Academic Foundation Programme - East Region of the Scotland Deanery

DCAT HANDBOOK 2018

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Aims

The intention of the Academic Foundation Programmes (AFPs) is to allow some Foundation Doctors to develop academic skills in addition to the clinical skills that are gained during the foundation years.

It is important to note that, as with all foundation programmes, the primary aim of the AFP is still to enable doctors to acquire and demonstrate competencies described in the Foundation Programme Curriculum. Doctors on the AFP are required to maintain the same clinical skill level as a participant on a purely clinical programme, which means that the AFP requires each individual trainee to perform their academic work in addition to their core medical training.

The Academic Foundation Programme does, however, provide a unique opportunity to develop research, teaching and leadership/management skills in addition to the standard competencies outlined in the curriculum, and we very much hope will inspire and encourage these individuals to pursue a career in Academic Medicine in the future.

East Region Academic Programme Overview

Throughout the UK different approaches are taken in the provision of academic training in Foundation Programmes. In East Region six AFP posts are available each year. Trainees will be allocated to the academic programme and associated rotations. The following link http://www.scotmt.scot.nhs.uk/foundation/academic-foundation.aspx takes you to SCOTMT and the Foundation Academic posts available in the East Region of the Scotland Deanery these posts are offered in collaboration with the University of Dundee. All FY1 rotations are full-time clinical rotations to allow foundation doctors to fully embed in clinical work. A feature of the East Region Programme is that in FY2, the trainees have a four-month block of full-time academic activity. This can be in education, research or leadership & quality improvement and also includes one day per week in clinical practice in any speciality in secondary care or in primary care and will be agreed with Associate Dean for Foundation, Foundation Programme Director and NHS Tayside. **This unparalleled opportunity to really engage in academic research of your choice is unique to the East Region Programme**.

The Academic component of the East Region AFP is co-ordinated by the University of Dundee and as such gives the academic foundation doctors access to additional resources including research methodology, teaching and other courses. Additionally, each trainee is given an honorary University appointment, allowing them the opportunity to engage in the teaching of both clinical and preclinical students, as well as participating in the many training opportunities available through the University.

Each post holder will have a clinical and educational supervisor for each rotation, including the academic block. In addition they will have an academic supervisor for the support programme and project work which can be undertaken in education, research or leadership & quality improvement.

An academic project forms the main focus of the AFP. It provides the trainee doctor with the opportunity to demonstrate academic competencies. The AFP doctors have a dedicated academic supervisor who oversees their academic work, providing support and constructive feedback throughout the rotation. Students are advised to meet with their supervisor during their FY1 to ensure that they undertake adequate preparation before the commencement of their rotation.

Assessment

The purpose of the Foundation Programmes is to provide clinical training to ensure that foundation doctors develop and demonstrate a range of crucial clinical skills as well as interpersonal skills for managing both acute and long-term conditions no matter what speciality. Foundation doctors are assessed against the outcomes in the curriculum – which ensures competency in a number of areas including communication and consultation skills, patient safety and team work as well as the more traditional elements of medical training. All assessments will be recorded and kept in TURAS, the NES Foundation e-portfolio.

AFP doctors have to achieve the same outcomes as those on the Foundation Programme, but very often have less time than their colleagues. Keeping on top of assessments, attendance at teaching, clinical practice, engagement with the educational process (completion of work-based supervised learning events etc.) and evidencing it all in the e-portfolio is essential.

How to get the most out of the Academic Training

Training the academic doctors of the future is a priority for the University of Dundee. The East Region AFP provides a great opportunity to become more involved with medical research, education, management and much more. While the structure and content of the programme may vary, all programmes will provide an opportunity to develop research, teaching and/or leadership skills.

Undertaking an AFP is like any project; the more effort put in, the more achieved. Many foundation doctors who have completed AFPs, have ultimately published work and/or spoken at national and international conferences, whilst others have organised their own conferences to allow people to present and display work. The benefits arising from an AFP should not be underestimated; having protected time as part of the programme provides the ideal opportunity for a junior doctor to establish themselves, as a medical educator, researcher, leader/manager or an expert in any other area.

During the AFP it is paramount that transferable and documented skills are obtained and those on the programme should aim to publish a paper, present a poster and/or deliver an oral presentation. It is advisable to attend events related to an area of particular interest such as academic conferences and skills-based seminars (e.g. workshops on how to perform critical appraisal etc.). These activities promote the development of key academic skills, facilitate networking opportunities and enable knowledge sharing. Conferences can provide guidance about specific areas within a broad area of interest that are attracting the most funding, and they can help create links between individuals and groups with similar interests. Such activities can

enhance the impact of research, making discoveries known beyond the confines of the University and outside of the East Region. For foundation doctors, increasing their personal profile within a particular field is also beneficial for career development.

It is important to consider additional qualifications during the AFP. As part of the programme, the University of Dundee offers each individual access to a number of additional qualifications which can be seen in the subsequent sections. For instance, AFY1 and 2 doctors may participate in part-time distance Masters Degrees and associated courses, although funding for these courses is not provided. All foundation doctors on the East Region Foundation programmes have the opportunity to attend a medical statistics course. Further qualifications can be challenging, but they are enjoyable and undoubtedly increase the chances of securing future jobs.

When undertaking the AFP, it is strongly recommended to get involved with the teaching of medical school students. Teaching is a highly important skill and can be very rewarding; in addition, it helps develop and maintain medical knowledge. Those undertaking an AFP should also make full use of their research opportunities and utilise available materials to support academic progression. There is a wealth of information, material and online resources available through the University of Dundee, which can support academic progression.

Joining professional organisations is also an important step to consider during the AFP – this enhances the foundation doctor's personal profile and increases the chances of encountering like-minded people who may be able to help identify new opportunities and share ideas. It also provides foundation doctors with the chance to benefit from advice and support from experts in a particular field. Organisations that are useful to consider include specialty societies as well as the Academy of Medical Educators (AoME) and the Association for the Study of Medical Education (ASME). Those with an interest in medical management and leadership should consider the Faculty of Medical Management and Leadership (FMLM).

It can be useful to contact previous foundation doctors to get their advice about the academic programme and how each individual organised their training. Such information is often very valuable and should be obtained early on. Professor Sara Brown is the AFP University of Dundee Lead and she can facilitate contact with previous AFPs (see contact details on page 7).

During your time as an AFP we strongly recommend that you take the opportunity to attend the **Medical Statistics Course** (5 sessions, once a week, at lunchtime) run by Professor Peter Donnan and the annual **StR Research Training Course** (2 days in the summer, aimed at StRs but very useful for AFPs).

Opportunities in Education and Education Research

The Education and Education Research components of the East Region Academic Foundation Programme are situated within the Dundee University Medical Education Institute (MEI) .
http://medicine.dundee.ac.uk/medical-education-institute

This multi-professional institute comprises 4 centres:

- Education Research is led by the **Centre for Medical Education**

- Innovation in clinical skills training is led by the **Dundee Institute for Healthcare Simulation** (https://cuschieri.dundee.ac.uk/) and the **TORT Centre** (https://medicine.dundee.ac.uk/medical-education-centre/tort-centre)

The East Region Academic Programme can provide a range of training in the field of education and education research. These include:

- Accredited training in Medical Education resulting in the award of the Postgraduate Certificate in Medical Education (University of Dundee) – this is the first stage of the Masters in Medical Education programme run by the Centre for Medical Education
- Innovation in simulation for training and assessment of skills through the Dundee Institute for Healthcare Simulation
- Training in research skills applied to education, including critical appraisal of a topic; formulating a research question and qualitative and quantitative research methods.

The choice of projects is very broad. Successful candidates will have the opportunity to discuss project options with a range of potential supervisors during their FY1 year. Examples of the type of Academic Competencies required in Teaching and Education are shown in Appendix 1.

The Dundee of University, actively encourages all trainees to engage with the teaching programme, and provide a series of workshops over the 2-year period of the foundation years. AFPs fully participating in the programme will achieve a certificate of completion (See Appendix 1).

Opportunities in Translational Research

The AFP represents a unique opportunity for early trainees to become involved in translational research in this formative phase of their career. Foundation doctors pursuing a rotation in translational research will be based in one of the Divisions of the School of Medicine within the University of Dundee.

The School of Medicine is experienced at offering research projects to clinicians and academic supervisors will be able to advise on suitable projects within fellows' areas of interests. There are excellent resources available in all of the school's areas of strength which include:

- Cardiovascular and Diabetes Medicine
- Hepatology
- Dermatology
- Genetics
- Neuroscience
- Cancer Research
- Population Health Sciences
- Imaging and Technology
- Academic Surgery

However, the choice of research project is not restrictive and research projects outside of these key areas can also be pursued.

Successful candidates will be expected to meet potential supervisors during their FY1 year. This allows forward planning for projects and provides the opportunity to arrange funding and allows time to get ethical approval should it be needed. This means that once the placement starts, it is possible to start practical clinical or laboratory work immediately.

In addition, we would encourage AFP doctors to consider part-time distance learning through a Masters Degree or associated courses. Examples include:

a) Masters in Surgery and Medicine. Principally clinical in orientation these may be considered in Foundation or Core training.
   i. University of Edinburgh/Royal College of Surgeons of Edinburgh Masters in Surgical Science.
   ii. University of Edinburgh/Royal College of Physicians of Edinburgh Masters in Internal Medicine.

b) MSc Certificate Course in Translational Medicine. This 12-month course commences each September, giving an excellent overview of contemporary research methods and the way they are used to tackle different clinical problems. Registration closes mid-July. Scholarships are available for participants in this course from the Wellcome Trust Scottish Translational Medicine and Therapeutics Initiative (e-mail: stmti@ed.ac.uk). Some trainees have applied successfully for support and funding from their Royal College or other Societies and Charities.

Examples of the type of Academic Competencies required in Translational Research are shown in Appendix 1.

Leadership & Quality Improvement Opportunities

Collaboration between NHS Tayside and the University of Dundee on Leadership and Quality Improvement has been strengthened by the establishment of the Improvement Academy and AHSP (the Academic Health Sciences Partnership in Tayside), AHSP;s mission is to drive quality improvement by developing capacity, capability and skills to allow the adoption and spread of quality improvement and enhanced safety within the partnership and translation to other stakeholders.
http://www.ahspartnership.org.uk/ahsp/thematic-areas/quality-improvement.

Research is led by the Quality, Safety and Informatics Research Group, which aims to deliver internationally recognised academic research and to ensure that the quality and safety of clinical care is directly changed by its work. The group is focused on translating clinical research evidence into reliable, high quality, safe clinical and organisational practice:
http://medicine.dundee.ac.uk/medical-research-institute/divisions/division-population-health-sciences/research-theme/quality

NHS Tayside's improvement strategy is focused on reducing waste, variation and harm in the NHS. Opportunities for improvement work will be identified with NHS Tayside's Patient Safety Network. This is a collaboration across the whole organisation. Clinical teams have identified three priority topics:

1. Deteriorating patients
2. Medicines safety
3. Multidisciplinary Team Communication

The Academic FY Programme on Leadership and Quality Improvement will include coaching in leadership skills and quality improvement the Improvement Academy, in addition to project supervision. The choice of improvement project is very broad. Successful candidates will have the opportunity to discuss project options with Vicki Tully, Teaching Lead for Patient Safety who will be able to help FYs identify a range of potential projects and supervisors during their FY1 year.

The FYs in year 1 will be supported to complete the IHI (Institute for Healthcare Improvement) Practicum, in which case they will receive a certificate of completion from IHI, an internationally recognised leader in healthcare improvement. In FY2 the Academic Programme will provide enough protected time to complete an improvement project that can be submitted for a national and international conference and as a paper to BMJ Quality Improvement Reports, a PubMed listed, open access journal.

This will be supported by AHSP's organisational subscription to BMJ Quality. Examples of published articles from work led by FY doctors in NHS Tayside are:

1. Cathcart J, Cowan N, Tully V. Referral Finder: Saving Time and Improving The Quality of In-hospital Referrals. BMJ Quality Improvement Reports 2016;**5**(1) doi: 10.1136/bmjquality.u209356.w3951
2. Ross D, Petrie C, Tully V. Introduction of a junior doctors' handbook: an essential guide for new doctors. BMJ Quality Improvement Reports 2016;**5**(1) doi: 10.1136/bmjquality.u209167.w3822.

Coaching and project work will be focused on the following:

1. Personal Qualities
2. Working with others
3. Managing Services
4. Improving Services
5. Setting direction

Examples of the type Academic Competencies required in Leadership and Management are shown in Appendix 1. Completion of the IHI Improvement Practicum. BMJ Quality online courses and publication in BMJ Quality Improvement Reports would provide substantive evidence of achievement of these outcomes.

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Dundee Academic Foundation Programme **Compendium of Academic Competences**

What is the purpose of this document?

The Compendium aims to bring together outcomes and competences that academic foundation doctors could work towards during their academic foundation programme (AFP). These have been categorised into:

(i) Research programmes

(ii) Medical education programmes

(iii) Management and Leadership programmes.

There is enormous diversity in the range of AFPs on offer and so it is hoped that the Compendium provides a "pick and mix" resource for foundation doctors and their supervisors. The outcomes and competences are designed to assist academic foundation doctors, in particular, and their supervisors plan work, and monitor learning.

This list of competencies is based on a review of: (i) outcomes and competences for current academic foundation doctors around the UK; (ii) the content of taught diplomas and masters programmes focusing on research and/or medical education and/or clinical management/leadership; (iii) interviews with local academic foundation programme leads, academic foundation doctors, recent graduates of academic foundation programmes, The Academy of Medical Sciences The Academy of Medical Educators and The Faculty of Medical Management and Leadership.

The Compendium of Academic Competences is an outcome-based document, which outlines a series of outcomes and supporting competencies for each type of programme (i.e. research, medical education and management and leadership). It also includes the types of supporting evidence that could be included in each foundation doctor's portfolio.

We would encourage all users to extract those bits of the compendium that are most relevant (i.e. do not feel that all outcomes have to be achieved). It is important to recognise that successful completion of an AFP does NOT depend on achieving these outcomes.

Research programmes

Supported by the Academy of Medical Sciences

Outcome(s)
Identifies a specific research question and develops an appropriate study protocol.
Competences
• Performs a systematic review of the literature.
• Formulates a credible/realistic research question.
• Describes different research methods available.
Examples of relevant supporting evidence
• A systematic review.
• Proposed research question.
• The study protocol.
Content suggestions for programme designers
• Provide access to local university online journals.
• Assigning an academic supervisor for doctors to contact prior to the official programme start date.
• Educational sessions to cover research question development, critical appraisal, and systematic review methodology.

Outcome(s)
Writes and submits an application for funding.
Competences
• Describes the different funding sources available.
• Accurately estimates the study costing.
• Completes a funding application.
Examples of relevant supporting evidence
• Completed funding application.
• Funding approval/feedback from a funding source.
Content suggestions for programme designers
• Educational session that explores the techniques for completing funding applications and the principles of full economic costing.
• Guidance and resources to identify suggested funding sources.

Outcome(s)

Writes and submits an application for ethical approval (local/national).

Competences
- Describes the general ethical principles that underpin research.
- Describes the process for ethical approval in a university setting and/or the NHS (local/national).
- Completes an application for ethical approval (local/national).

Examples of relevant supporting evidence
- *Completed application for ethical approval.*
- *Ethical approval (local/national).*

Content suggestions for programme designers
- Educational session that explores the techniques for completing applications for ethical approval in various settings.

Outcome(s)

*Conducts a study/experiment (lab based study, a study that uses patients'/human volunteers **or** a population-based study).*

Competences

Lab based
- Performs laboratory techniques specific to their area of study.
- Applies laboratory safety principles specific to their area of study.

All (lab based; human volunteers/patients; population-based).
- Describes procedures to obtain valid research consent.
- Obtains valid research consent.
- Communicates effectively with patients and/or carers.
- Manages research documentation and handles data.

Examples of relevant supporting evidence
- Reflective report on study/experiment.
- Supervised learning events e.g. laboratory techniques, obtaining consent.
- Study/experiment results.

Content suggestions for programme designers
- Educational sessions that cover laboratory techniques, laboratory safety and the principles of valid consent.
- Teaching about the types of clinical trial used in research, and their advantages/disadvantages.

Outcome(s)

Writes up a study/experiment for publication in a peer-reviewed journal.

Competences
- Uses appropriate statistical tests to analyse the data.
- Uses appropriate structure and writing style for an academic paper.
- Describes the peer-review process.
- Describes the limitations of the study and its interpretation.

Examples of relevant supporting evidence
- Completed manuscript.
- Acceptance letter from a journal.

Content suggestions for programme designers
- Provide access to local university online journals.
- Organise a regular journal club.
- Teaching session on academic writing styles.

Outcome(s)

Presents the study/experiment results at a local/national/international meeting.

Competences
- Describes the purpose of scientific meetings.
- Submits an abstract to a scientific meeting.
- Produces and presents a poster/oral presentation.

Examples of relevant supporting evidence
- Acceptance letter at a local/national/international meeting.
- Poster/PowerPoint slides.
- Published conference abstract/programme.
- Certificate of attendance.

Content suggestions for programme designers
- Provide local opportunities for doctors to present their work.
- Outlines local funding opportunities available for candidates to attend meetings

Developed in association with the Academy of Medical Educators

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Outcome(s)
Develops a new module/course in the undergraduate or postgraduate medical curriculum that enhances learning.

Competences
- Describes and applies the principles that underpin curriculum development.
- Constructs and undertakes a Needs Analysis plan.
- Develops patient centred educational and clinical outcomes.

- Identifies and designs a feedback tool(s).
- Appropriately reflects on feedback and adjusts the programme accordingly.

Examples of relevant supporting evidence
- The new course curriculum.
- Feedback from participants.
- Feedback from peers/supervisors.

Content suggestions for programme designers
- Support completion of a postgraduate medical education qualification.
Provides education sessions that cover curriculum development, Needs Analysis and feedback.

Outcome
Adapts teaching style to different learner needs and to different learning environments.

Competences
- Describes and critically appraises the major pedagogic theories.
- Adapts teaching style, as appropriate, during learning events.
- Applies these theories to different professional groups, at different career stages (e.g. medical students, doctors, nurses) in different settings e.g. small groups (e.g. seminars, bed side teaching) and large groups (e.g. lecture theatres).

Examples of relevant supporting evidence
- Lesson plans.
- Feedback from participants.
- Reflective logs on teaching sessions.

Content suggestions for programme designers
- Provide educational sessions and electronic resources that cover pedagogic theories.
- Provide opportunities for foundation doctors to teach different professional groups in different settings.

Outcome

Participates in the selection process to medical degree programmes.

Competences
- Describes the different selection methods available and their supporting evidence.
- Describes the relevant equality and diversity legislation.
- Works effectively as part of an admissions team.

Examples of relevant supporting evidence
- Equality and diversity training record.

Reflective log of interview experiences

Content suggestions for programme designers
- Provide educational sessions and online resources that cover medical student selection methods and evidence.

Outcome

Develops and then uses an assessment programme to test knowledge, skills and attitudes.

Competences
- Describes and critically appraises the different assessment tools currently used and their underlying evidence base.
- Outlines what constitutes a "good" assessment.
- Blueprints assessments to the curriculum/learning outcomes
- Uses technology to add value to medical assessment.

Examples of relevant supporting evidence
- Description of the assessment programme

Content suggestions for programme designers
- Supports completion of a postgraduate medical education qualification.
- Educational sessions/online resources that consider contemporary evidence based assessment principles.

Outcome
Develops and/or completes a piece of medical education research.

Competences
• See outcomes and competences listed in the research section of the compendium.

Examples of relevant supporting evidence
• A completed manuscript. • An accepted abstract at a local/national/international meeting.

Content suggestions for programme designers
• Please see 'Research' section.

Management and Leadership

Outcome(s)

Identifies an opportunity to improve a component of the health system (hospital, primary care, pre-clinical/clinical/post-graduate training etc.) and develops an initial project plan.

Competences
- Uses specific quality improvement tools (e.g. Needs Analysis, Process Mapping, Statistical Process Control etc. (SPC)).
- Develops an initial project plan.
- Describes how the organisation works and its overall strategy.
- Outlines different funding sources
- Constructs the project budget

Examples of relevant supporting evidence
- Initial project plan.
- Reflection on the process of identifying an opportunity and developing a project plan.

Content suggestions for programme designers
- Teaching sessions covering the different quality improvement tools and how to construct a project plan.
- Assistance with identification of a project.
- Link doctors up to participants in the NHS management training scheme.
- Link doctors to other sessions being run by the hospital e.g. project planning workshops.

Outcome(s)

Brings together a team to plan how to improve a component of the health system (hospital, primary care, pre-clinical/clinical/post-graduate training etc.).

Competences
- Develops networks and builds and maintains professional relationships.
- Takes part in and where appropriate, facilitates brainstorming sessions.
- Works effectively in a team and where appropriate, leads a team.
- Applies key principles and theories in organisational behaviour, for example: (i) decision making, (ii) motivation, (iii) groups/teamwork, (iv) culture, (v) change (vi) leadership.
- Manages other healthcare professionals: provides direction, reviews performance, motivates others and promotes equality and diversity.

Examples of relevant supporting evidence
- Results of brainstorming activities.
- The project plan.
- Reflection on achievements and challenges in bringing teams together and then working with them effectively.

Content suggestions for programme designers
- Provide internal events to network with professionals'/outlines potential supervisors within local health systems.
- Sessions on how to brainstorm effectively.
- Sessions on interacting with/managing/leading teams.
- Sessions covering the key theories in organisational behaviour.

Outcome(s)

Presents a project proposal to senior colleagues

Competences
- Produces a high impact written document.
- Delivers an effective, high impact power point presentation.
- Adapts presentation style to the specific audience.
- Responds positively to feedback.

Examples of relevant supporting evidence
- Reflection on experience of presenting to senior colleagues.
- Written document/PowerPoint presentation.

Content suggestions for programme designers
- Direct doctors to sample business cases/project proposals.
- A session covering the art of good power point presentations.

Outcome(s)

Works with a team to implement a project in the health system (hospital, primary care, pre-clinical/clinical/post-graduate training environment etc.).

Competences
- Project manages a specific piece of work e.g. manages time and resources
- Understands key principles and theories in organisational behaviour, for example: (i) decision making, (ii) motivation, (iii) groups/team work, (iv) culture, (v) change (vi) leadership.
- Engages with multi-professional groups e.g. the project team and external stakeholders.
- Uses key marketing principles e.g. how you effectively promote an idea so that people will be more likely to engage.

Examples of relevant supporting evidence
- Reflects on the project implementation process.

Content suggestions for programme designers
- A session on how to project manage.
- Access to project managers for advice.
- A session on marketing techniques – how to get people to engage with ideas.
- Sessions covering the key theories in organisational behaviour.

Outcome(s)

Measures the effectiveness of a project and develops recommendations for the future.

Competences
- At the beginning of the project, appraises the different measurement options available.
- At the beginning of the project, identifies realistic and measurable outcomes.
- During/at the end of the project, uses a tool(s) to measure the project's success.
- Plans how the project will be sustainable.

Examples of relevant supporting evidence
- Reports the results of the measurement exercise and the actions taken.
- Reflection on the results.

Content suggestions for programme designers
- A session covering the different ways to measure the success of a project.

Outcome(s)
Presents and disseminates the learning to local and/or national and/or international colleagues.
NB: All national and international presentations should be supported by a local presentation and a strategy to disseminate learning locally.

Competences
• Produces and publishes a written report
• Produces and presents a poster/oral presentation.
• Effectively disseminates results (throughout the organisation) to enable lessons to be learnt.
• Describes the different opportunities available to present this type of work.

Examples of relevant supporting evidence
• A copy of the written report
• A copy of the poster or oral presentation.
• A copy of the conference acceptance letter.

Content suggestions for programme designers
• Provide local opportunities for doctors to present their work.