

East Midlands Foundation Schools Trainee Induction Guide

2020-21

Contents

Welcome	3
Support for Doctors in Training	4
Structures and Functions	5
HEE Postgraduate Medical Education	5
Foundation Training in the East Midlands	6
Professional Support Unit	6
Roles and Responsibilities	7
Foundation Doctor	7
Foundation Training Programme Director	8
Educational Supervisors	8
Clinical Supervisors	9
Placement Supervision Group	10
Foundation Programme Coordinator	11
Employing NHS Trust (Local Education Provider)	11
Curriculum Delivery	12
Supervised Learning Events	12
Assessments of Progress	12
Careers and Tasters	14
e-Portfolio	15
Study Leave in Foundation	16
Foundation Choices	17
Annual Review of Competence Progression	18
Policies and Information Resources	19
Policies relating to you as an NHS Employee	19
Frequently Asked Questions	20
Resources for Foundation Doctors	21
Confidentiality	22

Welcome

Congratulations on reaching this important first step in your medical careers. I am delighted to welcome you to the East Midlands and I hope you will find rewarding and challenging careers here. Foundation training aims to equip you with generic knowledge, skills and personal development to successfully enter specialty training and our collective ambition is to ensure that you are all in a position to enter your first choice specialty with confidence and insight into your abilities as a doctor.

Your success and the benefit you derive from training relies on your engagement and enthusiasm; we will provide the tools and clinical environment for you to prosper. Your posts will vary but each one will offer opportunities for learning and a true clinical apprenticeship. All doctors are expected to maintain a professional portfolio so use this valuable tool to inform your practice and reflect in a way that it is meaningful to you. Many of the professional challenges that lie ahead rely on your ability to manage your learning and development from novice to expert as a doctor.

All of us are fallible and occasionally we need the help of friends or colleagues to assist us in life, please do not hesitate to seek guidance from your supervisors, programme directors, or myself if you are struggling with any aspect of Foundation training. We can arrange specific help if necessary to support our doctors.

The formal teaching provided in Foundation is just the basis of your learning from the multiple interactions you will have with patients and colleagues. Seek out your own role models and study what makes them inspiring. Don't hesitate to question and when necessary challenge behaviours and value your colleagues and their accumulated wisdom.

Enjoy the next two years and all the experiences you will encounter.

Best wishes,

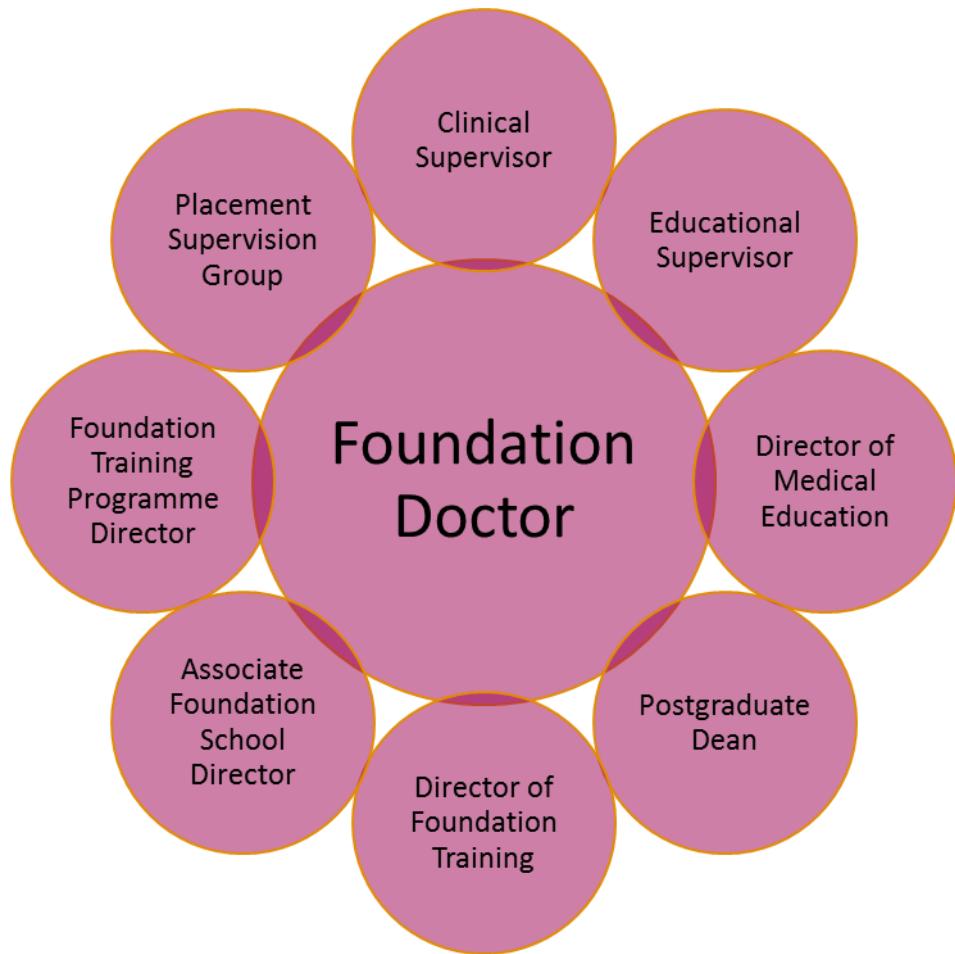
Dr Robert M Powell
Deputy Postgraduate Dean/Secondary Care Dean
Health Education England - East Midlands



Support for Doctors in Training

Commencing your postgraduate medical training is often a difficult time, as for the first time you are having to use your medical knowledge to make decisions which affect patients' well-being. During this period there are times when you will feel bemused and bewildered, if not slightly frightened by the position of responsibility that you are now in.

It is important to remember that you are not however on your own. You will be working in a team in your chosen hospital. Please remember that there are a number of team members you can talk and discuss issues with. We would like to remind you that the following people are available to discuss issues with if you need support:



If at any point in time you feel unable to speak with a member of the hospital-based foundation faculty (i.e. Clinical or Educational Supervisor, Foundation Training Programme Director or Director of Medical Education) then please contact Health Education England's Postgraduate Medical Education team.

Please also remember to register with a local General Practice in case of illness, as this will enable you to access local health services.

We hope that you enjoy your foundation training in the East Midlands, but we would like to emphasise the help that is available if you should find that you require it. This help will be given willingly and at no time will it reflect on your progress through your medical training.

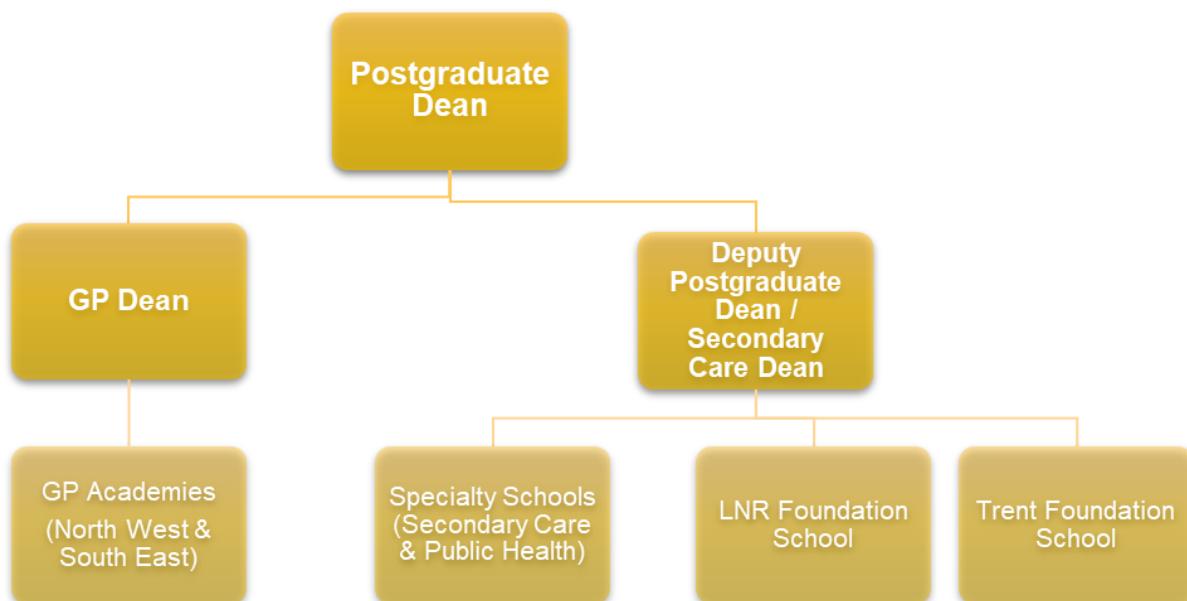
Structures and Functions

Health Education England - Postgraduate Medical Education in the East Midlands

Health Education England (HEE) exists for one reason only: to support the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place.

Within Health Education England's local offices, the Postgraduate Deans are responsible for the management and delivery of all postgraduate medical and dental education training in and associated with the NHS. They also have academic accountability to their respective universities/medical schools.

At the local office for Health Education England in the East Midlands (HEE EM) the Postgraduate Dean is Dr Jonathan Corne.



HEE EM's postgraduate medical education directorate is responsible for implementing foundation and specialty training in accordance with the approved curricula. The Postgraduate Dean works with Royal Colleges/Faculties, national training programme offices and local healthcare providers to quality manage the delivery of postgraduate medical training to the standards laid down by the General Medical Council (GMC). The standards that must be delivered are normally set out in educational contracts between HEE EM and educational providers.

Through their Training Programme Directors, Postgraduate Deans (or their nominated deputies) are responsible for developing appropriate foundation and specialty training programmes with local educational providers that meet curriculum requirements. The GMC quality assures HEE EM processes to ensure that the training programmes meet the required standards for foundation and specialty training.

Foundation Training in the East Midlands

There are two Foundation Schools within the East Midlands region. Trent Foundation School is led by Dr Charlie Mackaness and covers the areas of Derbyshire, Nottinghamshire and Lincolnshire. LNR Foundation School is led by Dr Rachel Parry and covers training programmes based in Leicestershire, Rutland and Northamptonshire.

Dr Charlie Mackaness



Dr Rachel Parry



Both Dr Mackaness and Dr Parry are supported by a central administration team as well as a faculty of staff based in each of the acute hospitals' Postgraduate Education Centres.

Foundation Schools exist to ensure that the educational infrastructure required to deliver high quality foundation programmes is in place and to ensure that all foundation doctors are given the appropriate support and satisfy the Foundation Curriculum competencies. The two schools work with eight acute Trusts and five mental health Trusts as well as professionals in General Practice and Public Health in the delivery of all its foundation training programmes.

Website: <https://www.eastmidlandsdeanery.nhs.uk/foundation>

Professional Support and Wellbeing

Health Education England's postgraduate medical education directorate has a dedicated Professional Support and Wellbeing team (PSW); this service is for trainees in the East Midlands who are experiencing difficulties which may be adversely impacting on their performance and progression in training (for example difficulties with organisation and time management, exam progression, personal circumstances, communication skills etc).

To access the PSW, a referral must be made by a member of your training programme using the referral form on the website. A PSW case manager will be in touch with you to arrange an appointment for an initial meeting to discuss support options. Support is voluntary and is provided by support providers that are external to the NHS. You can also find more information about the website at: <https://www.eastmidlandsdeanery.nhs.uk/trainee/psu>

Roles and Responsibilities

Foundation Doctor

Your responsibilities as a foundation doctor are summarised as follows:

- Ensure your own health is not a risk to patients, in accordance with the GMC's *Good Medical Practice*. You **must inform** your employing NHS Trust of any sickness absence, in accordance with their absence policy
- Manage your own learning, using the support structures within your Trust and your Foundation e-Portfolio, to ensure that you fulfil the requirements of the Curriculum
- Ensure that you complete the required number of Foundation Programme Assessments as outlined in the **School's Foundation SLEs and Assessments Policy**
- Ensure that you attend and complete **all of the school's mandatory Foundation Skills programme** organised by the school as outlined in your Educational Contract
- Ensure that you have attended at least **30 hours** of the foundation teaching sessions organised in your base hospital and **a further 30 hours of CPD** is evidenced.
- Ensure that you maintain up to date communication with the Foundation School and you inform us of any change of email address, please remember your student accounts will lapse shortly after starting F1. Your colleagues' email addresses are confidential, and you should not disclose them or use "reply to all" functions which might compromise their privacy.
- Support quality control processes by completing the Foundation School surveys and the GMC National Trainee Survey. We will only send you official surveys, we do not send research or commercial surveys to you and will decline any requests to do so to ensure you are not overwhelmed by requests.
- Under the GMC's *Good Medical Practice* "*you must make sure that you have adequate insurance or indemnity cover so that your patients will not be disadvantaged if they make a claim about the clinical care you have provided in the UK.*" In addition to hospital indemnity provided by your employing NHS organisation, the foundation school asks you to consider taking out personal indemnity with one of the two medical protection organisations in the UK. Web links are provided at the back of this guide

Foundation Training Programme Director

The Foundation Training Programme Director (FTPD) based in your employing NHS Trust is responsible for the overall management of foundation training in that Trust. They will ensure that the quality of training meets the requirements of the Foundation Curriculum. Their role includes the following:

- Ensure that all F1 doctors attend Trust based job shadowing in advance of them starting work as a foundation doctor
- Ensure that all foundation doctors are fully inducted into the Trust and each directorate in which they have a post in a timely manner
- Facilitate faculty development to ensure all staff engage in supporting the delivery of foundation training and are trained to do so
- Ensure that there are robust mechanisms in place for the assessment of foundation doctors
- Implement a robust training programme for all foundation doctors in training that meets the standards and requirements of the UK Foundation Programme
- Ensure that all foundation doctors are appropriately supported in their working environment
- Ensure that all foundation doctors who need additional support get the support that they need

Educational Supervisors

We recommend to the FTPDs in the Trust that you have one Educational Supervisor during your time of employment in that Trust. This usually means that over the two-year period of foundation training you will have an Educational Supervisor for the F1 year and a different Educational Supervisor for the F2 year. The Educational Supervisor role is to support and facilitate your training to ensure that you can achieve the outcomes outlined in the Foundation Curriculum. Your Educational Supervisor will be a key point of contact for any difficulties you may experience during your foundation training.

The Educational Supervisor must:

- Ensure that the programme is appropriate for foundation doctors' needs
- Meet with the foundation doctor at the beginning of each placement to discuss what is expected in the placement, learning opportunities available, the foundation doctor's learning needs and introduce the foundation doctor to the concept of Placement Supervision Groups
- Help foundation doctors by reviewing their learning needs in the light of achieved goals
- Make a judgement on the collated assessments from clinical supervisors, trainers and other assessors who have worked with the foundation doctor (ie members of the Placement Supervision Group)

- Review the foundation doctor's e-Portfolio
- Conduct the foundation doctor's appraisals
- Give supportive feedback on the results of the foundation doctor's Team Assessment of Behaviours (TAB)
- Meet with the foundation doctor to assess whether the necessary outcomes have been met and complete an end of placement review form for each placement. This report will incorporate your clinical supervisor's report and information from your e-Portfolio
- Support the foundation doctor through any difficulties
- Inform the Clinical Director, Head of Service or Medical Director and those responsible for training (especially the Clinical Tutor, Foundation Programme Director/Tutor and Foundation School Director) of serious weaknesses in a foundation doctor's performance that have not been dealt with and any other problems an individual has with the training programme. The supervisor should tell the foundation doctor the content of any information about them that is given to someone else
- Ensure that all training opportunities meet the requirements of equality and diversity legislation
- Give appropriate handover to the next Educational Supervisor with the foundation doctor's knowledge

Clinical Supervisors

Your Clinical Supervisor is the consultant who is directly responsible for monitoring, supporting and assessing your day to day clinical and professional work. During your foundation training most trainees will experience six different posts and therefore will be responsible to six different Clinical Supervisors. The Clinical Supervisor must ensure that you are allowed appropriate time to attend the mandatory Foundation Skills Programme and the Trust-based protected foundation teaching.

At the start of every placement you should approach your Clinical Supervisor with your personal development plan outlining the outcomes you wish to achieve during that particular placement. Your Clinical Supervisor has the responsibility to ensure that these outcomes can be delivered, or to highlight where this cannot be done, to you and your Educational Supervisor. The Clinical Supervisor must:

- Guarantee suitable induction to the ward/department/practice
- Meet with the foundation doctor at the beginning of each placement to discuss what is expected in the placement and learning opportunities available. The foundation doctor's learning needs will also be discussed and they should be told who will form their Placement Supervision Group
- Ensure that the clinical experience available to the foundation doctor is appropriate and properly supervised
- Undertake and facilitate the foundation doctor's Supervised Learning Events (SLEs)

- Monitor, support and assess the foundation doctor's day-to-day clinical and professional work
- Provide regular feedback on the foundation doctor's performance
- Ensure that all training opportunities meet the requirements of equality and diversity legislation
- Allow the foundation doctor to give feedback on the experience, quality of training and supervision provided
- Discuss serious concerns with the foundation doctor's Educational Supervisor about the foundation doctor's performance, health or conduct
- Seek formal feedback from the Placement Supervision Group regarding the foundation doctor's progress
- Complete the Clinical Supervisor's end of placement report (which can include recording achievements of outcomes and competences) at the end of the placement

Placement Supervision Group

The Placement Supervision Group consists of trainers nominated in each placement by your named Clinical Supervisor. Their observations and feedback will inform the Clinical Supervisor's end of placement report. The Placement Supervision Group will:

- Observe the foundation doctor's performance in the workplace
- Undertake and facilitate SLEs
- Provide feedback on practice to the foundation doctor
- Provide structured feedback to the Clinical Supervisor

The makeup of the Placement Supervision Group will vary depending on the placement, but for example may include:

- Doctors more senior than F2, including at least one consultant or GP principal
- Senior nurses (band 5 or above)
- Allied health professionals
- In a general practice placement, the faculty may be limited to one or two GPs

Foundation Programme Coordinator

The Trust Foundation Programme Coordinator (FPC) is an administrator based in the Postgraduate Education Centre at your base hospital. They support the FTPD(s), Educational Supervisors, Clinical Supervisors and yourselves. The FPC:

- Provides a key point of contact for all Foundation Programme doctors in training
- Co-ordinates the teaching programme and oversees mechanisms to ensure that this time is bleep free. This includes keeping a record of attendance and raising any poor attendance with the FTPD and your Educational Supervisor
- Ensures that systems are in place to monitor and support the foundation doctor in the use of the e-Portfolio
- Ensures that all quality control audits and surveys are completed in a timely manner and to the required standard
- Supports the ARCP process, develops a confidential record keeping system, organises attendance at the ARCP and ensures accurate records of all meetings are available

Employing NHS Trust (Local Education Provider)

During your time in the Foundation School you would normally be employed by 2 acute Trusts, one during the F1 year and another in your F2 year. Your employing NHS Trust will:

- Meet the contractual terms and conditions of foundation doctors, including hours of work and payment for out of hours work
- Issue an employment contract to the foundation doctor before they commence employment
- Provide the foundation doctor with an induction to the Trust, the Foundation Programme and each specific post that they rotate through
- Ensure the foundation doctor has a safe working environment
- Protect the foundation doctor from bullying and harassment. If any foundation doctor has concerns about this we would suggest that they please refer to their employing Trust's Bullying & Harassment/Whistle Blowing policies
- Provide the foundation doctor with appropriate resources, supervision, support and time for their education and training and those health care professionals involved in their education and training
- Provide an environment where people's differences are respected and they have equal opportunities
- Take disciplinary action if a doctor's behaviour or performance makes this necessary.

Curriculum Delivery

Supervised Learning Events

Supervised Learning Events (SLEs) are your opportunity to learn and improve your clinical and professional skills. Coupled with reflective practice, SLEs are one way for you to evaluate how you are progressing towards the expected curriculum outcomes. As a foundation trainee it is your responsibility to demonstrate engagement with the SLE process by undertaking an appropriate range and number of SLEs. Your Clinical Supervisor's End of Placement report will draw on evidence of your engagement in the SLE process.

SLEs do not need to be planned or scheduled in advance and should occur whenever a teaching opportunity presents itself. The SLE should be used to stimulate immediate feedback and to provide a basis for discussion with the Clinical and/or Educational Supervisor. Foundation doctors are expected to demonstrate improvement and progression during each placement and this will be helped by undertaking frequent SLEs. SLEs make use of the following tools:

- Mini-clinical evaluation exercise (mini-CEX)
- Direct observation of procedural skills (DOPS)
- Case based discussion (CBD)
- Developing the clinical teacher

Each of these SLE tools is explored in more detail in the school's **Foundation SLEs & Assessments Policy** and **Foundation SLEs & Assessments Guide**; both documents are essential reading for all new doctors in training. These documents also outline which grades of staff are able to carry out the SLEs with you. The two diagrams following outline the minimum requirements for SLE tools, it is important that you demonstrate that you meet or exceed these minimum standards to demonstrate that you are engaging with the training programme.

Assessments of Progress

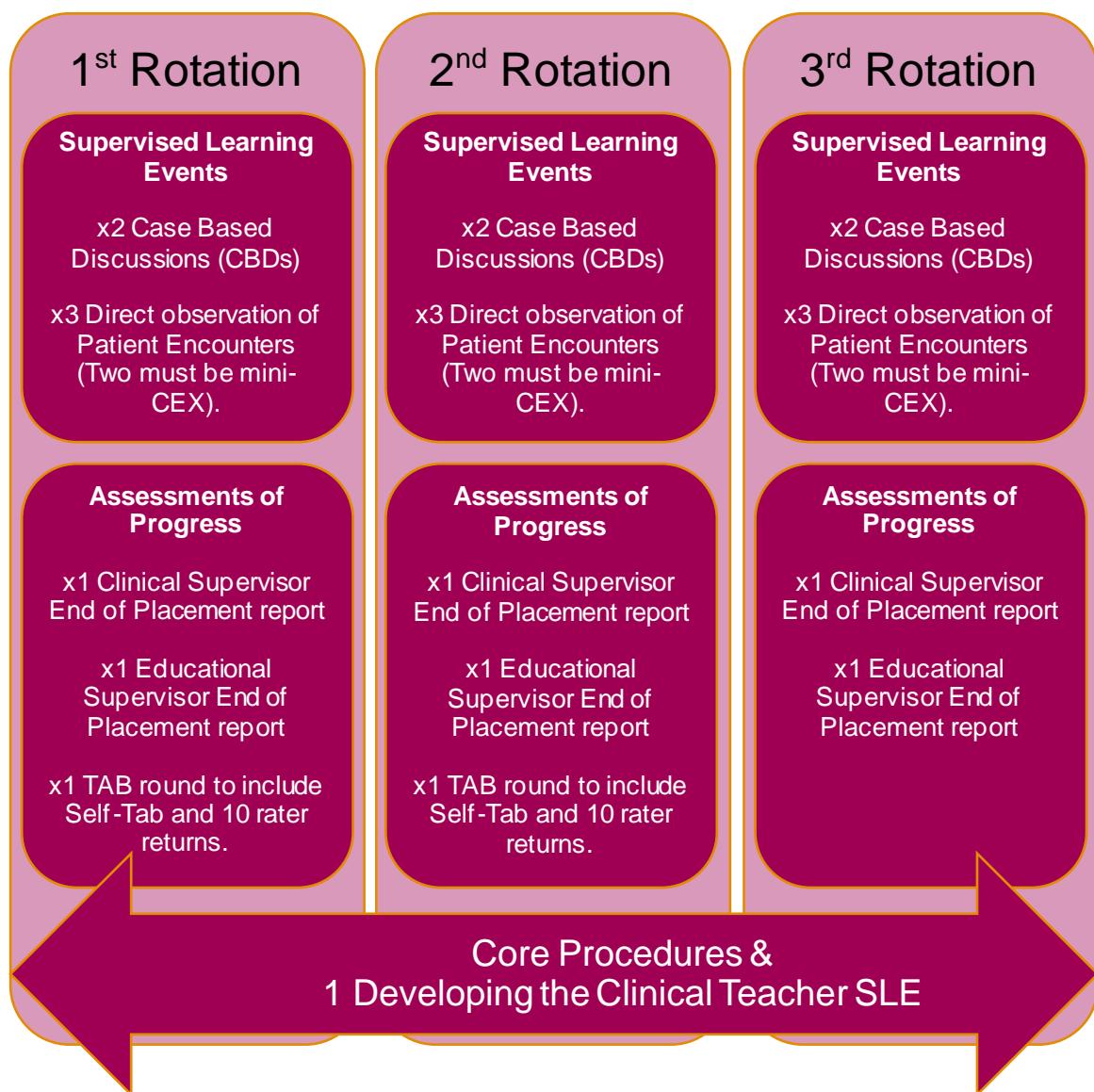
All foundation doctors are expected to demonstrate achievement in each outcome described in the Foundation Curriculum. The training programme uses a series of tools to assess your achievement towards these outcomes. They make use of the following tools:

- HORUS e-Portfolio
- Core Procedures
- Team Assessment of Behaviour (TAB)
- Clinical Supervisor End of Placement Reports
- Educational Supervisor End of Placement Reports
- Educational Supervisor End of Year Report

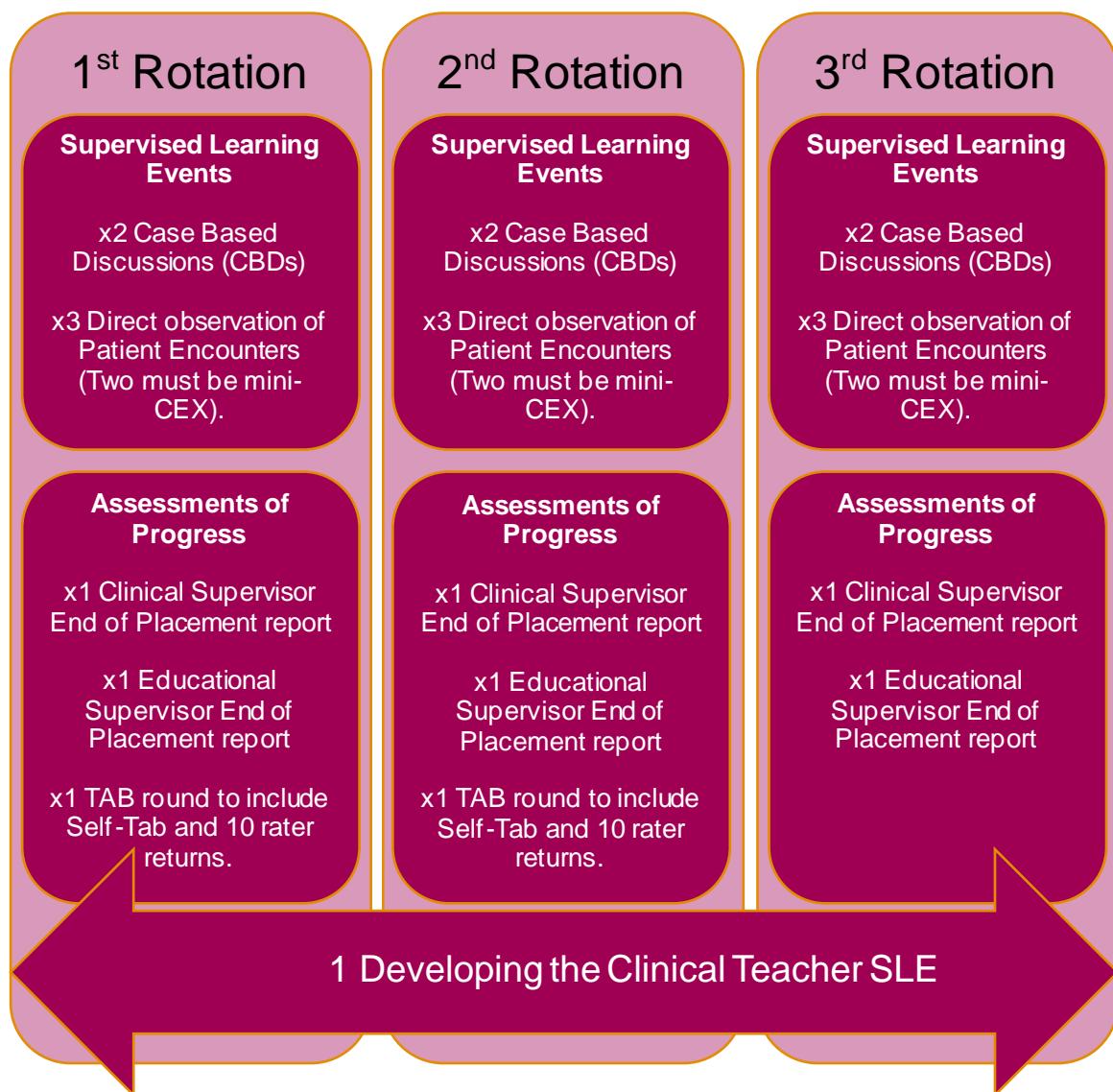
Each of these tools is explored in more detail in the school's **Foundation SLEs & Assessments Policy** and **Foundation SLEs & Assessments Guide**.

The two diagrams below outline the School's minimum requirements for assessment or progress during the F1 and F2 year. It is important that you demonstrate that you meet or exceed these minimum standards in order to demonstrate that you are engaging with the training programme.

F1 Year



F2 Year



Careers and Tasters

HEE EM's Post Graduate Medical Education directorate wants all foundation doctors to adopt a proactive approach to their career development. We want your foundation training experience to provide you with sufficient opportunities to actively consider your specialty training career preferences. It is important to us that you make adequate time and opportunity to explore your career preferences during the programme.

HEE EM mandates attendance at the "Your Career, Your Life, Your Direction" careers day during your F1 year. This full day workshop provides structured time out to think about your career options in some depth and get some great tools and techniques to help inform your future career direction. This is a very popular workshop and places fill up quickly, so it is important to make sure you have the approval to attend well in advance.

This careers day is supplemented by a series of timetabled Trust-based protected teaching sessions on preparing for selection centres in September/October of your F2 year. These sessions will aim to offer you plenty of practical strategies to prepare for interviews and signpost you to a variety of resources to optimise your approach to promoting yourself.

Taster Days are available to you in your F1 and F2 year and are a great resource that you can access to experience time in specialties that you may be considering as a future career. A total of 10 days are available over the two-year training programme, we recommend taking 5 days during F1 and the remainder in F2. The school has developed a **Taster Days Policy** which outlines the process for arranging taster days. The Foundation Schools do permit the use of Taster Days during F2 to attend Professional/Royal College examinations, any requests to do so must have the support of both your Educational Supervisor and FTPD. Taster days cannot be used to attend revision courses.

Rotation Swaps at F2

We also provide our doctors in training with the opportunity to swap the order of their F2 rotations; an aspect of; or the entire content of their F2 programme with a fellow trainee to enable you to experience a specialty that you may be considering as a potential career route for specialty training. The swaps process is launched mid-way through your first F1 placement and further details can be found in the School's **F2 Swaps Policy**.

e-Portfolio HORUS

The HORUS e-Portfolio is available to all foundation doctors and is your resource for recording your progress throughout your time in the foundation programme. The e-Portfolio enables you to record your Supervised Learning Events and Assessments of Progress. The system allows you to map these back to the foundation curriculum as well as undertake reflective practice. The national HORUS team have developed numerous training guides to help you find your way around the system and to make the best use of your e-Portfolio. These will be signposted to you to you during your induction period through the school's Virtual Learning Environment (VLE).

The e-Portfolio is an extremely valuable tool, which will play a key role in your development and can be a valuable resource for career planning and decision making. The e-Portfolio offers a useful starting point to generate evidence of your skills and competencies and a place to document your reflections on your progress. As a result, the e-Portfolio can contribute greatly to making effective specialty applications and interviews later on. Maintaining a detailed, meaningful and up to date e-Portfolio is therefore a great habit to get into.

The e-Portfolio system will enable you to enter data under your own personal login. We do however ask that your End of Placement and End of Year reports are submitted by your Clinical or Educational Supervisor. Both the foundation faculty and HEE EM carry out random checks and verification on e-Portfolio entries to monitor compliance with this request and this is part of our quality control mechanisms.

Study Leave in Foundation

The Foundation Schools recognise that some of the foundation competencies and skills you need to obtain will not be readily available within the workplace. In order to combat this gap the foundation faculty has developed a hospital-based protected teaching programme, and a HEE EM-led Foundation Skills Programme. Further details about the content of the Foundation Skills Programme is outlined in the table below as well as in the school's **Educational Programme and Study Leave** policy document.

The majority of the F2 study leave monies provided by Health Education England are used to fund the delivery of curriculum appropriate training i.e. the Foundation Skills Programme. In addition, F2 doctors are allowed to request to attend one event which can be funded up to the amount of £300. You will be provided with access to the required amount of study leave (30 days) as outlined in the 2016 Foundation Reference Guide.

You should be aware that attendance and participation in both the Foundation Skills and hospital-based teaching sessions informs the end of year ARCP process. It is your responsibility to engage fully with both the Foundation Skills programme and the hospital-run protected teaching sessions for foundation doctors. If you are experiencing difficulty in attending either, please discuss this with your local foundation faculty team i.e. FTPD or the FPC.

Foundation Choices

The Foundation Schools are offering all F2s a place on one of 6 courses.

All courses will be delivered in region by Consultants, GPs, clinical skills professionals and educationalists. Further information will be released to you at the start of your F2 training via email.

F1 Year	F2 Year
Hospital based protected teaching	Hospital based protected teaching
Foundation Skills Training sessions <ul style="list-style-type: none"> • Acute Simulation Training Day • Careers Day • End of Life Care Training Day • e-Learning Modules <ul style="list-style-type: none"> ◦ Doctors in Training Induction ◦ SCRIPT (if PSA has not been passed) 	Foundation Skills Training sessions <ul style="list-style-type: none"> • Acute Simulation Training Day • ALS or equivalent Course (2-days) • Careers Workshop (half day) • e-Learning Modules: <ul style="list-style-type: none"> ◦ Child Protection ◦ Consent and Ethics • Psychiatry Simulation (only for trainees who do not have an F1 or F2 Psychiatry placement) • Psychiatry e-Learning • Foundation Choices training including: <ul style="list-style-type: none"> ◦ Consultation Skills ◦ Foundation Teaching Skills ◦ Paediatric Acute Illness Management <p>(other topics to be added)</p>
	10 Taster Days (of which 5 may be used during F1)
Trust mandatory training	Trust mandatory training

Annual Review of Competence Progression (ARCP)

There are two gateway points during foundation training; satisfactory completion of both these gateway points will enable you to progress to the next stage of postgraduate medical training. In the case of F1 training you will be eligible to apply for entry onto the GMC's medical register as a fully registered doctor; and satisfactory completion of the F2 year will enable you to progress on to a UK specialty training programme.

In making recommendations for F1 and F2 sign off the Foundation School Director (FSD) has to consider if:

- there is evidence of satisfactory attendance and participation in the training programme; and that
- the foundation trainee has provided evidence of satisfactory performance.

In signing a doctor off as F1 competent the Foundation School Director must consider whether you have met the requirements laid down in the GMC's The Trainee Doctor (2011). Similarly, consideration for F2 sign off requires the foundation doctor to have demonstrated achievement of all the competencies laid down in the Foundation Curriculum (2016).

In order for you to understand what this means; we have developed two documents – ARCP Checklist and Education Contract - which state the school's specific requirements that you must meet in order to be considered for sign off at the end of the F1 or F2 year. A copy of these documents will be made available to you at the start of each year; they are also available to download from our web pages.

Policies and Information Resources

Policies relating to you as an NHS Employee

Dignity at Work

Bullying and harassment is totally unacceptable, either by senior colleagues or by non-medical employees. Should any foundation doctor feel that they are being bullied or harassed, it is important that they make themselves aware of the bullying and harassment policy of their employing Trust and take steps to bring this to the attention of the appropriate personnel. In the first instance, you may wish to contact your Clinical or Educational Supervisor, your FTPD, or the Director of Medical Education (DME) within the Trust. However if the alleged incident involves your FTPD or DME you should follow HEE EM's policy. Any reports of bullying and harassment will be taken extremely seriously and dealt with firmly at a senior level between HEE EM and the Trust concerned.

Safe Prescribing

As a doctor it is your responsibility to maintain and increase your knowledge in regards to prescribing. Please access and read the safe prescribing policy that is available in your employing Trust and ensure that you complete any safe prescribing training requested by your Employer. Also remember to use all the resources available to you including written information as well as the pharmacy departments within your hospital base.

Sickness Absence

As an employee of an NHS Trust you will be expected to follow your employing Trust's procedure for reporting sickness absence at work. Please ensure you familiarise yourself with the relevant Trust's policy and procedure to ensure that you know who you need to inform when you are absent from work due to ill health.

Taking Consent

HEE EM has advised all Trusts that the standards provided by the GMC in the obtaining of consent must be adhered to by all doctors in training.

Before seeking consent both trainee and supervisor must be satisfied that the trainee understands the proposed intervention and its risks and is prepared to answer associated questions the patient may ask. If they are unable to do so they should have access to a supervisor with the required knowledge. Doctors in training must act in accordance with GMC guidance "Consent: patients and doctors making decisions together (2008)".

Whistle Blowing

There may be circumstances in which a trainee becomes aware of an issue which is relevant to patient safety but which a trainee feels is not being addressed significantly or appropriately within the Trust. In this situation, you should obtain the advice and support of other colleagues and also become familiar with the Whistle Blowing Policy of the Trust itself. Further information about raising patient safety concerns can be found on the Quality and Regulation team's web pages at

<https://www.eastmidlandsdeanery.nhs.uk/quality>

Frequently Asked Questions

Am I entitled to sick leave?

Any trainee who needs to take time off from work for reasons of ill health will need to follow their employing Trust's sickness absence policy. This policy will tell you how and to whom to report your absence. Your contract of employment will outline sick pay entitlements. Foundation doctors should be aware that foundation training is time, as well as competency based; current GMC guidance states that in either the F1 year or F2 year, a trainee can take up to a maximum of 20 working days of absence (within a 12 month training year). Sick leave in excess of 20 working days will require you to repeat time in the training programme.

Is there a permitted level of absence in the foundation training programme?

Yes, current GMC guidance states that in either the F1 year or F2 year, a trainee can take up to a maximum of 20 working days of absence (within a 12 month training year). Absences that count towards these 20 working days include carers, compassionate, maternity, parental, paternity or sick leave, along with leave to attend jury service and any other unauthorised absences.

Can I apply to undertake my foundation training at Less than Full Time (LTFT)?

Yes, providing you meet HEE EM's criteria for LTFT. To find out more about the process for applying for LTFT please visit <https://www.eastmidlandsdeanery.nhs.uk/policies/lftt>

All foundation doctors considering LTFT will be invited to meet with the Associate Foundation School Director, either Dr Parry (LNR trainees) or Dr Mackaness (Trent trainees), to discuss LTFT during foundation training.

Am I entitled to parental leave (Maternity, Paternity and Adoption Leave)?

Parental leave including maternity, paternity and adoption leaves are all areas of responsibility for the employing Trust. The FPC at your hospital site will be able to point you in the direction of the person you need to talk to about your entitlement. If you plan to take maternity leave during foundation training we ask that you meet with either Dr Parry (LNR trainees) or Dr Mackaness (Trent trainees), to discuss your intentions and your plans for returning to foundation training.

Can I take time out of my foundation training?

Yes, providing there are specific circumstances the Foundation School will support you in taking time away from the programme (TOFP) and retain a placement within the school for your return. Deferring your foundation training in this way, whilst guaranteeing you a post in the foundation school you were allocated under the national recruitment system, will not guarantee you the same post that you vacated, or a post in the same geographical location. The post would be entirely dependent upon where the school had vacancies. All foundation doctors considering TOFP will be invited to meet with either Dr Parry (LNR trainees) or Dr Mackaness (Trent trainees), to support you in this decision as part of the school's **Time Out of Foundation Programme Policy**.

Can I transfer to another Foundation School?

We will consider all requests to transfer to another UK Foundation School against the national criteria developed by the UK Foundation Programme Office. The **Inter Foundation School Transfer Guidance and Application form** can be downloaded from the UK Foundation Programme Office website.

I am considering withdrawing from my foundation training programme; what should I do?

We understand that some doctors may wish to consider leaving the training programme either temporarily or permanently. You should consider this decision carefully before making a firm commitment. You may wish to discuss this with your Educational Supervisor and/or FTPD but we would ask that you arrange an appointment with the Associate Foundation School Director; Dr Parry (LNR trainees) or Dr Mackaness (Trent trainees), if you are considering leaving the foundation programme.

Resources for Foundation Doctors

There are many resources available to you as a foundation doctor. We would encourage you to access as much of this information as possible throughout your time in the programme and particularly during your first few months.

To help you in this task we have provided a list of key resources that the LNR and Trent Foundation Schools recommend you consult and read:

- The Trainee Doctor (General Medical Council; 2011)
- Foundation Curriculum (UK Foundation Programme Office; 2016)
- Rough Guide to the Foundation Programme (UK Foundation Programme Office; 2015)
- Good Medical Practice (General Medical Council; 2013)

There are also many web-based resources that will be of interest to you, including:

- UK Foundation Programme Office: <https://foundationprogramme.nhs.uk/>
- General Medical Council: <http://www.gmc-uk.org/>
- NHS Employers: <http://www.nhsemployers.org/Pages/home.aspx>
- British Medical Association: <http://www.bma.org.uk/>
- The Medical Defence Union: <http://www.themdu.com/>
- Medical Protection Society: <http://www.medicalprotection.org/uk>

And Finally,

Confidentiality in the digital age was a recent piece in the BMJ and can be found in the ‘Foundation Useful Articles and Information’ section of the Foundation School VLE pages. It describes some simple steps that we should all follow:

Security awareness

- Regularly review guidelines from local medical societies or professional organisations regarding information security

Personal technology

- Use separate passwords for clinical systems and personal web services
- Encrypt any mobile devices used for clinical work, including laptops, tablets, smartphones, external hard drives, and flash drives
- For tablets and smartphones, encrypt devices by using the passcode feature within the device settings
- Disable automatic photo “backup” on devices used to take pictures of patients

Cloud computing

- Before using cloud computing services, assess whether the company offers secure data storage and sign a business associate agreement

Patient communication

- Use secure communication, such as a patient web portal, when communicating with patients
- If a patient requests traditional email over secure alternatives, provide and document informed consent regarding privacy risks and data security

Social media

- Where appropriate, separate professional use of social media from personal use
- Consider all postings public and permanent, regardless of privacy settings
- Avoid discussing individual cases online without patient permission

The foundation school would like to share guidance from the GMC and from the BMA:

http://www.gmc-uk.org/guidance/ethical_guidance/21186.asp

<https://www.bma.org.uk/advice/employment/ethics/social-media-guidance-for-doctors>

on the use of social media. The guides offer practical and ethical guidance for maintaining professional behaviour online. We strongly recommend that you access both resources and take on board the guidance provided so that you are aware of the risks involved when using social media.