

Yorkshire & the Humber Foundation School

Regional Training Days
*Procedure if unable to attend and alternative
resources*





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Introduction

This guide is to outline the steps you should take if you are unable to attend a regional training day and suggests e-learning resources which have been identified as an alternative.

If you undertake an alternative to a regional training day, this must be logged under the “course/seminar/other learning attended” form on HORUS and a certificate uploaded.

Most of the suggested modules are from the E-learning for health website www.e-lfh.org.uk

This is free but requires registration.

If you would like to add / suggest any further resources for this document, please contact: england.foundation.yh@nhs.net

YHFS 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

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

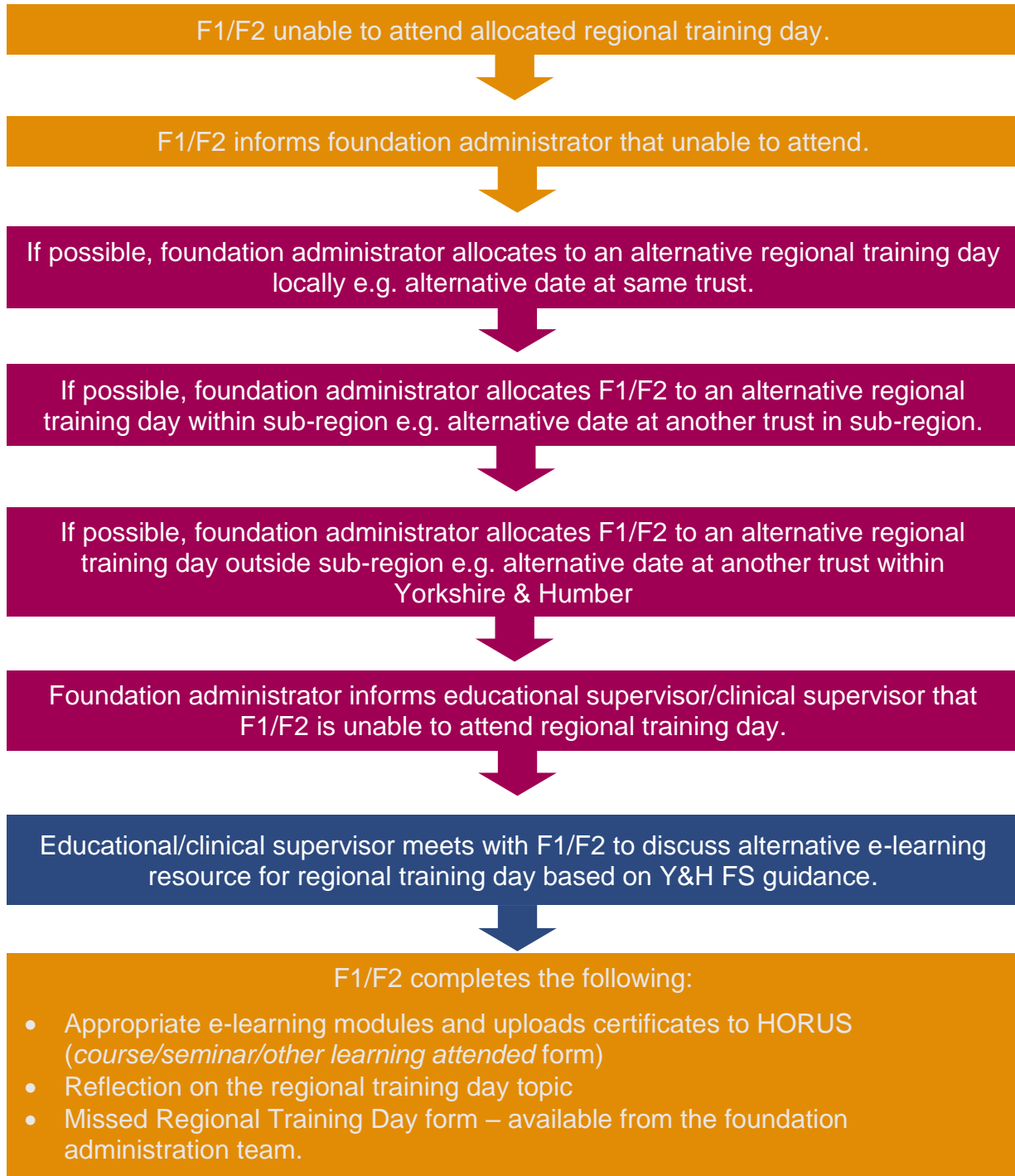
The most recent guidance from the UKFPO advises that mapping five items of evidence per curriculum competency should provide sufficient evidence for ARCP. A single piece of evidence can be mapped to a maximum of five competencies.

UK Foundation Programme Curriculum: [Curriculum - UK Foundation Programme](#)

Regional Training Days in Foundation Years

- 1 Careers
- 2 Quality Improvement
- 3 Simulation Training
- 4 Local training day
- 5 Teach the teacher (F2 only)
- 6 Workplace and Me (F2 only)
- 7 Bridging the Gap (F2 only)

Regional Training Days – What to do if you are unable to attend a Trust arranged regional training day.



Curriculum mapping and alternative resources

Training Day 1 – Careers

This training day maps to these parts of the foundation curriculum (F1 and F2):

HLO 3: A professional, responsible for their own practice and portfolio development

12. Continuing professional development: develop practice, including the acquisition of new knowledge and skills through experiential learning; acceptance of feedback and, if necessary, remediation; reading and, if appropriate, through research.

13. Understanding Medicine: understand the breadth of medical practice and plan a career.

Suggested module if unable to attend regional training day (F1 and F2):

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>

Suggested learning - LaSE Career Planning for Healthcare Professionals (CPP) > Career planning Foundation Trainee Doctors (Search “career planning for Foundation Trainee Doctors”)

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

Additionally identified resources:

BMA

BMA advice on career progression, applying for training, writing a CV, going abroad etc.
[Career progression \(bma.org.uk\)](https://www.bma.org.uk/career-progression)

BMA employment advice and support, including pay and pensions.
[Pay and contracts \(bma.org.uk\)](https://www.bma.org.uk/pay-and-contracts)

BMA tips for choosing a specialty.
[Tips for choosing your medical specialty \(bma.org.uk\)](https://www.bma.org.uk/tips-for-choosing-your-medical-specialty)

Coaching

Coaching – Yorkshire and the Humber offers free coaching to all trainees, which could be used to discuss career plans as well as other topics.
[Coaching | Health Education Yorkshire and Humber\(yorksandhumberdeanery.nhs.uk\)](https://www.yorksandhumberdeanery.nhs.uk/health-education)

Career information

Information about different career opportunities post-F2 and sources of support
[Career opportunities for doctors | Health Careers](#)

Health Careers - short videos about different specialities and grades within the NHS
[NHSMedicalCareers - YouTube](#)

NHS England specialty recruitment

Overview: [Overview of specialty training | Medical Hub \(hee.nhs.uk\)](#)

Applications: [Overview of specialty training | Medical Hub \(hee.nhs.uk\)](#)

Person Specification: [Person Specifications | Medical Hub \(hee.nhs.uk\)](#)

NHS jobs

Search function to find jobs post-foundation training e.g. clinical fellowships, teaching fellowships etc.

<https://www.jobs.nhs.uk/>

Other Career Paths for Doctors

Please contact your educational supervisor if you are considering an alternative career path.
[Alternative Careers for Doctors: The Ultimate List - Medic Footprints](#)

Post-graduate qualifications in Medicine

<https://www.postgrad.com/search/postgraduate-programs/?q=medicine>

SuppoRTT

Information for those who have taken time out of training for any reason.

https://www.yorksandhumberdeanery.nhs.uk/learner_support/supported_return_to_training

Training Day 2 – Quality improvement

This training day maps to these parts of the foundation curriculum:

HLO 2: A valuable member of the healthcare workforce

6. Sharing the vision: work confidently within the multiprofessional team and, where appropriate, guide the team to deliver a consistently high standard of patient care based on sound ethical principles.

8. Upholding values: act as a responsible employee, including speaking up when others do not act in accordance with the values of the healthcare system.

9. Quality Improvement: take an active part in processes to improve the quality of care.

Suggested module if unable to attend regional training day (F1 and F2):

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>



Suggested learning – Foundation (FDN) > HLO 2 > FPC 9 (search “FPC 9”)

Complete the following modules:

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

Suggested learning – Research, Audit and Quality Improvement > Module 2 Perioperative Improvement Science and Management (PRISM-ed) (search “research audit quality improvement”)

Within module two complete the following sections:

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

Additionally identified resources:

BMJ Quality

BMJ quality and Safety Journal
[Homepage | BMJ Quality & Safety](#)

E-learning for Healthcare

Research, Audit and Quality Improvement > Module 1 Research and Audit Core Knowledge
<https://www.e-lfh.org.uk/>

Future Learn

Free registration but certificate required for upgrade (screenshot completion page as evidence if required)

Quality Improvement in Healthcare: The Case for Change. Theories and models for improvement.

<https://www.futurelearn.com/courses/quality-improvement#section-dates>

Managing Change in a Healthcare Environment. Reasons, drivers and techniques to empower change.

<https://www.futurelearn.com/courses/managing-change-healthcare>

Royal Colleges

Royal College of Emergency Medicine: information about delivering quality care and quality improvement

Quality Improvement | RCEM

Royal College of Physicians: information about how to get quality improvement started and keep it going.

[Learning to Make a Difference \(LTMD\) trainees | RCP London](#)

Other resources

Healthcare Quality Improvement. Guidance on different QI models and statistics
<https://www.hqip.org.uk/resource/guide-to-quality-improvement-methods/#.XL31XetKjyJ>

Improvement Academy: Bronze Quality Improvement Training. Online module with entry level training on QI, with potential to extend training once completed.
<https://www.improvementacademy.org/our-training/bronze-quality-improvement-training.html>

Institute for Healthcare Improvement: Quality Improvement Essentials Toolkit. Tools and templates to launch a successful QI project.
<http://www.ihl.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx>

Life QI: Platform of purpose-built tools including driver diagrams, run charts and PDSA cycles. Requires registration with many trusts in Yorkshire and the Humber providing access – please check with your trust if this is available to you.
<https://www.lifeqisystem.com/>

Trainees Improving Patient Safety through Quality Improvement (TIPSGI): information and resources to undertake QI project with step-by-step guides and resources.
<https://tipsqi.co.uk/>

Training Day 3 – Simulation training

This training day maps to these parts of the foundation curriculum (F1 and F2)

HLO 1: An accountable, capable and compassionate doctor

- 1. Clinical assessment:** assess patient needs in a variety of clinical settings including acute, non-acute and community.
- 2. Clinical prioritisation:** recognise and, where appropriate, initiate urgent treatment of deterioration in physical and mental health.
- 3. Holistic planning:** diagnose and formulate treatment plans (with appropriate supervision) that include ethical consideration of the physical, psychological and social needs of the patient.
- 4. Communication and care:** provide clear explanations to the patients/carers, agree a plan and deliver healthcare advice and treatment where appropriate.
- 5. Continuity of care:** contribute to safe ongoing care, both in and out of hours.

Suggested module if unable to attend regional training day (F1 and F2):

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>

Foundation (FDN) > HLO 1: An accountable, capable and compassionate doctor >

- FPC 1: Clinical Assessment > Selection of investigations
- FPC 1: Clinical Assessment > Interpretation of investigations: Practical application
- FPC 2: Clinical Prioritisation > Good Handover practice
- FPC 2: Clinical Prioritisation > Senior advice: Who when and why?
- FPC 2: Clinical Prioritisation > Senior advice: When to stop for help.
- FPC 2: Clinical Prioritisation > Assessment and initial management
- FPC 2: Clinical Prioritisation > Re-evaluation and monitoring
- FPC 2: Clinical Prioritisation > Patient with a reduced level of consciousness
- FPC 2: Clinical Prioritisation > Managing Sepsis
- FPC 4: Communication and care > Team working and patient safety.
- FPC 4: Communication and care > Communication Skills
- FPC 4: Communication and care > Team working and patient safety.
- FPC 5: Continuity of care > Good handover practice

Additionally identified resources:

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>

Simulation Faculty Development (SHP) Resources designed for simulation faculty but covers the educational theory and practices relating to simulation-based education.

Foundation (FND) > Specific areas of core learning > Leadership

Management and Leadership Skills (search MLS) – a range of management and leadership topics with examples

Future Learn

Human Factors in a Healthcare Environment. Online module exploring how understanding human factors can improve patient safety. Free registration but certificate requires upgrade (screenshot completion page as evidence if required)

<https://www.futurelearn.com/courses/human-factors-healthcare>

Leadership Theory: The Basics. Online module including leadership theories and styles.

<https://www.futurelearn.com/courses/fundamentals-of-leadership-theory>

Leadership for Healthcare Improvement and Innovation – how leadership can influence strategic outcomes in healthcare.

<https://www.futurelearn.com/courses/healthcare>

Improvement Academy

Bronze Human Factors Training: Online module to provide entry-level training on human factors.

Potentially extend to Silver human factors training which has face-to-face learning.



Quality Improvement Training - Bronze - Improvement Academy

TED talks

Why Medical Error? TEDx talk on human factors in healthcare. Ken Catchpole is a research psychologist and human factors practitioner.

<https://www.youtube.com/watch?v=u6VuaxC0m5I>

How to be a great leader. TEDx talk on the importance of leadership in healthcare to improve patient outcomes and lead to a happy workplace.

https://www.ted.com/playlists/140/how_leaders_inspire

Susan Carter is the Administrative Director at Osher Centre for Integrative Medicine at Vanderbilt (U.S.)

<https://www.youtube.com/watch?v=Ut0vvgq3zbiY>

West of England – Academic Health Science Network

A range of resources looking at human factors, including videos and a toolkit.

[Human Factors - Health Innovation West of England \(healthinnowest.net\)](https://www.healthinnowest.net)

Faculty of Medical Leadership and Management (FMLM)

Leadership toolkit for junior doctors. Advice and case studies for junior doctors to develop leadership skills.

<https://www.fmlm.ac.uk/members/resources/leading-as-a-junior-doctor>

Leadership Academy (Thames Valley and Wessex)

Learning to Lead - Toolkit for junior doctors early in the careers to develop their leadership skills.

<http://www.oxforddeanery.nhs.uk/pdf/Learning%20to%20Lead%20Toolkit%2004012019.pdf>

NHS Leadership Academy

Edward Jenner programme - Free access e-learning resource over 6 weeks (complete at your own pace) Further face-to-face learning in the Mary Seacole programme

<https://www.leadershipacademy.nhs.uk/programmes/the-edward-jenner-programme/>

The King's Fund

A range of blogs, reports and articles around leadership in the NHS.

[Leadership And Organisational Development | The King's Fund \(kingsfund.org.uk\)](https://www.kingsfund.org.uk)

Training Day 4 – Local training day (if applicable)

E-learning modules to be decided by local FTPDs.

Foundation Year Two Training Days

Training Day 5 – Teach the teacher.

This training day maps to these parts of the foundation curriculum.

HLO2: A valuable member of the healthcare workforce

6. Sharing the vision: work confidently within the multiprofessional team and, where appropriate, guide the team to deliver a consistently high standard of patient care based on sound ethical principles.

10. Teaching the teacher: teach and present effectively.

Suggested module if unable to attend regional training day (F1 and F2):

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>

Foundation (FDN) > HLO 2: A valuable member of the healthcare workforce >

- FPC 10: Teaching the teacher > How do adults learn?
- FPC 10: Teaching the teacher > Teaching – delivering a Formal Teaching Session
- FPC 10: Teaching the teacher > Teaching – Clinical practice: Bedside or opportunistic moment.

Educator Training Resources (ETR) >

- 02 – Teaching Methods > Small Group Teaching
- 02 – Teaching Methods > Teaching Clinical Skills
- 04 – The Learning Environment > Facilitating Learning in the Workplace

Additionally identified resources:

BMJ

Article about teaching small groups.

[Teaching small groups | The BMJ](#)

E-learning for Healthcare - <https://www.e-lfh.org.uk/>

Educator Training Resources (ETR) - Sessions developed for educators in healthcare covering varied topics.

Royal Colleges

Royal College of Physicians:

[acute-care-toolkit-5-teaching-on-the-acute-medical-unit.pdf \(rcp.ac.uk\)](#)



Royal College of Psychiatrists

Teaching clinical skills – one-hour online learning module designed to support clinical teachers to use more interactive and engaging teaching styles. You need to make an account and log in to do this, but you can do it with an Open Athens account (you can get one from your hospital library services)

[Teaching clinical skills \(rcpsych.ac.uk\)](https://rcpsych.ac.uk/teaching-clinical-skills)

TED talks and podcasts

How to avoid death by PowerPoint - TEDx talk on how to build great PowerPoints; very useful when delivering case-based teaching sessions

<https://www.youtube.com/watch?v=lwpi1Lm6dFo>

The Clinical Teacher podcasts.

<https://podcasts.apple.com/gb/podcast/podcasts-from-the-clinical-teacher/id430333609?mt=2>

Medical Education podcasts - Podcasts from the journal *Medical Education* covering a wide range of topics.

<https://medicaleducation.podbean.com/>

University of Michigan- Free online teaching modules. Screenshot completion pages if evidence required.

Teaching and Assessing Clinical Skills

<https://www.coursera.org/learn/clinical-skills?action=enroll&authMode=signup>

Instructional Methods in Health Professions Education

[Instructional Methods in Health Professions Education Course by University of Michigan | Coursera](#)

Training Day 6 – Workplace and Me (WAM)

This training day maps to these parts of the foundation curriculum:

HLO 1: An accountable, capable and compassionate doctor

4. Communication and care: provide clear explanations to patients/carers, agree a plan and deliver healthcare advice and treatment where appropriate.

HLO 2: A valuable member of the healthcare workforce

6. Sharing the vision: work confidently within the multiprofessional team and, where appropriate guide the team to deliver a consistently high standard of patient care based on sound ethical principles.

7. Fitness to practise: develop the skills necessary to manage own personal wellbeing.

8. Upholding values: act as a responsible employee, including speaking up when others do not act in accordance with the values of the healthcare system.

HLO 3: A professional, responsible for their own practice and portfolio development

11. Ethics and law: demonstrate professional practice in line with the curriculum, GMC and other statutory requirements, through development of a professional portfolio.

12. Continuing professional development: develop practice, including the acquisition of new knowledge and skills through experiential learning; acceptance of feedback and, if necessary, remediation; reading and, if appropriate, through research.

Suggested modules if unable to attend regional training day:

E-learning for Healthcare (E-LFH) – <https://www.e-lfh.org.uk/>


Introduction to Mindfulness (MDL) > Introduction to mindfulness

Foundation (FDN) > HLO 1: An accountable, capable and compassionate doctor >

- FPC 2: Clinical prioritisation > Competency in practice
- FPC 2: Clinical prioritisation > Senior Advice Who When and Why?
- FPC 3: Holistic Planning > Safe practice the doctors perspective
- FPC 5: Continuity of care > Safe prescription and risk management

Foundation (FDN) > HLO 2: A valuable member of the healthcare workforce >

- FPC 6: Sharing the vision > Quality and safety in the NHS.
- FPC 6: Sharing the vision > Team working and patient safety.
- FPC 8: Upholding values > Stress – mental health
- FPC 8: Upholding values > Raising concerns about patient safety.
- FPC 8: Upholding values > Handling complaints



Foundation (FDN) > HLO 3: A professional, responsible for their own practice and portfolio development>

- FPC 11: Ethics and law > Medical error: When things go wrong.
- FPC 11: Ethics and law > Stress - Bullying

Additionally identified resources:

NHSE – Well-being resources. Extensive support documents for foundation doctors in Yorkshire and Humber

https://www.yorksandhumberdeanery.nhs.uk/sites/default/files/well-being_resources_2.pdf

Training Day 7 - Bridging the Gap

Please arrange an alternative bridging the gap training day.

https://www.yorksandhumberdeanery.nhs.uk/foundation/curriculum_delivery_and_teaching/teaching_and_training/bridging_the_gap