

Generic Teaching Policy and Study Leave Guidance for F1 and F2 Trainees (Administrators version)

Yorkshire and the Humber Foundation School, March 2019

Foundation doctors should be encouraged to attend in-house generic teaching, speciality programme teaching and Regional Training Days, in order to help achieve Curriculum competencies, explore career opportunities and improve wider professional development.

The Foundation Programme (FP) Reference Guide details the rationale and delivery of the generic foundation teaching sessions, and study leave for F2s.

National guidance on generic teaching and study leave is available in the UKFPO Reference Guide 2017 (sections 3.46 to 3.57):

<http://www.foundationprogramme.nhs.uk/sites/default/files/2018-07/Reference%20Guide.pdf>

The HEE YH study leave policy is available on the HEE YH website:

https://www.yorksandhumberdeanery.nhs.uk/sites/default/files/study_leave_-_curriculum_guidance.pdf

This guidance is not intended to replace these documents, but rather to provide clarity on points of detail specific to the delivery of the Foundation curriculum across HEE YH.

Mandatory Training

'Mandatory training' - training required by the employer to ensure effective service delivery, should be delivered within working time, and is not included within this guidance.

For the purposes of curriculum delivery mandatory training is trust based training that ensures safe working practices and governance within the trust such as fire safety, resus training, and information governance. This will often be delivered in the Shadowing period and is mandatory for employment. This training does not require study leave.

What courses are not included?

It is not possible to list every training course but as a general principle core or higher Speciality specific courses such as ATLS and NLS which are outside the Foundation curriculum are not eligible for study leave.

Paediatric life support for trainees in a paediatric placement is eligible or as a Bridging the gap day for trainees with an intention to enter paediatric core training as their next post. Applications must be in the standard way in accordance with trust policy.

Other courses MUST be discussed well in advance with the responsible TPD and prior written approval given.

There are some course requirements for Foundation trainees (below) that must be completed – i.e. they are mandatory - but these are NOT Mandatory Training in the employer sense – they should be provided (and counted) under the scope of curriculum delivery/study leave.

Except for the generic PDP days, that are a School requirement, all other study leave is a discretionary decision by the Trust as employer and is dependent on maintaining an effective service and in considering the needs of other trainees. It must be discussed and agreed with the educational supervisor and should be used to support the aims of the Foundation programme, achieve Foundation outcomes or explore career opportunities and improve wider professional development. Study leave for any other purpose is therefore only likely to be approved in very exceptional circumstances. It will be given as a professional leave of absence, not as Study Leave, and will not have any funding support.

The generic foundation teaching sessions and study leave are core components of the FP and allow trainees to meet their curriculum requirements. They also allow for training in core medical skills, professionalism, good medical practice and prescribing. Achieving these skills benefit the trainee, the trust and most importantly, patients and their care.

F1 teaching

In Yorkshire and the Humber, F1 doctors are provided with the following teaching and learning opportunities:

- **Regional Training Days** – Attendance at the 4 mandatory HEE YH regional training days.
 - Day 1: Careers
 - Day 2: Quality Improvement (QI)
 - Day 3: (Simulation)
 - Day 4: Local training day (please note not currently running in West Yorkshire)

The themes for these days are agreed centrally. These days enable F1s to access simulation training and help them meet Curriculum competencies that may be harder to achieve in day-to-day work. The Training Days are divided between the hospitals to help assure the quality of the teaching provided. The Training Days are offered several times throughout the year. F1s must be supported to attend all of the Training Days; in some circumstances, this may require an F1 to go to a day in a different locality (e.g. West, South, East). 100% attendance is expected at the HEE YH training days.

- **Advanced Life Support (ALS)** – F1s will also attend ALS or e-ALS. This is counted as an additional 1 or 2 Training Days depending where the trainees attend the course.
- **Weekly generic teaching** – this should be protected (“bleep-free”). It is expected that F1s will achieve a minimum of 70% attendance of available weekly in-house teaching. F1 generic foundation teaching sessions is provided through weekly teaching delivered by the individual employing trusts.
- “Grand rounds”, speciality teaching, departmental meetings or other related teaching sessions.
- F1 trainees are not entitled to study leave.
- Up to 5 taster days across F1 (towards the end only) and F2. It is recommended that no more than 3 days are taken in one training year except in exceptional circumstances. If more than 3 taster days are to be taken within a single training year this must be discussed with both the ES and FTPD in advance. F1s should discuss career aspirations with their educational supervisor and review their requirement and timing for tasters around the middle of the F1 year.

F1s must keep a record on their e-portfolios of their attendance at generic / speciality teaching (70% attendance) and training days (100% attendance) as evidence that they have achieved the required attendance. This record will be checked at ARCP.

F2 teaching

In Yorkshire and the Humber, F2 doctors are provided with the following teaching and learning opportunities:

- **Training Days** – Attendance at the **6** mandatory HEE YH mandatory training days.
 - Day 1: Careers
 - Day 2: Quality Improvement (QI)
 - Day 3: Simulation
 - Day 4: Local training day
 - Day 5: Teach the teacher
 - Day 6: Workplace and Me (WAM)

The themes for these days are agreed centrally. These days enable F2s to access simulation training and help them meet Curriculum competencies that may be harder to achieve in day-to-day work. The Training Days are divided between the hospitals to help assure the quality of the teaching provided and are offered several times throughout the year. F2s must be supported to attend all of the Training Days; in some circumstances, this may require an F2 to go to a day in a different locality (e.g. West, South, East). 100% attendance is expected at the HEE YH training days.

- **Bridging the Gap Days (BtG)** – in addition to the above Training Days, F2s are offered 2 BtG days to help “bridge the gap” into their chosen career specialties. **F2s are required to attend a minimum of 1 BtG day**, either HEE YH approved (funded) or non-funded.
 - Please see the BtG guidance for further details:
https://www.yorksandhumberdeanery.nhs.uk/foundation/curriculum_delivery_and_teaching_and_training/bridging_the_gap.
- **“Grand rounds”, speciality teaching, departmental meetings or other related teaching sessions.**
- The nationally specified maximum entitlement to study leave is 30 days. HEE YH supports study leave applications for the following:
 - Up to 5 taster days across F1 and F2 as per F1 teaching.
 - Sitting specialty examinations, if appropriate, will be given as professional leave of absence.
 - If appropriate, attendance at UKFPO events to enable a trainee to present their own work at a national level. HEE YH will consider funding requests for Foundation trainees who represent the HEE YH Foundation Schools.

Please note: There is no funding for specialty examinations and study leave will not be given for examination preparation.

All F2s are expected to attend a minimum of 60 hours training; this can comprise of Training Days, Bridging the Gap Days, generic / speciality teaching, in-house training or other relevant conferences / events.

F2s must keep a record on their e-portfolios of their attendance at generic / speciality teaching (expected 70%) and training days (expected 100%) as evidence that they have achieved the minimum of 60 hours. This record should be checked at ARCP.

Academic Foundation Trainees

In addition to the above, trainees on the Academic Foundation Programme (AFP) are encouraged to undertake generic training specific to their AFP in either academic research or medical education.

- The Foundation Schools directly fund the modules leading to a Postgraduate Certificate (Health Research or Medical Education) required for completion of an AFP.
- AFP trainees may take approximately 10 days (5 in F1 and 5 in F2) to attend training required for their Postgraduate Certificate.
- All HEE YH AFP trainees are encouraged to attend the annual HEE YH Academic Presentation Day, and other regional events, which support training as an AFP trainee. Attendance, and presentation, is

mandatory for the F2 AFP trainees. While it is not mandatory for F1 AFP trainees to attend the HEE YH Academic Presentation Day, attendance is encouraged. The HEE YH Foundation Schools will support attendance at regional events.

- There is no additional funding for AFP trainees to attend conferences or other courses.

Funding

- The HEE YH Foundation Schools curriculum delivery budget is used to fund the regional training days programme and delivery of The Foundation Programme Curriculum. The HEE YH Foundation Schools do not have resource to fund external courses or attendance at external conferences, except in exceptional circumstances.
- No additional funding is available for F1 doctors to use as study leave.
- Trainees who have completed ALS before commencing Foundation training (and the ALS certificate is still in date) are not able to use the funding used to provide ALS on a different course or activity.
- The Foundation School will not fund external courses such as Basic Surgical Skills.
- In exceptional circumstances, if an F2 has an interest in attending a specific course, it may be possible to provide funding up to £150. This will only be considered if they haven't attended 2 BtG courses, have written to the Foundation School Director and it has been agreed with their Educational Supervisor and Foundation School Deputy.

Private Study

- The HEE YH Foundation Schools do not support the use of study leave for private study.

The method by which trainees secure protected time for teaching or study leave should be in keeping with the Trust's own study leave policy.

Appendix 1: Regional Training Day – Curriculum Mapping

The Regional Training Days have been mapped to the UK Foundation Programme Curriculum:

[http://www.foundationprogramme.nhs.uk/sites/default/files/2018-](http://www.foundationprogramme.nhs.uk/sites/default/files/2018-07/FP_Curriculum_2016_V2%20%281%29_0.pdf)

[07/FP_Curriculum_2016_V2%20%281%29_0.pdf](http://www.foundationprogramme.nhs.uk/sites/default/files/2018-07/FP_Curriculum_2016_V2%20%281%29_0.pdf)

Foundation Year One

Training Day 0 – ILS or equivalent

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

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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

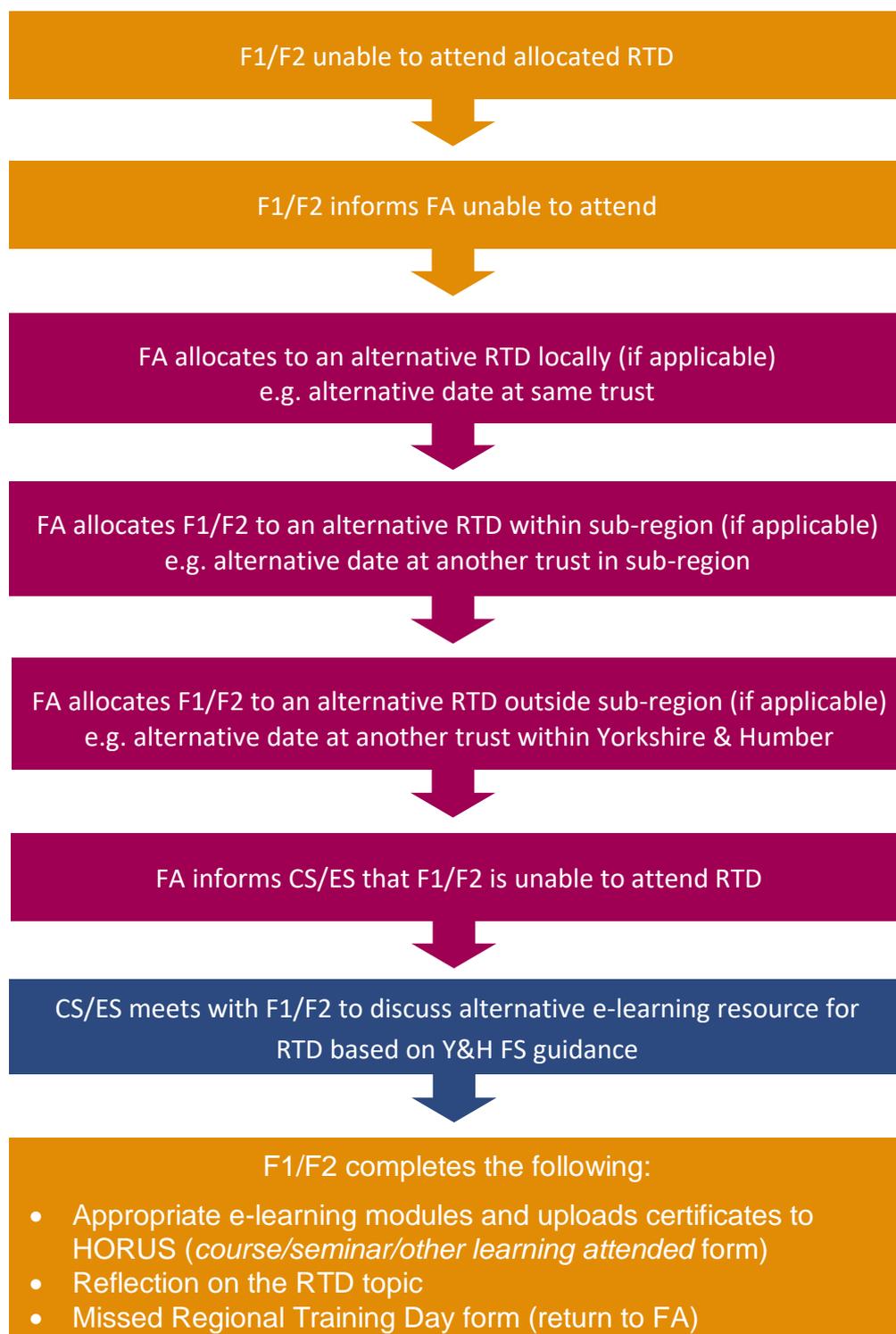
Bridging the Gap

Variable curriculum items depending on bridging the gap course

Appendix 2 & 3: Regional Training Days – Flowchart & Missed RTD form

Please use the following flowchart in the event that a trainee is unable to attend the Regional Training Day.

KEY:	
RTD – Regional Training Day	FA – Foundation Administrator
CS – Clinical Supervisor	ES – Educational Supervisor



Yorkshire and the Humber Foundation School

Missed Regional Training Day form

Trainee Name:

FTPD Name:

Regional Training Day session missed:

Trust session was held at:

Date of session missed:

What was your reason for not attending the Regional Training Day?

What was your reason for not attending an appropriate alternative session outside your region?

What part of the curriculum does the session you missed cover?

If there was any pre-session work for this session, have you completed it?

Have you completed the following?

- Appropriate alternative modules on the e-learning for Health platform
- A reflection on the objectives of the session

If there was any further coursework available on the actual day of the session, have you completed it / completed a reflection on it / asked for any further advice if necessary?

Appendix 4: Regional Training Days – Alternative resources

The following e-learning modules have been selected to match to the curriculum points for each of the Regional Training Days. An estimated total time for the modules follows the title of each day.

Trainees should upload their certificates to HORUS using the “*course/seminar/other learning attended*” form

Resources available from www.e-lfh.org.uk. The website is free to access. Trainees can register using their GMC number.

Foundation Year One

Training Day 1 – Careers (240 minutes)

E-LFH module – Career Planning for Healthcare Professionals

Career Planning – Foundation Trainee Doctors

- Introduction
- Stage 1: Self Awareness
- Stage 2: Career Exploration
- Stage 3: Arriving at Your Decision
- Stage 4: Next Steps

Training Day 2 – Quality Improvement (180 minutes)

E-LFH module – Foundation

Professional capabilities 20: Contributes to quality improvement

- Audit
- Evidence Based Medicine in Clinical Practice
- Common Study Designs in Clinical Research

Professional capabilities 20: Contributes to quality improvement

- Learning from Industry and Other Improvement Models
- Measurement for QI
- Human Factors
- Reliability and Sustainability
- Psychology of Improvement

Training Day 3 – Simulation training (220 minutes)

E-LFH module – Foundation

Professional capabilities 7: Works effectively as a team member

- Team Working and Patient Safety
- Good Handover Practice
- Team Dynamics
- Effective Team Working

Professional capabilities 9: Recognises, assesses and initiates management of the acutely ill patient

- Senior Advice: When to Stop for Help
- Assessment and Initial Management
- Re-evaluation and Monitoring
- Managing Sepsis
- Patient with a Reduced Level of Consciousness

Professional capabilities 12: Requests relevant investigations and acts upon results

- Selection of Investigations
- Interpretation of Investigations: Practical Application

Training Day 4 – Local training day

E-learning to be decided locally dependent on the topic of the Regional Training Day.

Foundation Year Two

Training Day 1 – Careers (240 minutes)

E-LFH module – Career Planning for Healthcare Professionals

Career Planning – Foundation Trainee Doctors

- Introduction
- Stage 1: Self Awareness
- Stage 2: Career Exploration
- Stage 3: Arriving at Your Decision
- Stage 4: Next Steps

Training Day 2 – Quality Improvement (180 minutes)

E-LFH module – Foundation

Professional capabilities 20: Contributes to quality improvement

- Audit
- Evidence Based Medicine in Clinical Practice
- Common Study Designs in Clinical Research

Professional capabilities 20: Contributes to quality improvement

- Learning from Industry and Other Improvement Models
- Measurement for QI
- Human Factors
- Reliability and Sustainability
- Psychology of Improvement

Training Day 3 – Simulation training (220 minutes)

E-LFH module – Foundation

Professional capabilities 7: Works effectively as a team member

- Team Working and Patient Safety
- Good Handover Practice
- Team Dynamics
- Effective Team Working

Professional capabilities 9: Recognises, assesses and initiates management of the acutely ill patient

- Senior Advice: When to Stop for Help
- Assessment and Initial Management
- Re-evaluation and Monitoring
- Managing Sepsis
- Patient with a Reduced Level of Consciousness

Professional capabilities 12: Requests relevant investigations and acts upon results

- Selection of Investigations
- Interpretation of Investigations: Practical Application

Training Day 4 – Local training day

E-learning to be decided locally dependent on the topic of the Regional Training Day.

Training Day 5 – Teach the teacher (220 minutes)

E-LFH module – Foundation

Professional capabilities 4: Keeps practice up to date through learning and teaching

- How do Adults Learn?
- Teaching – Delivering a Formal Teaching Session
- Teaching – Clinical Practice

E-LFH module – Educator Training Resources (ETR)

Teaching and Facilitating Learning

- Facilitating Learning in the Workplace
- Small Group Teaching
- Teaching Clinical Skills

Training Day 6 – Workplace and Me (WAM) (210 minutes)

E-LFH module – Foundation

Professional capabilities 18: Recognises and works within limits of personal competence

- Competency in Practice
- Senior Advice Who When and Why?

E-LFH module – Foundation

Professional capabilities 19: Makes patient safety a priority in clinical practice

- Safe practice the Doctors Perspective
- Human Factors and analysis of adverse events
- Medical Error: When Things Go Wrong
- Stress – Mental Health
- Quality and safety in the NHS
- Raising Concerns About Patient Safety
- Team Working and Patient Safety
- Errors and Experiences in Healthcare
- Minimising Risk in Healthcare Organisations

Training Day 7 – Bridging the Gap

Trainee is required to select an alternative BtG training day