

Turas Foundation Portfolio Walkthrough

July 2022

Aims

- Walkthrough of the basic information and forms in the Turas Foundation Portfolio
- Explore other sources of information
- See Fact Sheet 11 and You Tube video on “Building a Portfolio”:
<https://foundationprogramme.nhs.uk/curriculum/>
- Assessment Guidance: <https://foundationprogramme.nhs.uk/curriculum/assessments/>
- E-Learning for Health: <https://www.elfh.org.uk/programmes/foundation-programme/>
- Scottish Foundation School webpages: <https://www.scotlanddeanery.nhs.scot/trainee-information/scottish-foundation-school/>

Hi tstcurric, welcome to My Turas

Edit my personal details

Edit your name, email address, role and more.



My tools and apps

+ Add applications

Sort by A to Z ▾



Learn



People



Training Management



Training Portfolio

‘My Turas’

- The area of Turas where users can edit their personal details.
- Please add a photograph to your Portfolio - Click Edit my personal details and following the instructions on screen to upload a photograph
- My tools and apps – list of applications to support your training journey

- Add Application will show list of additional applications available

Turas applications

[+ Add Applications](#)

- Learn – access to training modules
- People – link to the employment pages
- Study Leave – apply for Tasters, PSA (if applicable), SIM, ALS etc
- Training Management – update personal details
- Training Portfolio – Foundation Portfolio
- SOAR – Scottish Online Appraisal Resource

TURAS | My Turas

 Applications ▾ 

[Home](#) [Personal details](#)

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Sort by A to Z ▾

 [Learn](#)

 [People](#)

 [Training Management](#)

 [Training Portfolio](#)

- Log into the Turas Platform
- From the My Turas section you can log direct into the Portfolio
- Please use the email address you are registered on the Turas platform



Sign in to Turas

Enter your details below

Email Address

Password

[Forgot your password?](#)

Sign in

Access to Portfolio

Declarations and Agreements

Declarations and Agreements

Declarations and Agreements

Below are the declarations and agreements on file for you in Portfolio.

The Probity and Health declarations need to be signed by the Trainee for each training period.

Description	Training Period	Signature Date	Actions
FY1 Probity declaration	FY1 (06/07/2022 - 01/08/2023)		Review & Sign
FY1 Health declaration	FY1 (06/07/2022 - 01/08/2023)		Review & Sign
FY1 Conditions of taking up a training post	FY1 (06/07/2022 - 01/08/2023)		Review & Sign

IMPORTANT NOTE: If you are unable to sign any of the declarations please speak to your Supervisor, Programme Lead or Employer.

- All must read and sign the 3 declarations
- Check box and click submit

☒ Sign as Newcurric Anotherfyone

[Submit](#)

[Cancel](#)

- Once submitted you cannot edit the form

Form will not be editable after Submit. Are you sure you want to Submit?

[Submit Form](#)

[Cancel](#)

Access to Portfolio cont.

Declarations and Agreements

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Description	Training Period	Signature Date	Actions
FY1 Probity declaration	FY1 (06/07/2022 - 01/08/2023)	11/07/2022	View
FY1 Health declaration	FY1 (06/07/2022 - 01/08/2023)	11/07/2022	View
FY1 Conditions of taking up a training post	FY1 (06/07/2022 - 01/08/2023)	11/07/2022	View

IMPORTANT NOTE: If you are unable to sign any of the declarations please speak to your Supervisor, Programme Lead or Employer.

- Click view will allow you to read each declaration and show the date signed

Signed as Newcurric Anotherfyone on 11/07/2022

[< Go Back](#)

Menu bar explained

TURAS | Training Portfolio

 Dashboard Applications ▾

NA

Home

Forms ▾

Curriculum & PDP ▾

Training Progression

Tickets ▾

Reflections & Achievements ▾

Training ▾

Download

Portfolio - Homepage

Portfolio - Homepage

Portfolio Homepage

Ticket Status

No outstanding tickets found.

My Progress Summary

- > Curriculum coverage
- > Supervised learning events (SLEs)
- > Team Assessment of Behaviour (TAB)
- > Reflections
- > Mandatory Learning Log

Quick Reflection Starter

Post *

Title of Reflection *

Type of Reflection *
☐ Self
☐ Group
☐ With Supervisor

Higher Level Outcome *
☐ HLO 1: An accountable, capable and compassionate doctor
☐ HLO 2: A valuable member of healthcare workforce
☐ HLO 3: A professional, responsible for their own practice and portfolio development

Reason for writing reflection

Higher Level Outcome must have at least one option selected.

Submit

Current Status

Grade/Training Year: FY1

Dates: 06/07/2022 to 06/12/2022

Education Provider: Aberdeen Royal Infirmary

Specialty: General (Internal) Medicine

Educational Supervisor
Albus Dumbledore

Clinical Supervisor
Remus Lupin

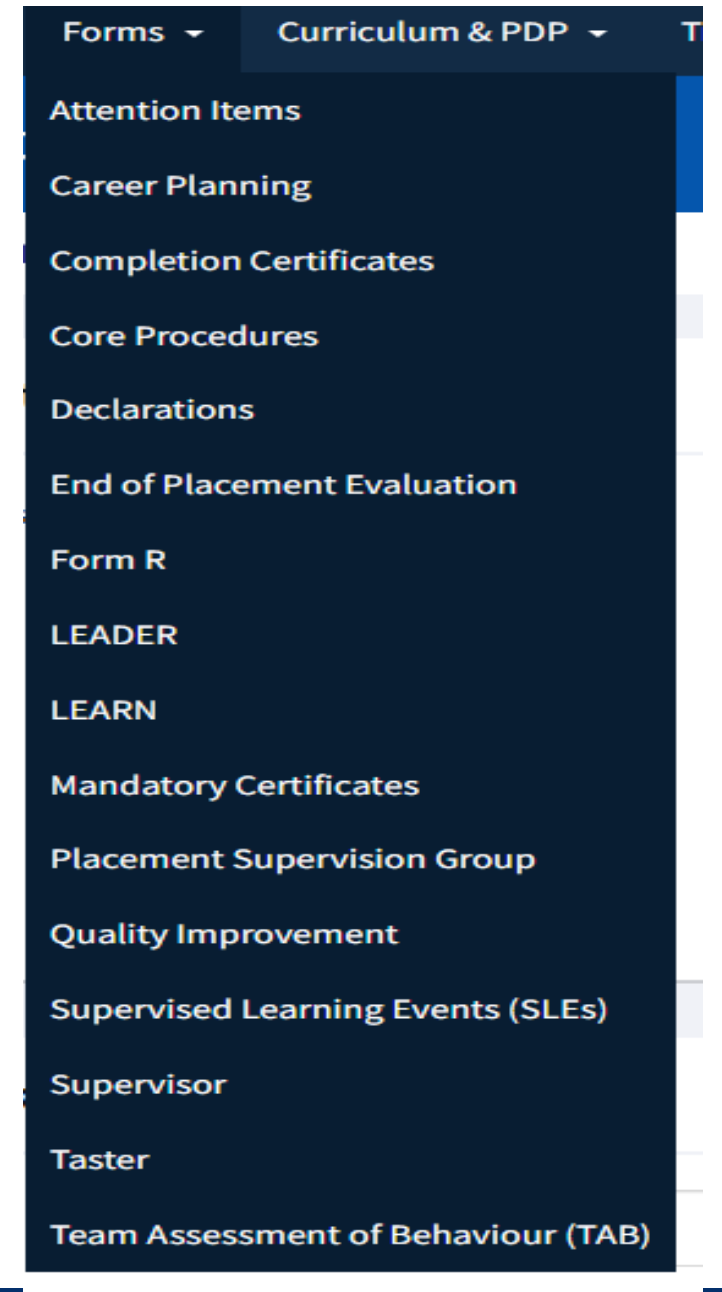
Programme Directors
Remus Lupin
cloina jos

- **Ticket Status** – at a glance tickets raised by you or others linking to complete an action
- **My Progress Summary** – at a glance
 - Curriculum coverage
 - Supervises learning events (SLEs)
 - Team Assessment of Behaviour (TAB)
 - Reflections
 - Mandatory Learning LogClick > expands the section
- **Quick Reflection Starter** – allows user to create a quick summary against a post
- **Current Status** – at a glance
 - Grade/Training Year
 - Dates
 - Education Provider
 - Specialty
 - Educational Supervisor
 - Clinical Supervisor
 - Programme Director(s)

Forms

Each form includes help information/guidance to support the user when they are completing each section for a form

- **Attention Items** – if an assessor tickets a box other than satisfactory on any of the form then an attention item is raised. These can be reviewed by you and your supervisor to close off, if you have satisfactory addressed the item
- **Career Planning** – form that allows trainees to record career aspiration discussions/meetings
- **Completion Certificates** – record of FPC1 and FPCC
- **Core Procedures** – series of procedures which are non-mandatory but are available to allow trainees to complete if desired
- **Declarations** – view completed declarations
- **End of Placement Evaluation** – form not applicable for trainees in Scotland. Trainees should complete (STS) Scottish Trainee Survey send out at the end of each post by the Quality Team

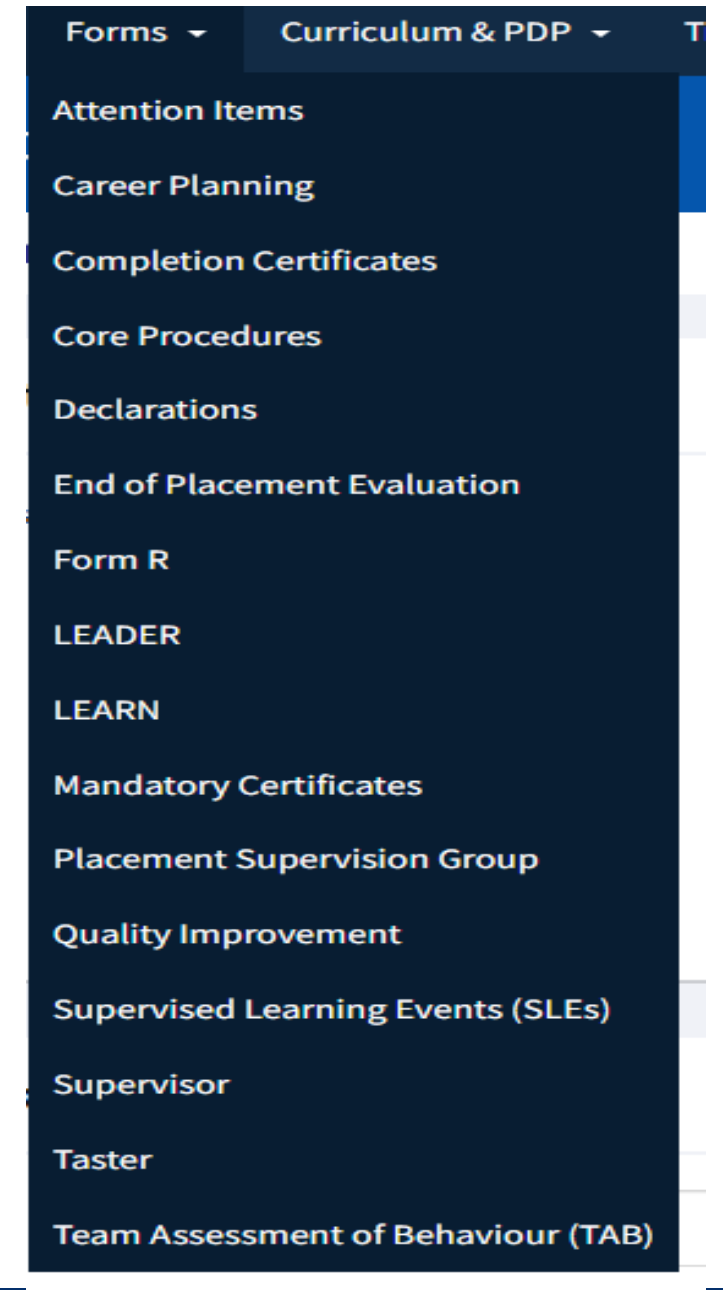


The image shows a screenshot of a web application's navigation menu. At the top, there are two tabs: 'Forms' and 'Curriculum & PDP'. The 'Forms' tab is selected, and a dropdown menu is visible below it. The menu contains the following items: 'Attention Items', 'Career Planning', 'Completion Certificates', 'Core Procedures', 'Declarations', 'End of Placement Evaluation', 'Form R', 'LEADER', 'LEARN', 'Mandatory Certificates', 'Placement Supervision Group', 'Quality Improvement', 'Supervised Learning Events (SLEs)', 'Supervisor', 'Taster', and 'Team Assessment of Behaviour (TAB)'. The 'Forms' tab has a small downward arrow next to it, and the 'Curriculum & PDP' tab also has a small downward arrow next to it. The 'Forms' dropdown menu is dark blue with white text, and the 'Curriculum & PDP' dropdown menu is also dark blue with white text.

Forms cont.

Each form includes help information/guidance to support the user when they are completing each section for a form

- **Form R** – form not applicable to trainees in Scotland who should completed SOAR (Scottish Online Appraisal Resource) declaration. The application can be added to your Dashboard
- **LEADER** – this form can facilitate targeted feedback on leadership competencies
- **LEARN** – single form that can be completed as an alternative to SLEs (mini-CEX, DOPS, CBD and DCT)
- **Mandatory Certificates** – record and upload certificate e.g. PSA, ILS, ALS, Resuscitation refresher certificate
- **Placement Supervision Group** – form initiated by your supervisor
- **Quality Improvement** – form to record QI project evidence



Forms cont.

Each form includes help information/guidance to support the user when they are completing each section for a form

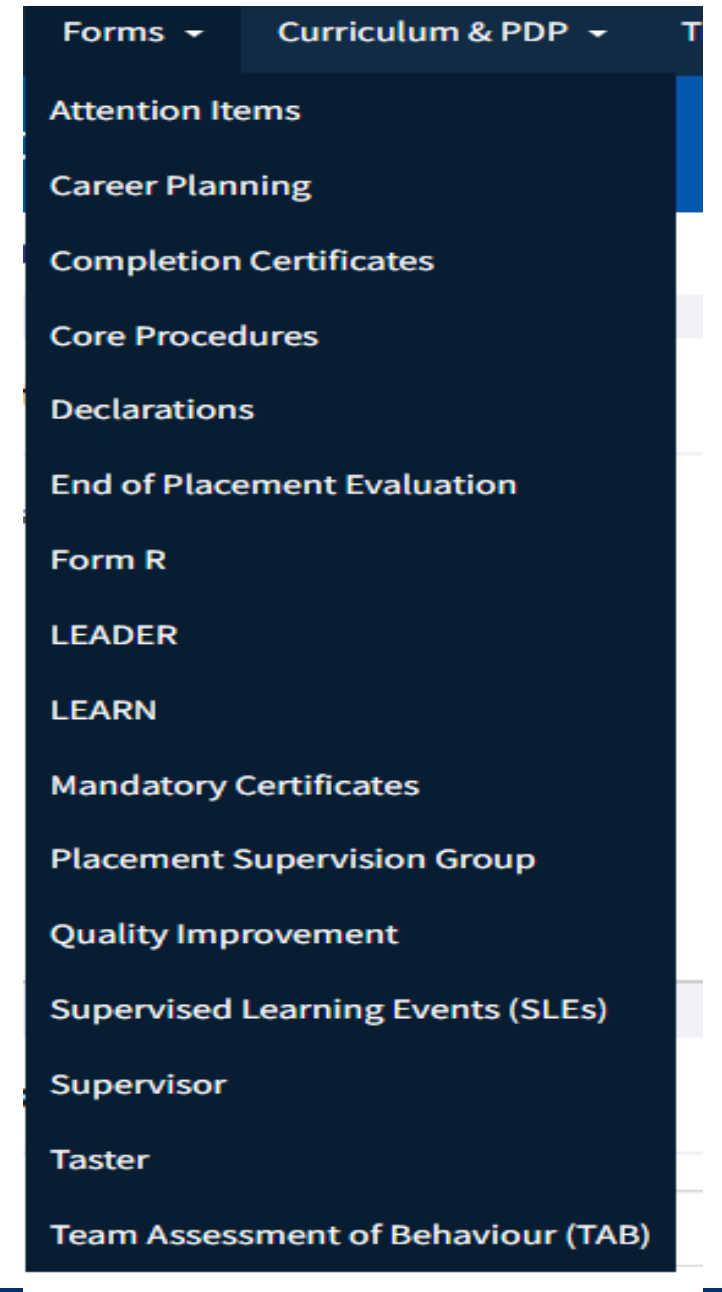
- **Supervised Learning Events (SLEs)** – <https://foundationprogramme.nhs.uk/curriculum/supervised-learning-events/>
 - **DOPs** – (Direct Observation of Procedural skills) supervisor observing a trainee conducting a practical skill and providing feedback on performance
 - **Mini-CEX** – (Mini-Clinical Evaluation Exercise) supervisor evaluate a trainee taking history, physical examination skills, communication skills, clinical judgement, professionalism, overall clinical care
 - **CBD** – (Case Based Discussion) structured discussion of a clinical case between trainee and trainer a retrospective evaluation of a trainees input into patient care
 - **DCT** – (Developing the Clinical Teacher) observed a trainee developing skills in teaching and/or making a presentation

Forms ▾	Curriculum & PDP ▾	T
	Attention Items	
	Career Planning	
	Completion Certificates	
	Core Procedures	
	Declarations	
	End of Placement Evaluation	
	Form R	
	LEADER	
	LEARN	
	Mandatory Certificates	
	Placement Supervision Group	
	Quality Improvement	
	Supervised Learning Events (SLEs)	
	Supervisor	
	Taster	
	Team Assessment of Behaviour (TAB)	

Forms cont.

Each form includes help information/guidance to support the user when they are completing each section for a form

- **Supervisor** – area where supervisors meeting forms are recorded including Induction meeting form, end of placement form
- **Taster** – form to be completed after the Taster. The Taster approval request should be completed via the Study Leave where trainees should include speciality of the Taster. Guidance available on <https://www.scotlanddeanery.nhs.scot/trainee-information/scottish-foundation-school/current-trainees/tasters/>
- **Team Assessment of Behaviour (TAB)** – initiated by the trainee and should provide evidence of a trainee performance from a range of people who ascertain progress



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Forms	Curriculum & PDP
Attention Items	
Career Planning	
Completion Certificates	
Core Procedures	
Declarations	
End of Placement Evaluation	
Form R	
LEADER	
LEARN	
Mandatory Certificates	
Placement Supervision Group	
Quality Improvement	
Supervised Learning Events (SLEs)	
Supervisor	
Taster	
Team Assessment of Behaviour (TAB)	

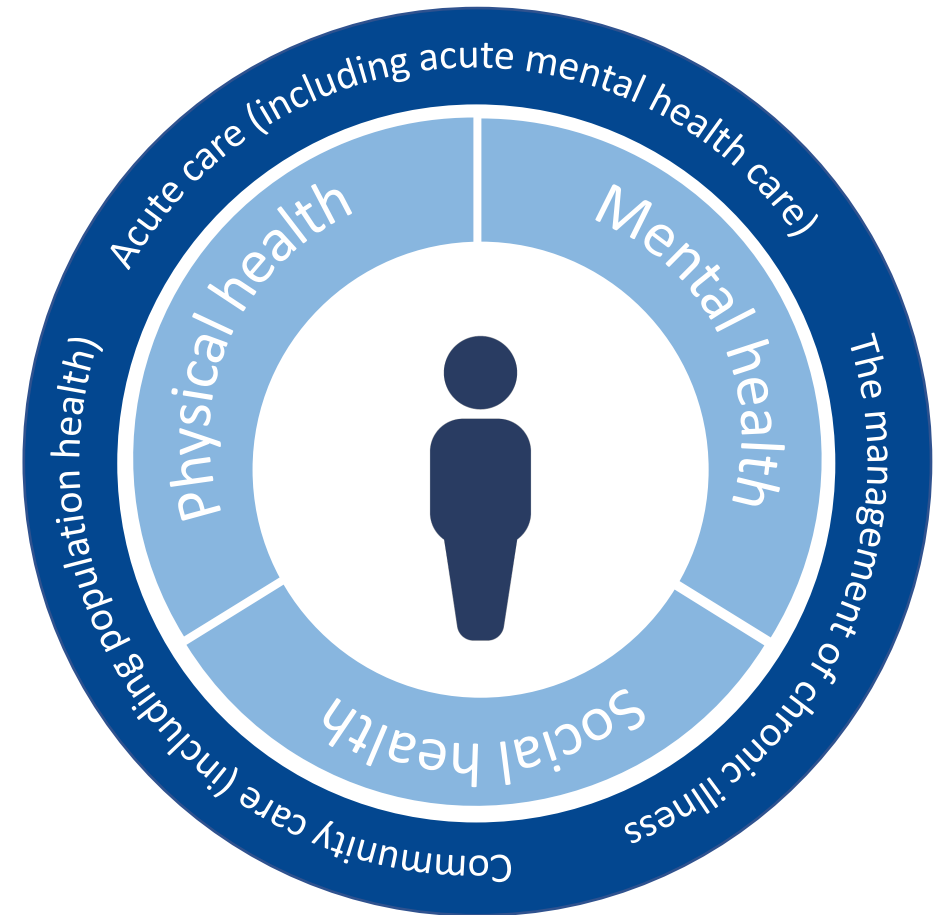
Holistic care and breadth of care

The Foundation Doctor must understand how to apply these capabilities to the holistic care of the patient specifically dealing with:

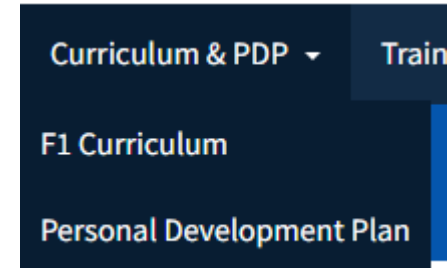
- Physical health
- Mental health
- Social health

The programme provides a broad experience with multiple opportunities for hands-on patient care across a variety of different areas of medicine including:

- Community or primary care
- Acute and chronic hospital environments
- Mental health settings and
- Environments that provide health promotion



Curriculum & PDP



F1 Curriculum or F2 Curriculum (this will be dependent upon your grade)

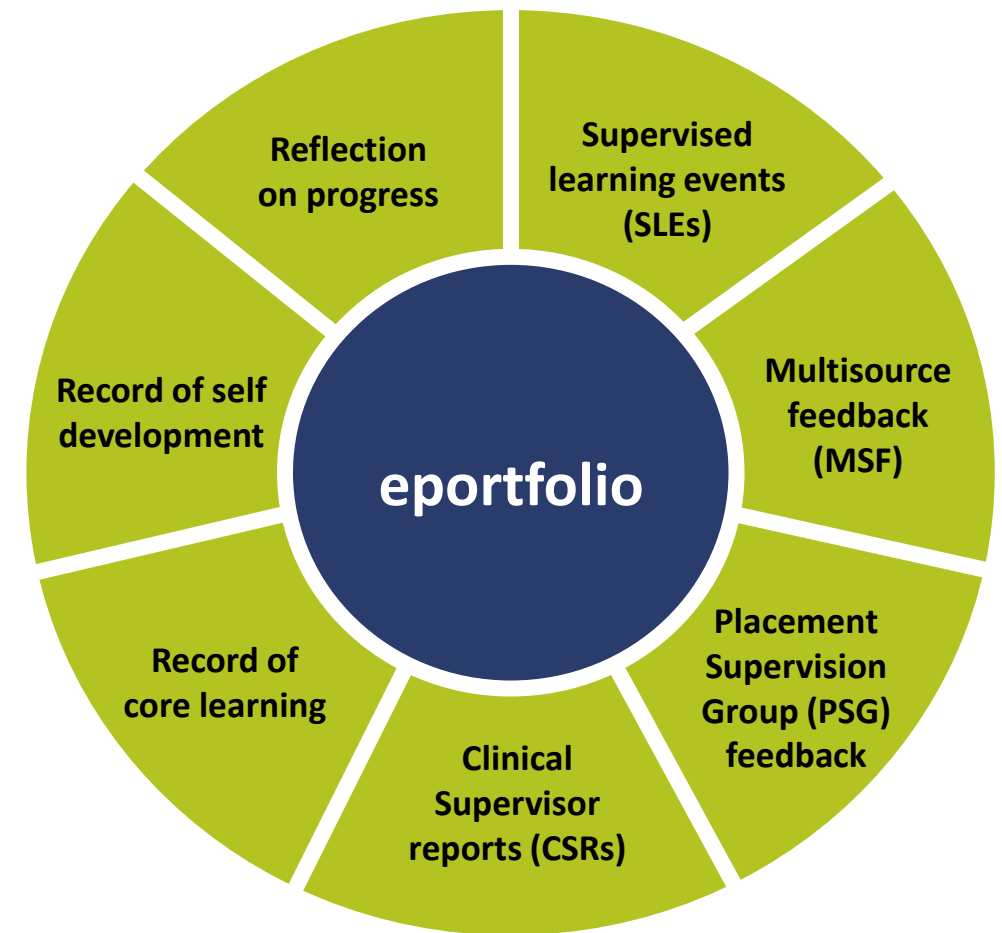
- Create Summary Narrative for the 3 HLOs. This is a live document and can be updated through the training year
- Create links to the 13 FPCs and view curriculum guidelines (please note FPC2 as this is a mandatory requirement for ARCP)
- Example of HLOs can be found on the UKFPO website:
<https://foundationprogramme.nhs.uk/curriculum/>

Personal Development Plan

- Create and agree a PDP for each post

Gathering Evidence in the Portfolio

- A record of clinical and professional behaviours demonstration in the workplace
- Regularly maintain the foundation portfolio as trainee progress in training
- Evidence recorded in portfolio from experiential learning , direct training and self-development
- Should demonstrate proficiency in the 13 FPCs
- No specific or minimum numbers or mix of SLEs



Three Higher Level Outcomes (HLOs)

HLO1: THE CLINICIAN

An accountable, capable and compassionate clinician.

Types of evidence: SLEs, Simulation, Knowledge, Reflection

HLO2: THE HEALTHCARE WORKER

A valuable member of the healthcare workforce.

Types of evidence: TAB, PSG, DCT, LEADER

HLO3: THE PROFESSIONAL

A professional, responsible for their own practice and portfolio development.

Types of evidence: Portfolio development, Core & Non-Core Learning, Careers

The 3 HLOs are broken down into 13 professional capabilities, which form the syllabus

HLO1: THE CLINICIAN

Direct and indirect patient care:

1. Clinical Assessment
2. Clinical Prioritisation
3. Holistic Planning
4. Communication and Care
5. Continuity of Care

HLO2: THE HEALTHCARE WORKER

Integrating into the healthcare workforce:

6. Sharing the Vision
7. Fitness to Practise
8. Upholding Values
9. Quality Improvement
10. Teaching the Teacher

HLO3: THE PROFESSIONAL

Professional requirements and expectations:

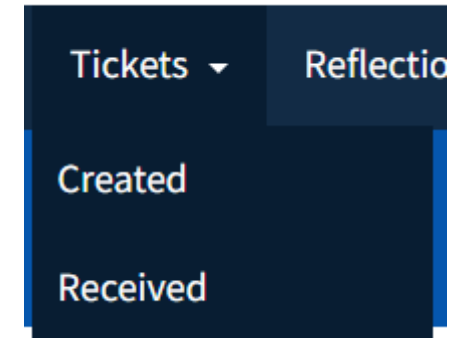
11. Ethics and Law
12. Continuing Professional Development
13. Understanding Medicine

These capabilities can be demonstrated by behaviour in the workplace during the programme

Training Progression

- Show completed ARCP (Annual Review of Competence Progression) forms
- Form is completed on an annual basis usually in June after the ARCP submission deadline of midnight on 31st May information on the ARCP requirements can be found on the Scottish Foundation School website:
<https://www.scotlanddeanery.nhs.scot/trainee-information/scottish-foundation-school/current-trainees/annual-review-of-competence-progression-arcp/>

Tickets



Tickets

A process with in the Portfolio to message an Assessor to request them to complete an assessment form e.g. CBD, Mini-CEX etc

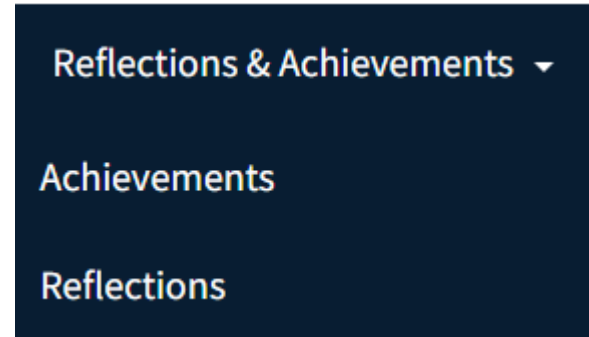
Created

- List of tickets created against your posts

Received

- List of Open Tickets and also a Ticket History

Reflections & Achievements



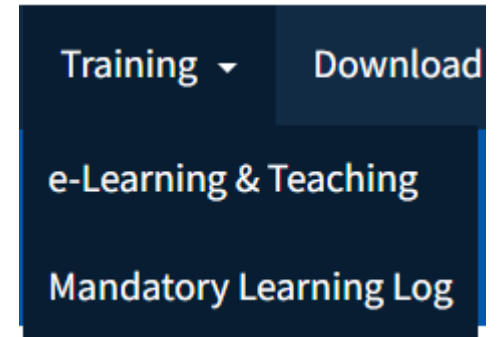
Achievements – an area where additional achievement can be recorded

- Courses and Seminars Attended
- Non-Academic
- Presentation
- Research
- Teaching Skills
- GMC Trainee Survey
- Scottish Trainee Survey
- Certificate
- Shadowing/Induction

Reflections – area to record all types of reflection.

[Reflection - UK Foundation Programme](#)

Training



E-learning & Teaching – an area to start a new learning event with links to e-learning for health, Turas Learn, LIFT (Learning in Foundation Training modules)

Mandatory Learning Log – area to record all attendance at teaching and Personal Learning Log for Core and Non-Core Teaching but cannot be used to record:

- ALS/ILS
- Taster
- BMA/trade union type meetings
- Employer delivered statutory training
- Ward rounds/clinic and other regular on-the-job activities

Also see <https://foundationprogramme.nhs.uk/curriculum/personal-learning-log/> for more information of the teaching that can count in Core and Non-Core Learning

Download

Download

Portfolio Download as a PDF

Select grade and forms that can be downloaded and exported as a PDF

Forms to be downloaded

- SLEs
- Core Procedures (if applicable)
- Supervisors Forms
- TAB/MSF Summaries
- PDPs
- Generic/General Meeting Forms
- PSG Summaries
- LEADER Forms
- LEARN Forms
- PAQs Summary (if applicable)
- Completion Certificate
- ARCP Forms

Foundation Turas Portfolio Timeline for each placement/post (4 months)

Access to Turas Portfolio

- Familiarisation with curriculum and ARCP requirements
- Before meeting supervisors create Personal Development Plan (PDP)

Beginning of post (access to Turas one week prior to start)

Add and create activities in your Portfolio *

During the course of each placement/post – complete SLEs, create links to FPCs, attend Core and Non-Core Learning, initiate TAB.
QI: take an active part in processes to improved the quality of care.
Continue to review and update Summary Narrative.

Months 1-4 or 5-8 or 9-12

End of training Year - prepare for Annual Review of Competence Progression (ARCP)

- Ensure Prescribing Safety Assessment (PSA) Certificate is uploaded
- Prepare & Review Portfolio ahead of submission deadline 31st May
- Complete SOAR declaration and Absence Declaration
- ARCP desktop and/or face to face Teams meeting
- FPD will complete End of Year report – 5 days in advance of ARCP

Start F1 or F2 Training

Within first 1 to 3 weeks
Initial meeting with Clinical/Educational Supervisor (CS/ES)

- Remind Supervisor to create Placement Supervision Group (PSG): to be done in Post 1 or Post 2 of each training year

Mid post / end of post meeting

Review PDP and development need

Complete F1 or F2 Training Year

F1 only – apply for full GMC Registration if you receive an ARCP Outcome 1

* Activities

- SLEs - Supervised Learning Events. Minimum Clinical Evaluation Exercise (Mini-CEX), Case Based Discussion (CBD), Direct Observation of Procedural Skills (DOPS), Developing the Clinical Teacher (DCT) Forms
- Reflections should be completed throughout your training year
- Personal Learning Log – minimum of 60 hours of teaching during 12 months (30 Core and 30 non-core)
- TAB - Team Assessment of Behaviour – complete either in post 1 or post 2 of each training year
- Complete various optional forms – Career, Taster, Learn, Leader,
- STS – Scottish Trainee Survey – complete each post, initiated by NES Quality Management Team
- NTS – GMC National Trainee Survey – complete once per year, survey initiated by the GMC

Link these to the 13 FPCs - Foundation Professional Capabilities
The 13 FPCs make up the 3 Higher Learning Outcomes (HLOs)
Write the Summary Narrative (one entry per HLO) maximum 300 words per HLO



2021 Foundation Programme Curriculum