an Educational Supervisor for the year. Your Educational Supervisor will conduct your appraisals throughout the year, will guide you during your time on the programme and will monitor your progress from an educational point of view.

At your appraisal meetings, you will be able to discuss your strengths and your educational needs and your educational supervisor will be able to work with you to decide how you can best fulfil those needs and achieve your objectives. They will also discuss areas of concern with you so that potential difficulties or problems can be addressed early on during your year. To get the maximum benefit from your appraisals, you must ensure that your E-learning portfolio is up to date and includes all the necessary documentation required for your appraisal. Your educational supervisor may need access to your E-learning portfolio up to 2 weeks before your appraisal so that the contents of your portfolio can be reviewed and inform the appraisal process.

If you have any comments or concerns about any aspect of your education whilst in the foundation programme, you should contact your educational supervisor as soon as possible. If you have any difficulties with your educational supervisor, you should contact your appropriate foundation programme director through the foundation programme administrator.

## **YOUR CLINICAL SUPERVISOR: THEIR ROLE**

During your time on the foundation programme, you will rotate through three different specialties each year to gain experience in a variety of clinical settings. In each of these placements, you will be allocated a clinical supervisor. Your clinical supervisors will in most cases, be the consultant of the clinical team to which you are assigned. Their role will be to supervise you during your time in their specialty, monitor your work during your time there and advise you on any specialty specific areas relating to your post.

They will also have a key role in performing your assessments whilst you are working in their clinical team. If you have any comments or concerns about your placement, you should contact your clinical supervisor as soon as possible. If you have any comments or concerns about your clinical supervisor, you should contact your educational supervisor (or the appropriate foundation programme director if your clinical supervisor is also your educational supervisor).

## YOUR ROLE

As a foundation programme trainee, it is essential that you play an active part in the programme and take an active role in your education – Remember; you will only get as much out of the foundation programme as you put in! Therefore you have a responsibility to ensure that you get as much out of your time in the programme as possible. To ensure that your time is as productive as possible you must:

- Meet with your educational supervisor and arrange your appraisals - It is important that you meet with educational supervisor (ideally within the first 2 weeks of starting your first placement) to discuss your educational needs and how you are going to achieve them. It is **your** responsibility to liaise with your educational supervisor to arrange a date and time for your appraisal. It is also your responsibility to ensure that all the necessary documentation has been completed /collated prior to your appraisal and that your educational supervisor has this well in advance of each meeting. In addition to completing your E-learning portfolio, please ensure that you have completed the **self-appraisal** tool in your E-learning portfolio. The information contained in these forms will be used as a basis for discussion during your appraisal.
- Take control of your education! – Of course we can't force you to do this but we strongly believe that you should use your time on the SASFTP to the max! This will mean that you get the most out of it and will be more likely to complete the foundation programme successfully. We are keen for you to direct your own education and learning. Therefore, use the educational opportunities and resources available during your time here (It may not be available in your next job so, use it or lose it!). If there is something you really want to learn, speak to your educational supervisor and they will try and arrange something for you (If you don't ask, you don't get!). And lastly, we want you to play an active part in your own education. As we have said, you only get out what you put in!
- Coordinate your assessments well in advance – The assessments are a key component of the foundation programme as they will decide if you complete the programme successfully or not. It is your responsibility to arrange and coordinate these assessments. Make sure you do this well in advance and arrange these with your clinical supervisors as soon as possible. Remember, failure to complete all your assessments means that you will not successfully complete the programme.

The following section contains a summary of what you need to do as a foundation trainee to ensure that you progress within the programme and increase your chances of successfully completing the programme.

## YOUR EMPLOYMENT

During your time here, you will be employed and paid by Surrey and Sussex Healthcare for the whole of your programme including the period in general practice. You will be paid on the pay scale according to your previous service, either in the UK or overseas, and will receive the banding for each leg of the rotation which is appropriate to the rota that you are on. Consequently your banding may change from one specialty to another.

### Annual leave

You will be entitled to 5 weeks and 2 days annual leave per year and you must give at least 6 weeks' notice of your proposed leave. Doctors on internal rotations are expected to take their holiday entitlement in each leg. As this affects mainly FY1 and FY2 trainees', entitlement for each leg would be 9 days. If you wish to take more or to carry leave over to the next leg this must be agreed with the General Manager of the attachment concerned.

### Study leave

If you are an F2 trainee, you are entitled to a study leave allowance of 30 days per year. Your attendance at the Tuesday/Thursday monthly generic professional training is automatically counted against this allowance. You may use the remaining days to gain focussed experience ('taster' experience) in specialties outside your placement specialty as long as this has been agreed with your educational supervisor. You may also use this time to attend courses or other activities to acquire generic knowledge or skills necessary for you to successfully complete the SASFTP which you cannot otherwise gain on the programme.

However, F2 doctors should only be granted study leave for additional courses once the following have been attended or shown clear intention to do so:

- a) **ALS** required for F2. **ALS** is a requirement for F2 sign-off.
- b) Demonstration of regular attendance at internal training sessions (>70% attendance during working shifts, excluding night shifts)
- c) Intention to attend simulation training
- d) Booked a taster week, or have good reason not to require a taster.

F2 trainees should not be given study leave for private study for preparation for examinations.

F2 trainees' study leave allowance is the same as CT or ST trainees, however according to Deanery recommendations we subtract a proportional amount for funding of generic training, this leaves a sum of up to a maximum of **£500**.

Again you should plan attendance at such courses with your educational supervisor well in advance and submit a completed study leave application form at least **6 weeks** prior to the leave being taken. Retrospective applications and applications for study leave at short notice will not be granted.

If you have any queries concerning your terms of employment please contact the medical staffing office on ext 6624

### **An Organisation-Wide Policy for Dress Code and Uniform Policy**

A smart, professional image must be maintained at all times by all staff working within Surrey and Sussex Healthcare NHS Trust given the knowledge that the professional image presented by staff significantly contributes to the way in which they are regarded by colleagues, patients and the public (RCN 2013). Staff must ensure that clothes worn adhere to infection control and health and safety policies, are well maintained and promote public trust and confidence.

<b>Staff Group</b>	<b>Staff</b>	<b>Dress</b>	<b>Purpose</b>
Clinical	Doctors, nurses, midwives, health professionals and other healthcare workers visiting wards, giving patient care or in physical contact with patients in a clinical area	<p>NO jackets/White Coats            NO ties            NO shirt or other sleeves below the elbow            NO wristwatches or wrist jewellery Only plain wedding band NO false nails/nail varnish            NO neck or ankle chains</p> <p>Theatre Scrubs and NonTheatre Clinical Areas Scrubs are to be worn on site ONLY and <b>MUST NOT</b> be taken off site</p> <p>Light Blue Scrubs to be worn in operating theatres and XRay ONLY and <b>NOT</b> in restaurant or refreshment areas, shops etc.</p>	<p>To allow effective hand hygiene and reduce the risk of cross infection</p> <p>To promote public confidence</p>

The Dress Code and Uniform policy is designed to guide managers and employees on the Trust standards of dress and appearance. The Policy is not exhaustive in defining acceptable and unacceptable standards of dress and appearance and staff should use common sense in adhering to the principles underpinning the policy. A sensible approach should be taken to ensure the spirit of the code is applied.

<b>Acceptable</b>	<b>Unacceptable</b>
Business Suits	Denim jeans or denim skirts (all colours and styles)
Skirts	Skirts that are so long that they touch the ground when walking are not acceptable on safety and hygiene grounds Micro/Mini Skirts
Trousers	Combat trousers, Leggings, Track-suits, sportswear
Shirts/Blouses	Underwear should not be visible (avoid low slung trousers and sheer blouses)
Smart t-shirts and tops	Overly tight or revealing clothes (including mini-skirts, tops revealing the midriff) Clothing bearing inappropriate or offensive slogans, strapless tops
Smart jumpers and sweatshirts	
Jackets and blazers	High fashion clothing incorporating, rips or tears or excessive studding
Dresses	Baseball caps/hats
Footwear – sensible and safety compliant	Flip Flops, fashion clogs/clogs with holes in

## STEPS TO SUCCESS IN THE FOUNDATION YEARS

Attend SASFTP induction, FY1-July and FY2-7<sup>th</sup> August 2013. Meet foundation programme team, Collect relevant documentation including SASFTP handbook and learning portfolio

Meet Clinical Supervisor for first placement and attend specialty specific induction (if appropriate)

Read and prepare documents in learning portfolio and arrange to meet your educational supervisor within 2 weeks of starting your placement. Complete relevant self-assessment forms. Ensure your educational supervisor has your learning portfolio up to 2 weeks prior to induction appraisal along with completed forms and including relevant documentation

Register on the National Patient Safety Agency (NPSA) educational website (web address: <http://www.npsa.nhs.uk/health/resources/ipsel>)

Prior to first appraisal think about your strengths and educational needs and how you think you can achieve them. Think about accessing the various educational resources and educational opportunities on offer. Bring this information to your first appraisal

Devise timetable /action plan for each of the educational objectives identified in your personal development plan and ensure that they are achieved by mid-point appraisal or before. Complete study leave forms at least 6 weeks prior to course if planning to attend SASFTP or external course

Devise timetable of assessments for MSF, mini-CEX /DOPS and CBD and liaise with your clinical supervisor to coordinate these. Select 'raters' and 'observers'. Ensure appropriate documentation forwarded to SASFTP administrator

Ensure maximum educational value is gained from each placement. Consider keeping a reflective diary. Attend all formal educational sessions. Keep e-portfolio update and complete for ARCP process

At end of each placement, meet with clinical supervisor to obtain Certificate of Satisfactory Service

Arrange meeting with educational supervisor for mid-point appraisal (usually 6 months into foundation year) to review progress and discuss any issues

Continue progress to meet all educational objectives, complete all relevant assessments, gain maximum educational value from placements and educational activities outside placements. Keep up-to-date log of all educational activities

Arrange meeting with educational supervisor to ensure all educational objectives are met and satisfactory progress has been made throughout foundation year

### ARCP

F2 Achievement of Competence Document (FACD) (F2) if all of the above achieved

### SUCCESSFUL COMPLETION OF FOUNDATION YEAR

## IF YOU NEED HELP...

Some foundation programme trainees may find this period of training difficult. This can be due to a number of reasons which can involve issues outside work, personal health related issues and also issues related to ability to perform and take part in the programme.

If you are starting to struggle, this may make you feel like not wanting to take part in the programme or any extra educational activities or you may start to feel that you don't want to carry out some of the essential parts of the programme such as the assessments. Feeling like this may also make you focus less on your job and this in turn can lead to incidents and complaints which in the worst case, may adversely affect patients. It may be that other people notice these changes in you before you do (i.e. colleagues, mentors, clinical supervisors, educational supervisors). **If you realise that you are starting to feel like this, ask for help early!**

Your work colleague, peers, mentors, clinical and educational supervisors are all there to support you during your time here. Your educational supervisor in particular has a role in providing support to you as a SASFTP trainee and should be able to provide a supportive environment in which you can discuss any difficulties or concerns.

Your supervisors may also contact you if you show signs of stress and difficulty. Again this may manifest itself by a worsening of your assessment results or attendance record or an increase in incidents relating to you or in sickness absence. They will be keen to provide an opportunity for you to discuss your progress and provide any assistance which may help you to manage better in the future.

**Remember, all staff are here to help you as a SASFTP trainee, the earlier staff knows about problems, the sooner they can help deal with them. So please contact them early**

## KEY CONTACTS

Role	Contact details
SASFTP Administrator FY2	Victoria Bates, Kari Pusey & Aaron Bailey Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 231722 E-mail: <a href="mailto:victoria.bates@sash.nhs.uk">victoria.bates@sash.nhs.uk</a> <a href="http://foundation.sash@nhs.net">foundation.sash@nhs.net</a>
Director of Medical Education	Dr Sarah Rafferty Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 231722 E-mail: <a href="mailto:sarah.rafferty@sash.nhs.uk">sarah.rafferty@sash.nhs.uk</a>
SASFTP lead (FY2)	Dr Kofi Nimako Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 ext 1411 E-mail: <a href="mailto:kofi.nimako@sash.nhs.uk">kofi.nimako@sash.nhs.uk</a>
Medical Education Manager-PGEC	Tina Suttle-Smith Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 231722 E-mail: <a href="mailto:tina.suttle-smith@sash.nhs.uk">tina.suttle-smith@sash.nhs.uk</a>
South Thames Foundation School (STFS)	Website: <a href="http://www.stfs.org.uk">www.stfs.org.uk</a> FY1: 0208 725 5041 FY2: 01273 523357

## FOUNDATION YEAR 2

Acute care scenarios and acute care skills for mini-CEX and DOPS assessments and sample assessment schedule for F1 and F2 years

### Acute Care Scenarios

By the end of the F2 year, the foundation programme trainee should be able to recognise and demonstrate their understanding of the management of the following.

#### Airway problems

- be able to recognise situations where the airway may be compromised
  - perform simple airway manoeuvres (with adjuncts)
  - know the indications for tracheal intubation
- be able to manage the core presentations of:
  - unconscious patient
  - anaphylaxis
  - stridor

#### Breathing problems

- be able to assess breathing (rate, depth, symmetry, oxygen saturation)
- recognise that a high respiratory rate needs further evaluation
- be able to manage the core presentations of:
  - asthma
  - COPD
  - chest infection /pneumonia
  - pneumothorax
  - left ventricular failure
  - pulmonary embolism.

#### Circulation problems

- be able to assess the circulation (heart rate, blood pressure, perfusion)
- know when a fluid challenge is required
- be able to manage the core presentations of :
  - bleeding
  - severe sepsis
  - tachyarrhythmias
  - bradyarrhythmias
  - volume and electrolyte depletion from diarrhoea/vomiting
  - hypotension in acute coronary syndromes
  - oliguria.

### Neurological problems

- in addition to the management of the unconscious patient (above), be able to manage the core presentations of:
  - collapse – ? cause
  - seizures
  - meningism
  - hypoglycaemia
  - acute onset of focal neurological signs.

### Psychiatric/behavioural problems

- demonstrate a basic understanding of the Mental Health Act
- show awareness of situations where the safety of the patient, self or others may be at risk
- be able to manage the core presentations of:
  - overdose/other self harm
  - violence/aggression
  - substance abuse
  - delirium
  - acute confusional state or psychosis.
  -

### Treating pain

- understand the analgesic ladder
- treat acute pain promptly, effectively and safely (using appropriate analgesia)
- understand that acute pain may present as a new event or in a setting of chronic pain
- e.g. palliative care patient
- be able to manage the core presentations of
  - chest pain
  - abdominal pain/acute abdomen
  - severe acute head injury
  - large joint pain
  - back pain
  - injuries.

## Acute Care Skills

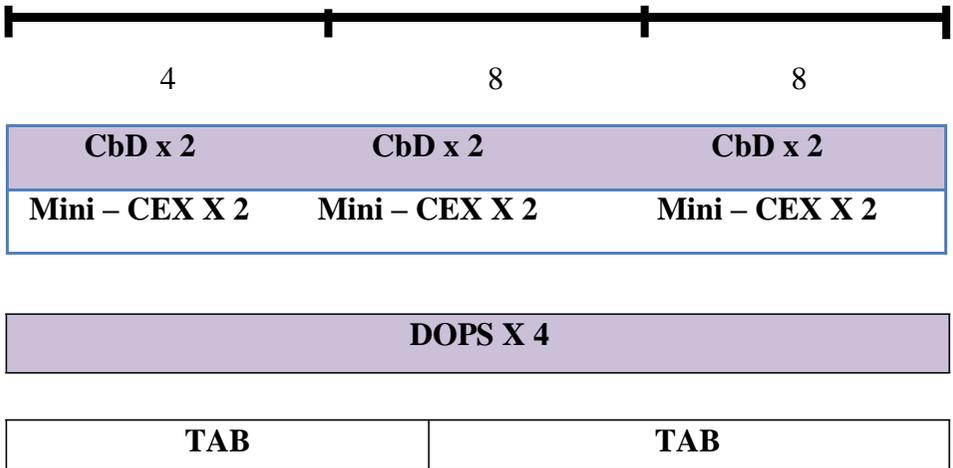
### F2 Trainees

During the F2 year, trainees are expected to maintain and improve their skills in the procedures listed above so that by the end of the F2 year they should be able to pass on their skills to others and assist others when procedures are difficult.

There will also be opportunities for trainees to extend the range of practical procedures they can perform. Each specialty will specify a range of procedures relevant to that specialty in which the trainees will be expected to become proficient e.g.

- aspiration of pleural fluid or air
- skin suturing
- lumbar puncture
- insertion of a central venous pressure line
- aspiration of joint effusion.

F2



(Option to repeat if concerns at the first MSF)

Organisation	Webpage	Comments
Surrey and Sussex Healthcare NHS Trust*	<a href="http://intranet.sash.nhs.uk/department-directory/support-services/education-and-training/">http://intranet.sash.nhs.uk/department-directory/support-services/education-and-training/</a>	Training courses available for all staff. List can be accessed from any SASH network computer
South Thames Foundation School	<a href="http://www.stfs.org.uk">www.stfs.org.uk</a>	
Surrey and Borders Partnership NHS Trust	<a href="http://www.sabp.nhs.uk/">http://www.sabp.nhs.uk/</a>	
Sussex Partnership Trust	<a href="http://nww.sussexpartnership.nhs.uk/">http://nww.sussexpartnership.nhs.uk/</a>	
Health Education Kent Surrey and Sussex	<a href="http://kss.hee.nhs.uk">http://kss.hee.nhs.uk</a>	

\*Details of Statutory and Mandatory Training requirements for Medical and dental Staff at Surrey and Sussex Healthcare NHS Trust can be found on page 9 of the Trust Statutory and Mandatory Training Procedure available at:

<http://intranet.sash.nhs.uk/department-directory/support-services/education-and-training/>