



# The Surrey and Sussex Foundation Year One Training Programme Handbook



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

A Guide for Trainees and Staff

August 2018

# 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 in the first week of the training programme and if you have any questions, please contact the Foundation Administrators.

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

Tina Suttle-Smith, Medical Education Manager

## 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. 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 Trust career adviser. We also have dedicated Speciality Champions if you need any help or advice in regards to career advice in any speciality as well as a Careers Lead – Dr Simon Parrington. 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 SLE

### **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.

## ARCP Requirements for F1's

3 DOPS	One per rotation
6 mini-CEX	Two per rotation
6 CbD's	Two per rotation
Clinical Teacher	One per year
Leader tool	One per year
ONE successful TAB	Great if you do all three though
SAFEGUARDING ADULTS	Link eLearning profile
SAFEGUARDING Children	Link eLearning profile
Simulation Day	One per year
Blood Competencies	Upload Certificates
15 Core Procedures	1. Venepuncture
	2. IV Cannulation
	3. Prepare and administer IV medication and injections and fluids
	4. Arterial puncture in an adult
	5. Blood culture (peripheral)
	6. IV infusion including the prescription of fluids
	7. IV infusion of blood and blood products
	8. Injection of local anaesthetic to skin
	9. Subcutaneous injection
	10. Intramuscular injection
	11. Perform and interpret an ECG
	12. Perform and interpret peak flow
	13. Urethral catheterisation (male)
	14. Urethral catheterisation (female)
	15. Airway care including simple adjuncts.
SCRIPT MODULES	Anticoagulation
<b>UPLOAD CERTIFICATES</b>	Diabetes
	Management of Pain
	Prescribing in Infection
	Fluids
	Parenteral Poisons
Audit	One per year
CS reports	Induction AND End of Placement – 6 per year
ES reports	Induction, End of Placement – 5 per year <b>AND End of Year before ARCP</b>
Curriculum Linking	Please make sure that you link 1-3 pieces to each sub-heading
ILS	Please upload your certificate – PGEC to give out
Foundation Questionnaire	Upload evidence - DECEMBER
GMC Survey	Upload evidence - MAY
FORM R	Towards the end of May on ePortfolio
Curriculum rating	ES to complete
ARCP Outcome Form	After ARCP – towards the end of JUNE

## 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 HEKSS and Foundation School that all F1 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 2017. 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 are expected to complete 2 CbDs, 2 mini-CEX & 1 DOPS during each 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.

For all Leadership enquiries- contact Miss Jean Arokiasamy, [jean.arokiasamy@sash.nhs.uk](mailto:jean.arokiasamy@sash.nhs.uk)

### **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. It is mandatory to complete an Audit or Quality Improvement Project (QIP) and upload evidence on your e-portfolio.

<b>Assessments</b>	<b>Frequency</b>
E-portfolio	Contemporaneous
Core procedures	Throughout F1
Team assessment of behaviour (TAB)	One successful tab per year
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
Clinical Supervisors induction meeting	Once per placement
Educational Supervisor's induction meeting	Once per placement

## **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 and successfully signed off at the ARCP panel – you will receive the Attainment of Foundation Year 1 Competence certificate.

## **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 Foundation Programme Director – Dr Sunil Zachariah.

## **BLOOD COMPETENCIES**

All FY1 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 TBC

- 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

## 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 whom 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, **FY1 Teaching -Tuesday lunchtimes from 12-1pm. 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. **Please inform your Foundation Programme administrator if you are unable to attend with a reason. 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. Please also keep a record of any extra teaching sessions that you attend. e.g. Psychiatry. ICU. Cardiology. Elderly Care.**

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.

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/ipsel>). 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.

### **Simulation**

All FY1 trainees will be released from clinical duties to attend a mandatory Simulation training day.

### **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-

### **FY1**

	<b>Professionalism</b>
1.1	Behaviour in the workplace
	<b>Relationship and communication with patients</b>
2.2	Communication with patients
2.5	Consent
	<b>Safety and clinical governance</b>
3.0	Safety and clinical governance
	<b>Good clinical care</b>
7.5	Safe prescribing
	<b>Recognition and management of the acutely ill patient</b>
8.0	Recognition and management of the acutely ill patient

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

Foundation School (Year 1)	Foundation School rotation Number	SASH No.	First Name	Surname	Educational Supervisor	01/08/18 - 04/12/17 (Clinical Supervisor)	04/12/17 - 02/04/18 (Clinical Supervisor)	03/04/18 - 06/08/18 (Clinical Supervisor)
South Thames	18/KSS/RTP04/F1/001	ES01	Carl	Egan	TBC	Dr Iqbal	TBC	Mr James
						GIM/Cardio (Holmwood)	Geriatrics - Stroke (Chaldon)	Surgery-Upper GI
South Thames	18/KSS/RTP04/F1/002	ES02	Katie	Chu	Dr Cetti	Dr Cetti	Dr Phongsathorn	Mr Smith
						GIM/Resp (Tilgate)	Geriatrics (Nutfield)	Surgery-Lower GI
South Thames	18/KSS/RTP04/F1/003	ES03	Harriet	Wright	Dr Prajapati	Dr Prajapati	Mr Day	TBC
						Geriatrics (Meadvale)	Surgery - Lower GI	GIM/Cardio (Holmwood)
South Thames	18/KSS/RTP04/F1/004	ES04	Hettiarachchige	Perera	Mr Smith	Dr Phongsathorn	Mr Smith	Dr Acharya
						Geriatrics (Nutfield)	Surgery-Lower GI	GIM/Resp (Tilgate)
South Thames	18/KSS/RTP04/F1/005	ES05	Victoria	Apel	Mr Monkhouse	Mr Monkhouse	Dr Chan	TBC
						Surgery-Upper GI	GIM/Cardio (Holmwood)	Geriatrics - Stroke (Chaldon)
South Thames	18/KSS/RTP04/F1/006	ES06	Zaynub	Ghufoor	Dr Acharya	Mr Day	Dr Acharya	Dr Phongsathorn
						Surgery-Lower GI	GIM/Resp (Tilgate)	Geriatrics (Nutfield)
South Thames	18/KSS/RTP04/F1/007	ES07	Marc	Hardwick	Dr Makadsi	Dr Chan	Dr Prajapati	Mr James
						GIM/Cardio (Holmwood)	Geriatrics (Meadvale)	Surgery - Upper GI
South Thames	18/KSS/RTP04/F1/008	ES08	Poh	Wang	Dr Nayyar	Dr Nayyar	Dr Phongsathorn	Mr S.Khan
						GIM/Endocrine (Capel Annex)	Geriatrics (Nutfield)	Urology
South Thames	18/KSS/RTP04/F1/009	ES09	Alice	O'Docherty	Dr Cowan	Dr Cowan	Dr Ali	Dr Townsend
						GIM/Gastro (Charlwood)	ICM	General Psychiatry
South Thames	18/KSS/RTP04/F1/010	ES10	Amybel	Taylor	Dr Stenner	Dr Stenner	Dr Morgan	Dr Yousuf
						GIM/Gastro (Charlwood)	ICM	General Psychiatry
South Thames	18/KSS/RTP04/F1/011	ES11	Katerina	Fernandova	Dr Slater	TBC	Mr James	Dr C. Chan
						Geriatrics - Stroke (Chaldon)	Surgery-Upper GI	GIM/Cardio (Holmwood)
South Thames	18/KSS/RTP04/F1/012	ES12	Alexandra	McWhirter	Mr Day	Dr Phongsathorn	Mr Day	Dr Field
						Geriatrics (Nutfield)	Surgery - Lower GI	GIM (Diab/Endo) (Capel Annex)
South Thames	18/KSS/RTP04/F1/013	ES13	Thah	Amir	Dr Smallwood	Dr Smallwood	Mr S. Khan	Dr Asalieh
						AMU	Urology	GIM (Godstone)
South Thames	18/KSS/RTP04/F1/014	ES14	Gayathri	Vakkalanka	Dr N Khan	Dr N Khan	Mr James	Dr Moya
						CoE (Hazelwood)	Surgery-Upper GI	GIM (Capel)
South Thames	18/KSS/RTP04/F1/015	ES15	Thomas	Sanderson	Dr Lamb	Dr Lamb	Dr Yousuf	Dr Mackenzie
						ICM	General Psychiatry	GIM/Gastro (Charlwood)

Foundation School (Year 1)	Foundation School rotation Number	SASH No.	First Name	Surname	Educational Supervisor	01/08/18 - 04/12/17 (Clinical Supervisor)	04/12/17 - 02/04/18 (Clinical Supervisor)	03/04/18 - 06/08/18 (Clinical Supervisor)
South Thames	18/KSS/RTP04/F1/016	ES16	Joshua	Burns	Dr M Andorka	Dr Andorka	Dr Townsend	Dr Stenner
						ICM	General Psychiatry	GIM/Gastro (Charlwood)
South Thames	18/KSS/RTP04/F1/017	ES17	Sipan	Shahnazari	Mr Campbell-Smith	Mr Campbell-Smith	Dr Zachariah	Dr Prajapati
						Surgery - Lower GI	GIM/Endocrine (Capel Annex)	Geriatrics (Meadvale)
South Thames	18/KSS/RTP04/F1/018	ES18	Timothy	Capon	Mr Day	Mr Day	Dr Saha	Dr Phongsathorn
						Surgery-Lower GI	GIM/Cardio (Holmwood)	Geriatrics (Nutfield)
South Thames	18/KSS/RTP04/F1/019	ES19	Christopher	Woods	Dr G Mackenzie	Dr S.Khan	Dr Mackenzie	Dr Dachsel
						Urology	GIM/Gastro (Charlwood)	AMU
South Thames	18/KSS/RTP04/F1/020	ES20	Katherine	Leung	Dr Wilkinson	Mr James	Dr Stenner	Dr N. Khan
						Surgery-Upper GI	GIM/Gastro (Charlwood)	CoE (Hazelwood)
South Thames	18/KSS/RTP04/F1/021	ES21	Afua	Mbabazi	Dr U.Davies	Dr Asalieh	Dr N. Khan	Mr Day
						GIM (Godstone)	CoE (Hazelwood)	Surgery-Lower GI
South Thames	18/KSS/RTP04/F1/022	ES22	Connor	Cotton	Dr Jawad	Dr Jawad	Dr Dachsel	Mr Day
						GIM (Capel)	AMU	Surgery-Lower GI
South Thames	18/KSS/RTP04/F1/023	ES23	Isabella	Jenkins	Dr Morgan	Dr Yousuf	Dr Jawad	Dr P Morgan
						General Psychiatry	GIM (Capel)	ICM
South Thames	18/KSS/RTP04/F1/024	ES24	Benjamin	Patel	Dr Asalieh	Dr Townsend	Dr Asalieh	Dr Ali
						General Psychiatry	GIM (Godstone)	ICM
South Thames	18/KSS/RTP04/F1/025	ES25	Nazia	Farooque	Dr Moya	Mr James	Dr Cetti	Dr Moya
						Surgery-Upper GI	GIM/Resp (Tilgate)	AMU
South Thames	18/KSS/RTP04/F1/026	ES26	Katerina	Kaye	Dr Sastry	Dr Acharya	Dr Sastry	Mr Monkhouse
						GIM/Resp (Tilgate)	AMU	Surgery-Upper GI
South Thames	18/KSS/RTP04/F1/027	ES27	Caroline Anne	Apsey	Dr Dachsel	Dr Dachsel	Mr Monkhouse	Dr Cetti
						AMU	Surgery-Upper GI	GIM/Resp (Tilgate)
South Thames	18/KSS/RTP04/F1/028	ES28	India	Reid	Dr J Clark	Dr J Clark	Dr Prajapati	Mr Henderson
						GIM (Diab/Endo) (Capel Annex)	Geriatrics (Meadvale)	Urology
South Thames	18/KSS/RTP04/F1/029	ES29	Emma	Leicester	Dr N Broomhead	Dr Prajapati	Mr Henderson	Dr Clark
						Geriatrics (Meadvale)	Urology	GIM (Diab/Endo) (Capel Annex)
South Thames	18/KSS/RTP04/F1/029	ES30	Shivani	Gulati	Mr Henderson	Mr Henderson	Dr Clark	Dr Prajapati
						Urology	GIM/Endocrine (Capel Annex)	Geriatrics (Meadvale)

\*\*Please note that named Supervisors may be subject to change\*\*

## **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.
- **PLEASE NOTE-It is your responsibility to approach your Clinical and Educational Supervisor to complete your Induction and End of Placements meetings, SLE's and all e-portfolio requirements in a timely manner. Please e-mail/call them in the first week of each rotation to book a convenient time to meet, it is also good practice to arrange the next meeting at that point. If you experience any problems with organising the meetings with your supervisor, please speak to the Foundation Administrator in the PGEC or Dr Zachariah-Programme Director**

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 speciality 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

As an FY1 trainee, you will have protected generic professional training on Tuesday afternoons. You will complete as part of your induction an Immediate Life Support (ILS) course and an Acute Life-threatening Events Recognition and Treatment (ALERT) course.

<https://sasheducationcampus.net/medical-education/study-leave/>

## 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.

Staff Group	Staff	Dress	Purpose
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	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	To allow effective hand hygiene and reduce the risk of cross infection

		<p>Theatre Scrubs and NonTheatre Clinical Areas Scrubs are to be worn on site <b>ONLY</b> and <b>MUST NOT</b> be taken off site</p> <p>Light Blue Scrubs to be worn in operating theatres and XRay <b>ONLY</b> and <b>NOT</b> in restaurant or refreshment areas, shops etc.</p>	To promote public confidence
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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.

Acceptable	Unacceptable
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 FOUNDATION YEAR 1

Attend SASFTP induction, FY1-July. 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/ipse1>)

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 Panel

Achievement of Competence Document if all 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 is 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 FY1	Kari Pusey, Victoria Bates Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 231722 Fax: 01737 231723 E-mail: <a href="mailto: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 Fax: 01737 231723 E-mail: <a href="mailto:sarahrafferty@nhs.net">sarahrafferty@nhs.net</a>
SASFTP lead (FY1)	Dr Sunil Zachariah Surrey and Sussex Healthcare NHS Trust East Surrey Hospital, Canada Avenue, Redhill, Surrey RH1 5RH Telephone: 01737 231761 Fax: 01737 231723 E-mail: <a href="mailto:Sunil.Zachariah@nhs.net">Sunil.Zachariah@nhs.net</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 Fax: 01737 231723 E-mail: <a href="mailto:tina.suttle-smith@nhs.net">tina.suttle-smith@nhs.net</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

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.

## Acute Care Scenarios continued

### 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

### Procedures that F1 trainee should be competent and confident to perform:

- venepuncture and IV cannulation
- use of local anaesthetics
- arterial puncture in an adult
- blood cultures from peripheral and central sites
- injection – subcutaneous, intradermal, intramuscular and intravenous
- prepare and administer IV medications
- intravenous infusions including the prescription of fluids, blood and blood products
- perform and interpret an ECG
- perform and interpret spirometry and peak flow
- urethral catheterisation
- airway care including simple adjuncts
- nasogastric tube insertion.

**F1**



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8

8

<b>CbD x 2</b>	<b>CbD x 2</b>	<b>CbD x 2</b>
<b>Mini – CEX X 2</b>	<b>Mini – CEX X 2</b>	<b>Mini – CEX X 2</b>

**DOPS X 4**

<b>TAB</b>	<b>TAB</b>
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(Option to repeat if concerns at the first MSF)

Organisation	Webpage	Comments
Surrey and Sussex Healthcare NHS Trust*	<a href="https://sasheducationcampus.net/">https://sasheducationcampus.net/</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/departments-directory/support-services/education-and-training/>