

Paper Reference:	COGPED/06.2019/Item		
Title: Process to be followed if there is a concern over a trainee's Foundation Competence			
Summary: There are occasions when new ST1 trainees are identified as experiencing significant difficulties in the clinical setting. Recently the number where this amounts to concern over whether they possess Foundation Competence or not has escalated. A separate paper explores potential changes to the system of verification aimed at reducing the problem. It can, however, never be completely eradicated. When it is perceived as having occurred, it is important to explore the reasons behind this and to take proportionate action whilst ensuring patient safety. This paper describes the actions that should be taken when such concerns are raised. It has been developed in conjunction with COPMED.			
Recommendations for COGPED: COGPED are asked to sense-check this cross-specialty guidance and explore its utility with trainees currently in this position.			
Related attachments: See body of report			
Author:	Graham Rutt & Bill Irish	Contact Details:	Graham.rutt@hee.nhs.uk
Position:	Director, PSPC, HEE NE+NC Postgraduate Dean HEE EoE	Date:	11.06.2019

Process to be followed if there is a concern over a trainee's Foundation Competence

Background

There are occasions when new ST1 trainees are identified as experiencing significant difficulties in the clinical setting. Occasionally this amounts to concern over whether they possess Foundation Competence. It is important to explore the reasons behind this and to take proportionate action whilst ensuring patient safety. This paper describes the actions that should be taken when such concerns are raised.

Step 1 Investigation into Recruitment & Selection process

If a concern about whether a trainee possesses FY2 competencies is raised by any educationalist, an investigation should be carried out to identify whether the recruitment process was followed properly. There are three areas to investigate;

1. Has the trainee made a false declaration / submitted false documentation at the application stage?
2. Has the signatory signed off the trainee as being Foundation competent without carrying out a full assessment?
3. Has the recruitment team made an error during Recruitment & Selection?
4. Can the Foundation verification process be updated to prevent recurrence?

Depending on the outcome of this investigation, further action may occasionally be required including a report to the Postgraduate Dean relating to probity of either the trainee, or the signatory.

Step 2 Assessment

The evidence that has prompted the concern should be documented and shared with both the trainee and the appropriate TPD before being discussed with the relevant Head of School. If it is agreed that there is enough bone fide evidence to conclude that a concern exists, an assessment of the trainee's learning needs should be carried out over a period of up to 4 weeks. This might be undertaken in the Specialty post in which the trainee is working, or, by agreement, in a standalone Foundation post.

Assessment in a stand-alone foundation level trust post

- An assessment of the trainee's learning needs should be carried out over a period of up to 4 weeks; this period will include targeted training delivered within a Trust by recognised trainers who are familiar with the Foundation curriculum.
- At the end of this period there should be a formal assessment coordinated through the local foundation school, with the required standard being equivalent to that of a FY2 at the end of programme.
- That assessment should include WPBA where appropriate and agreed, but could be more descriptive where necessary. It should always be evidence based.
- A summary report should be sent to the speciality TPD to be recorded in the trainee's e-portfolio or other training record
- In discussion with the HoS, a decision will be made at this stage regarding likely duration of placement and planned review times.
- The trainee should be supported by both the Trust, Foundation School and the Specialty Training Programme throughout this period.

Assessment within a speciality post

- An assessment of the trainee's learning needs should be carried out over a period of up to 4 weeks. The trainer will deliver targeted training to the identified learning needs as necessary.
- Evidence of learning needs identified to be collated using the FY2 competency framework as a reference point (see appendix 1).
- That assessment should include WPBA where appropriate and agreed, but could be more descriptive where necessary. It should always be evidence based.
- A summary report should be sent to the speciality TPD to be recorded in the trainee's e-portfolio or other training record.
- Above evidence to be reviewed by TPD and the Foundation TPD from a Trust, and decision made regarding steps below.
- In discussion with the HoS, a decision will be made at this stage regarding likely duration of placement and planned review times.
- The trainee should be supported by both the practice and the Specialty Training Programme throughout this period.

Step 3 Support / remediation through an individualised training package.

- Whilst addressing the trainee's identified learning needs can begin immediately, the next steps should be considered at a formally constituted exceptional ARCP in accordance with the current edition of the Gold Guide. Depending upon the outcome of the assessment, the next steps might be:
 - Found to be F2 competent – return to Specialty Training with targeted support from both the Trust / practice and the Training Programme for the remainder of the post / ST year respectively. Outcome 1.
 - Found to be F2 competent with a few exceptions – return to Specialty Training with targeted training from both the Trust / practice and the Training Programme for the remainder of the post / ST year respectively. Outcome 2.
 - Found to be FY1 competent but not FY2 competent – Dean's approval to be sought to place in a hospital post configured to deliver remedial training and support at the FY2 level after negotiation with Trust and Foundation School. The post may be supernumerary or utilise the funding from a vacant FY2 or Specialty Training hospital post as befits the circumstances. Outcome 3.
 - Found not to be FY1 competent – Dean informed and LET to take appropriate steps as employer.
- If the trainee is given individualised remedial training in such a post configured to deliver remedial training and support at the FY2 level, this may on a case by case basis be granted under the exceptional circumstances arrangements, and thus not preclude a further extension if required later in training.
- If the trainee contests the findings of the initial assessment, they may appeal in line with the current Gold Guide process.

Appendix: Alternative Certificate of Foundation Competence



Alternative
Certificate of Founda