

Regional Training Days

Curriculum Mapping

Introduction

Please use the below guide to link your foundation programme curriculum items to the Regional Training Days.

The most recent guidance from the UKFPO advises that mapping 5 items of evidence per curriculum competency should provide sufficient evidence for ARCP.

A single piece of evidence can be mapped to a maximum of 5 competencies.

UK Foundation Programme Curriculum:

http://www.foundationprogramme.nhs.uk/sites/default/files/2018-07/FP_Curriculum_2016_V2%281%29_0.pdf

Regional Training Days Structure

F1

0	ILS etc
1	Careers
2	QI
3	Simulation (title of course in brackets)
4	Local training day (if applicable)
a	
b	
c	
+	

F2

0	ALS
1	Careers
2	QI
3	Simulation (title of course in brackets)
4	Local training day (if applicable)
a	
b	
c	
+	
5	Teach the teacher
6	WAM
7	BTG

Foundation Year One

Training Day 0 – ILS or equivalent

SECTION 3: 15. Is trained and manages cardiac and respiratory arrest

Training Day 1 – Careers

SECTION 1: 1. Acts professionally

- Personal behaviour
- Personal organisation
- Personal responsibility

SECTION 1: 4. Keeps practice up to date through learning and teaching

- Self-directed learning

SECTION 1: 5. Demonstrates engagement in career planning

Training Day 2 – Quality improvement

SECTION 2: 6. Communicates clearly in a variety of settings

- Interface with other healthcare professionals

SECTION 2: 7. Works effectively as a team member

- Interaction with colleagues

SECTION 4: 20. Contributes to quality improvement

- Quality improvement

Training Day 3 – Simulation training

SECTION 1: 2. Delivers patient centred care and maintains trust

- Patient centred care

SECTION 2: 6. Communicates clearly in a variety of settings

- Communication with patients/relatives/carers
- Communication in challenging circumstances
- Interface with other healthcare professionals

SECTION 2: 7. Works effectively as a team member

- Continuity of care
- Interaction with colleagues

SECTION 2: 8. Demonstrates leadership skills

Leadership

SECTION 3: 9. Recognise, assesses and initiates management of the acutely ill patient

Recognition of acute illness

Assessment of acutely unwell patient

Immediate management of the acutely unwell patient

SECTION 3: 10. Recognises, assesses and manages patients with long term conditions

Management of long-term conditions in the acutely unwell patient

SECTION 3: 11. Obtains history, performs clinical examination, formulates differential diagnosis and management plan

History

Physical and mental state examination

Diagnosis

Clinical management

SECTION 3: 12. Requests relevant investigations and acts upon results

Investigations

Interpretation of investigations

SECTION 4: 18. Recognises and works within limits of personal competence

Personal competence

Training Day 4 – Local Training Day

Variable curriculum items depending on regional course delivery

Foundation Year Two

Training Day 0 – ALS

SECTION 3: 15. Is trained and manages cardiac and respiratory arrest

Training Day 1 – Careers

SECTION 1: 1. Acts professionally

- Personal behaviour
- Personal organisation
- Personal responsibility

SECTION 1: 4. Keeps practice up to date through learning and teaching

- Self-directed learning

SECTION 1: 5. Demonstrates engagement in career planning

Training Day 2 – Quality improvement (QI)

SECTION 2: 6. Communicates clearly in a variety of settings

- Interface with other healthcare professionals

SECTION 2: 7. Works effectively as a team member

- Interaction with colleagues

SECTION 2: 8. Demonstrates leadership skills

- Leadership

SECTION 4: 20. Contributes to quality improvement

- Quality improvement

Training Day 3 – Simulation training

SECTION 1: 2. Delivers patient centred care and maintains trust

- Patient centred care

SECTION 2: 6. Communicates clearly in a variety of settings

- Communication with patients/relatives/carers
- Communication in challenging circumstances
- Interface with other healthcare professionals

SECTION 2: 7. Works effectively as a team member

- Continuity of care
- Interaction with colleagues

SECTION 2: 8. Demonstrates leadership skills

Leadership

SECTION 3: 9. Recognise, assesses and initiates management of the acutely ill patient

Recognition of acute illness

Assessment of acutely unwell patient

Immediate management of the acutely unwell patient

SECTION 3: 10. Recognises, assesses and manages patients with long term conditions

Management of long-term conditions in the acutely unwell patient

SECTION 3: 11. Obtains history, performs clinical examination, formulates differential diagnosis and management plan

History

Physical and mental state examination

Diagnosis

Clinical management

SECTION 3: 12. Requests relevant investigations and acts upon results

Investigations

Interpretation of investigations

SECTION 4: 18. Recognises and works within limits of personal competence

Personal competence

Training Day 4 – Local Training Day

Variable curriculum items depending on regional course delivery

Training Day 5 – Teach the teacher

SECTION 1: 4. Keeps practice up to date through learning and teaching

Teaching and assessment

SECTION 2: 6. Communicates clearly in a variety of settings

Interface with other healthcare professionals

SECTION 2: 8. Demonstrates leadership skills

Leadership

Training Day 6 – Workplace and Me (WAM)

SECTION 2: 6. Communicates clearly in a variety of settings

- Communication with patients/relatives/carers
- Communication in challenging circumstances
- Interface with other healthcare professionals

SECTION 2: 7. Works effectively as a team member

- Continuity of care
- Interaction with colleagues

SECTION 4: 18. Recognises and works within limits of personal competence

- Personal competence

SECTION 4: 19. Makes patient safety a priority in clinical practice

- Patient safety
- Causes of impaired performance, error or suboptimal patient care

Bridging the Gap

Variable curriculum items depending on bridging the gap course selection