

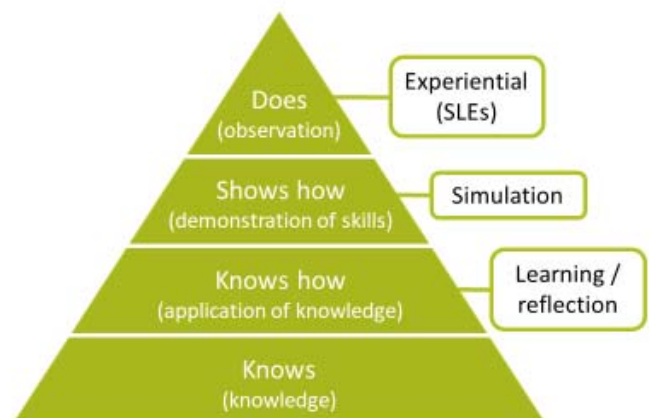
2021 Curriculum Quick Guide for Clinical and Educational Supervisors

Key points:

- The 2021 curriculum has a change of emphasis to explicitly recognise the parity of mental, physical and social health.
- The curricular changes are aligned with the GMC general professional capabilities.
- F1 and F2 doctors complete the same curriculum outcomes however the behaviours at each stage are different. The behaviours are listed in the curriculum to help the Foundation Doctor select ideas of evidence to upload to the curriculum outcomes.
- The curriculum states 3 Higher Level Outcomes. (HLOs)
- Each HLO is underpinned by Foundation Professional Capabilities. (FPCs)
- Behind each FPC is a selection of suggested behaviours at F1 and F2.
- The Foundation doctor is expected to evidence the curriculum fully with a range of evidence. Foundation doctors are able to link each piece of evidence to no more than 3 FPCs and we expect no more than 10 pieces of evidence per FPC.
- Curriculum coverage needs to include a range of evidence i.e. not all SLEs, or all teaching attended. Millers Pyramid (below) describes the hierarchy of evidence with SLEs (supervised learning events) as experiential learning sitting at the top of the pyramid as they incorporate all aspects of domains of medical practice, clinical knowledge, skills, communication, safety and the legal aspects of practice (consent, guidelines).
- Importantly we would anticipate a balance of SLEs to cover both physical and mental health and also include how these relate to the social aspect of medicine.
- In Foundation most supervisors are both the named Clinical AND Educational Supervisor and should complete the combined induction and end of placement reports.

Curriculum coverage

- Curriculum part of e-portfolio on TURAS
- 3 Higher Level Outcomes (HLOs)
- 13 Foundation Professional Capabilities (FPCs)
- Evidence linked to FPCs
- Use range from Hierarchy of Evidence



Millers pyramid – Hierarchy of Evidence

The new 2021 Curriculum can be found on UKFPO website: <https://foundationprogramme.nhs.uk/curriculum/new-uk-foundation-programme-curriculum-2021/>

Requirements for completion

The curriculum defines the difference between summative (pass/fail) and formative.

Summative Assessments

- Clinical Supervisors end of placement reports
- Educational Supervisors end of placement reports
- Foundation Training Programme Directors end of year reports
- Prescribing safety assessment (F1 only)

Formative Assessments

- Supervised Learning Events (SLEs)
- Simulation sessions
- Placement Supervision Group (PSG) feedback forms (no minimum numbers and includes senior members of the clinical team)
- Team Assessment of Behaviours (TAB)
- Teaching others
- Leadership activity
- Teaching attendance- core/non-core
- 3 summary narratives (1 per HLO)

Role of the Clinical Supervisor (CS)

- Complete CS induction form (or combined ES/CS induction form)
- Identify the PSG and send tickets to the members 2-3 months into the post
- Feedback the results of the PSG to the trainee
- Ensure the trainee is meeting their clinical requirements
- Complete the Clinical Supervisor end of placement reports (or combined ES/CS reports) commenting on clinical performance in the post and include feedback from the PSG if completed

Role of the Educational Supervisor (ES)

- Complete ES induction form (or combined ES/CS induction form)
- Ensure trainee familiar with curriculum requirements
- Review needs for a TAB and ensure trainee is aware they need 1 TAB minimum per training year
- Review trainee's portfolio during the post ensuring they are meeting their educational requirements
- Review teaching attendance and comment on progress
- Review summary narrative progress and help develop the PDP for next post.
- Completed the ES end of placement form (or combined ES/CS reports) commenting on educational progress and provide the trainee with the TAB feedback if done in the post

ARCP requirements

- 3 satisfactory ES end of placement reports (or combined ES/CS)
- 3 satisfactory CS end of placement reports (or combined ES/CS)
- Full curriculum coverage all FPCs to have a range of evidence as described in Millers pyramid
- No minimum number of SLEs but
 1. Trainees will likely need 15-18 per year to evidence curriculum
 2. Range of SLEs MUST include physical and mental health
- 60 hours of teaching attendance minimum (30 core, 30 non-core)
- Attendance at simulation training
- Completion of 3 summary narratives

More information about the ARCP requirements can be found on the Scottish Foundation webpages:

<https://www.scotlanddeanery.nhs.scot/trainee-information/scottish-foundation-school/current-trainees/annual-review-of-competence-progression-arcp/>