

Minimum Requirements for Induction of Foundation Doctors

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List of abbreviations	
CS	Clinical Supervisor
CT	Clinical Tutor
ES	Educational Supervisor
FD	Foundation Doctor
FS	Foundation School
FTPD	Foundation Training Programme Director
GMC	General Medical Council
LEP	Local Education Provider
NHS	National Health Services
NHSLA	National Health Services Litigation Authority
PGCM	Postgraduate Centre Manager
PMETB	Postgraduate Medical Education and Training Board

Introduction

1. The London Deanery believes that all Foundation Doctors must be given high quality and timely induction training. This training is regarded as a vital part of Foundation Doctors integration into the programme and working environment.
2. This document has the following purposes:
 - a. To define the minimum requirements of induction for all Foundation Doctors working within the London Deanery.
 - b. To assist Foundation Schools and Local Education Providers in designing their induction programmes by offering guidance in relation to induction content, timeframe and recommended tools.
3. It is expected that all Local Education Providers and Foundation Schools review regularly their practices against this policy and make any appropriate adjustments necessary.
4. The London Deanery will monitor Foundation Schools and Local Education Providers against this policy through its quality management process.

Regulatory Framework of Induction for Foundation Doctors

Statutory Requirements

5. Many pieces of health and safety legalisation refer to the induction process. There is a general requirement under health and safety legalisation to ensure that staff receive adequate training to ensure their safety and in the case of the NHS to ensure the safety of patients. Some legislation, like fire safety, is very prescriptive about the content of the induction process whilst in other instances it would be difficult to meet statutory requirements without a thorough induction process, particularly with regard to managing conflict at work and diversity legalisation.

NHS Requirements

6. In addition to statutory requirements, there are NHS requirements that mandate the need for a thorough induction process. These include:
 - **Standards for Better Health** which is used to assess and rate the performance of NHS organisations. Standards C11b elements 1 and 2 refer to both mandatory training and induction training

(<http://www.parliament.uk/deposits/depositedpapers/2008/DEP2008-1907.pdf>)

- **NHS Litigation Authority (NHSLA) Risk Management standards** for Acute Trusts and Risk Management standards for Mental Health and Learning Disability Trusts, which are used to assess the organisational arrangements for managing risk. Standard 2 relates to a Competent and Capable Workforce, and makes specific reference to assessing the policy and compliance with induction and mandatory training

(<http://www.nhsla.com/RiskManagement/CnstStandards/>)

- **Healthcare Commission inspection visits** will include an element of testing compliance with mandatory training standards, particularly on infection control.

(<http://www.healthcarecommission.org.uk/db/documents/04021535.pdf>)

Medical education standards

7. *The PMETB/GMC 'Standards for Training for the Foundation Programme'* paragraph 67 states that "Trainees must be supported to acquire the necessary skills and experience through induction, effective educational supervision, an appropriate workload, personal support and time to learn. PMETB/GMC expect there to be an ongoing induction and training programme for foundation doctors and local faculty. This must also include handover of patient care by foundation doctors." (http://www.pmetb.org.uk/fileadmin/user/QA/QAFP/Standards_for_Training_270307.pdf)
8. *The Operational Framework for Foundation Training* states that all Foundation Doctors should undergo a hospital induction programme and a departmental induction for each new placement in accordance with EL (94) 1. This must include at the minimum:
 - a. An educational induction, offering training in the use of the Portfolio and in the tools used for foundation competency assessment.
 - b. In accordance with Department of Health guidance, information on the expected standard of infection control to be practiced.
 - c. There must be an up to date Hospital Handbook for use by all foundation training doctors which is issued to them on induction, which should contain relevant and up-to-date information on key functions and contact points.
 - d. Relevant clinical protocols should be discussed as part of the departmental induction.

Induction Process Principles

9. All Foundation Doctors, including ad hoc starters, must be provided with a formal induction into the:
 - a. Foundation School
 - b. Local Education Provider
 - c. Department/Unit
10. The Foundation School has the responsibility for ensuring that Foundation Doctors are inducted into the Foundation School. However, some of this induction may be delivered at the Local Education Provider level.
11. N.B Work shadowing should not be seen as a substitute for induction.

Content of the Induction Programme

12. When designing the induction programme, it is important to take into account what Foundation Doctors want and need to know rather than deluging them with everything and anything.
13. More detailed guidance on which subjects should be covered in the Foundation School, Local Education Provider or Departmental induction programme can be found in Appendix A.
14. Some groups of Foundation Doctors have specific induction needs. The main groups are detailed below:
 - a. Foundation Doctor with a disability – Disabled Foundation Doctors may have all or a combination of induction needs, but these needs may be compounded by their disabilities. The necessary reasonable adjustments to the workplace required to accommodate the disabled individual should be completed prior to them commencing, and carried out in discussion with the individual.
 - b. Foundation Doctor returning to work (from maternity leave, long sick leave, a year out, etc.) – Foundation Doctors returning to work may be out of touch and lacking in confidence.
 - c. Foundation Doctors recruited from overseas – Overseas Foundation Doctors will require additional careers and training advice tailored to their particular needs, together with support while working in a cultural environment which may be unfamiliar to them. Local Education Providers together with

Foundation School should ensure that special elements of the induction programmes for overseas Foundation Doctors are delivered.

- d. Foundation Doctors working flexibly and late starters – Local Education Providers and Foundation School must ensure that Foundation Doctors who start their programme after August should be provided with the equivalent Induction programme as those who start in August.
15. More detailed guidance on which subjects should be included in the induction programme for Foundation Doctors with specific needs can be found in Appendix B.

Timing of Induction Programmes

16. When designing the programme it is vital that every effort should be taken to avoid overloading Foundation Doctors with information during the first days/weeks. It will not be feasible or desirable to provide the total induction package on the day of commencing work.
17. There are, however, some elements that need to be covered by the end of the first day. These are the “must know” elements of the job that are critical either to patient or Foundation Doctor safety. The delivery of these elements must be completed no later than the first day of employment. These aspects of induction are described in Appendix A.
18. Departmental induction should be provided within a week of start of the placement and both Foundation School Induction and Local Education Provider Induction should be provided within a month of start of their programme.

Delivery of Induction Programme

19. The London Deanery expects all Foundation Schools and Local Education Providers to have a clear procedure in place for the delivery of the Foundation Doctor induction programme. This is specified in the tri-partite contract between the London Deanery, Local Education Provider and NHS London.
20. There are many areas which are covered at the Foundation School and the Local Education Provider level. It is the responsibility of the Local Education Providers and departmental leads to ensure that the information that they give to Foundation Doctors is consistent with information issued by the Foundation School.

21. The Foundation School and the Local Education Provider should ensure that Foundation Doctor induction is dealt with in an organised and consistent manner.
22. Each Local Education Provider should appoint a person who is responsible for co-ordinating Foundation Doctor induction programmes and is accountable for ensuring that all Foundation Doctors are effectively inducted, attendance monitored, feedback sought and any relevant issues reported to the Local Faculty Group (or equivalent). Preparation should be made for the arrival of the new Foundation Doctor well in advance and protected time must be given to Foundation Doctors for induction at each stage.
23. The Local Education Provider Faculty Group and the Foundation School should be informed of any Foundation Doctor who persistently fails to attend induction programmes.

Tools for Delivery of Induction Programme

24. Induction can be delivered in different ways and could include:
 - Induction event – lectures, workshops, tours, etc
 - Written literature – leaflets, handouts, CD-ROMs
 - Audio-video material
 - Web-based package – e-learning
 - Close supervision during new activities – shadowing
 - Discussion meeting – meeting with Educational Supervisor to discuss training objectives and expectations
25. The induction programme should be both participative and learner centered with the aim of motivating the learner and improving learning.
26. More detailed guidance on which delivery methods are recommended to be used for each element of induction can be found in Appendix A, according to current resources available.

Quality Management of Induction Programme

27. The London Deanery will receive the North Thames Foundation Schools induction programmes for the next academic year by the end of May each year and this will be formally approved by the London Foundation Training Board. The South Thames Foundation School induction programme will be received and approved by the South Thames Foundation School Board.

28. The North Thames Foundation Schools (on behalf of the London Deanery) have ultimate responsibility for quality managing Local Education Provider induction programmes, which includes departmental induction. The North Thames Foundation Schools will receive and approve each Local Education Provider induction programme for the next academic year by the end of May each year. The London Deanery Foundation Programme Unit has the same responsibility in relation to South London Local Education Provider induction programmes. A standard template will be used for Local Education Providers to present their programmes and this should also capture where programmes have been altered on the basis of feedback received.
29. The Local Education Provider has responsibility for ensuring Foundation Doctors get appropriate induction into both the Local Education Provider organization and within each individual Department. This also applies to any site at which the Foundation Doctor is based as part of their programme.
30. Feedback on the induction process should be sought at each level to continuously modify and improve the process. At Foundation School level this will be ascertained at Deanery Review and School visits to Local Education providers and in questionnaires (i.e. PMETB survey, pre-visit questionnaires and end of service questionnaires).

Appendix A

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
BY THE END OF THE FIRST DAY							
LEP Structure and Geography	Organisational Chart	■	■		■		To follow
	LEP layout map and tour, including the following:	■	■		■		To follow
	A&E Department	■	■		■		To follow
	Car park (or lack of parking)	■	■		■		To follow
	FDs Mess	■	■		■		To follow
Key personnel	FTPD, CT, DME and PGCM -introduction of people, role and responsibilities/how to contact them	■	■		■		To follow
Educational Supervision	Allocated names, responsibilities and roles of Educational Supervisors, how to contact them and timeframe for meetings	■	■		■		To follow
Clinical Supervision	Responsibilities and roles of Clinical Supervisors, how to contact them and timeframe for meetings	■	■		■		To follow
	A brief introduction into things FDs can/can't do e.g. not prescribing cytotoxic drugs, outpatient scripts etc.	■	■		■		To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
Placements out of the main site of the LEP (e.g. General Practice and Mental Health Trusts, academic posts)		■	■		■		To follow
Payroll		■	■		■		To follow
Occupational Health		■	■		■		To follow
IT and information systems	LEP email account, passwords, login details, etc.	■	■		■		To follow
Security	Security systems	■	■		■		To follow
	ID Badge	■	■		■		To follow
	Getting home at night	■	■		■		To follow
Bleep system	How to use a bleep	■	■		■		To follow
Introduction to handover procedures		■	■		■		To follow
Hospital at night		■	■		■		To follow
Departmental structure and Key people within the department	Layout map	■	■			■	To follow
	Names and Introduction of Key colleagues	■	■			■	To follow
Clinical Supervision	Clinical supervision arrangements within the department	■	■			■	To follow
Where to go for support and advice		■	■			■	To follow
Tour of Department	Relevant clinical areas	■	■			■	To follow
	Theatre	■	■			■	To follow
	Reception	■	■			■	To follow
	Information Boards	■	■			■	To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Canteen/Kitchen/Rest Rooms	■	■			■	To follow
	Toilets/Changing Rooms/Lockers	■	■			■	To follow
	Meeting Rooms	■	■			■	To follow
	Post Room/Post trays	■	■			■	To follow
	Photocopier/Fax machine, etc.	■	■			■	To follow
	Supplies - medical stationery, etc.	■	■			■	To follow
	Support - admin, etc.	■	■			■	To follow
Local Health & Safety	Fire alarm/Meeting point/ Extinguishers	■	■			■	To follow
	Fire Exits/Equipment	■	■			■	To follow
	First Aid Box	■	■			■	To follow
	Dress Code	■	■			■	To follow
Hours of work	Rotas/shift patterns	■	■			■	To follow
	Lunch/Rest Breaks	■	■			■	To follow
Effective handover at the beginning and during each placement		■	■			■	To follow
Medical Equipment and Devices - relevant to department		■	■			■	To follow
BY THE END OF THE FIRST WEEK							
Principles and key elements of the Foundation Programme	Foundation Curriculum	■	■		■		To follow
	A list of competencies covered at each placement throughout the programme	■	■		■		To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Assessments and how to find assessors	■	■		■		To follow
	E-portfolio and how to use it	■			■		To follow
	Teaching programme and time table (incl. Simulation training, formal F1/F2 teaching and optional teaching activities)	■	■		■		To follow
Learning facilities	Education Centre	■	■		■		To follow
	Education Information	■	■		■		To follow
	Library	■	■		■		To follow
	Information on Simulation training and facilities	■	■		■		To follow
Status as new doctor	Obligations as employees and a member of FS/Principles of professional practice	■			■		To follow
European Working Time Directive	EWTD/Time keeping/monitoring	■	■		■		To follow
Introduction into the relevant specialty		■	■			■	To follow
Liaison with other departments		■	■			■	To follow
FD role and responsibilities		■	■			■	To follow
	How the placement fits within the programme	■	■			■	To follow
Departmental policies and guidelines		■	■			■	To follow
Departmental Documentation		■	■			■	To follow

Subjects to cover during the Induction programme		F1	F2		FS Induction	LEP Induction	DEP Induction	Current available resources
Service Issues	Patient Tracking system	■	■				■	To follow
	Audit arrangements	■	■				■	To follow
BY THE END OF THE SECOND WEEK								
Clinical subjects	Information about ILS (F1) and ALS (F2) or equivalent training	■	■			■		To follow
	Information about ALERT course (if relevant)	■				■		To follow
	Information about HELP Course (if relevant)	■				■		To follow
	Clinical guidelines	■	■			■		To follow
	Consent	■	■			■		To follow
	Manual Handling	■	■			■		To follow
	Infection control, including TB and blood cultures; antibiotic guidelines	■	■			■		To follow
	Discharge planning	■	■			■		To follow
	Pharmacy and Safe prescribing	■	■			■		To follow
	Child Protection and Protection for Vulnerable Adults	■	■			■		To follow
	Death Certificates	■	■			■		To follow
	Blood Transfusion and Venflons	■	■			■		To follow
	Data protection and good record keeping	■	■			■		To follow
	Complaints handling	■	■			■		To follow
	Clinical Waste	■	■			■		To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Incident Reporting	■	■		■		To follow
	Interaction with Radiology	■	■		■		To follow
	Interaction with clinical labs (Haematology)	■	■		■		To follow
	Local arrangements for escalation of patients to critical care areas (e.g. availability of HDU/ICU, involvement of outreach teams)	■	■		■		To follow
	Not for resuscitation' policies	■	■		■		To follow
BY THE END OF THE FIRST MONTH							
Structure, geography and purpose of Foundation School	Organisational chart	■		■			To follow
Foundation School staff/responsibilities		■		■			To follow
Communication channels	Electronic Accounts (e-portfolio; e-learning; FS e-mail accounts; regular update of FD contacts)	■		■			To follow
	FS telephone numbers	■		■			To follow
	FS website	■		■			To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Newsletter	■		■			To follow
	Appointments with Foundation School Director or Manager	■	■	■			To follow
Foundation School policies/procedures/templates		■	■	■			To follow
Asking for advice/Enquiries		■	■	■			To follow
Situations when it is mandatory to contact with your FS, LEP and FTPD	Special Circumstances, long time sickness, maternity leave, FDs who are considering a career break or Time Out, study abroad, flexible training opportunities, FDs with a health problem or disability	■	■	■			To follow
Feedback channels	Confidential appointments with Foundation School Director/Manager	■	■	■			To follow
	Foundation School Trainee Representatives and their role	■	■	■			To follow
	Surveys/questionnaires	■	■	■			To follow
Introduction to Foundation Programme	UKFPO website	■		■			To follow
	Operational Framework	■		■			To follow
	PMETB/GMC Standard for Foundation Programme	■		■			To follow
	Reinforce the information on the Foundation Curriculum	■		■			To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Reinforce the information on the assessments (understanding of what and when needs to be done)	■	■	■			To follow
	Reinforce the information on the Educational/Clinical supervision	■		■			To follow
	Reinforce the information on the Foundation Learning Portfolio/e-portfolio and how to use it	■		■			To follow
Role of GMC and GMC registration (including graduates from overseas)	GMC: The New Doctor (outcomes)	■		■			To follow
Sign Off requirements/procedure		■	■	■			To follow
Principles of professional practice		■		■			To follow
Information on where to get careers advice	Career Advisors and events	■	■	■			To follow
	Introduction to tasters	■	■	■			To follow
Introduction to GMC ethical guidance		■			■		To follow
Introduction to Careers advice	Issues around tasters and application for Specialty Training	■	■		■		To follow
	Information on where to get careers advice	■	■		■		To follow
HR matters/Personnel Policies	Where to find policies	■	■		■		To follow
	Maternity/Paternity leave	■	■		■		To follow
	Annual leave	■	■		■		To follow
	Study leave		■		■		To follow

Subjects to cover during the Induction programme		F1	F2	FS Induction	LEP Induction	DEP Induction	Current available resources
	Whistle-blowing	■	■		■		To follow
	Harassment and bullying	■	■		■		To follow
	Sickness Absence	■	■		■		To follow
	Equal Opportunities/Diversity	■	■		■		To follow
	Grievance	■	■		■		To follow
Support networks available	Pastoral Care	■	■		■		To follow
	Named contacts for doctors in difficulty	■	■		■		To follow
FD own healthcare	Information about how FDs should register with a local GP and the importance of looking after their own health	■			■		To follow
Feedback mechanisms and how quality of training is monitored	FD representatives	■	■		■		To follow
	Surveys/questionnaires	■	■		■		To follow

Appendix B

Subjects to cover during the Induction programme		FS Induction	LEP Induction	Departmental Induction	F1	F2	By the end of the first day	By the end of the first week	By the end of the first month	Current available resources
ELEMENTS OF SPECIFIC INDUCTION										
FD with a disability										To follow
	Disability services		■		■	■		■		To follow
	Wheelchair access to parts of the workplace and the other relevant areas (lifts, toilets, etc.)			■	■	■	■			To follow
FD returning to work										To follow
	Difference between the previous training environment and this new one			■	■	■	■			To follow
	Changes in skills required			■	■	■	■			To follow
	Requirements for training to update skills			■	■	■	■			To follow
Overseas FDs										To follow
	Orientation to the local living and working environment		■		■	■			■	To follow
	Culture and expectations of patients		■		■	■		■		To follow
	Culture and expectations of colleagues		■		■	■		■		To follow
	Opportunities to develop communication and language skills	■			■	■			■	To follow

Subjects to cover during the Induction programme		FS Induction	LEP Induction	Departmental Induction		F1	F2		By the end of the first day	By the end of the first week	By the end of the first month	Current available resources
	Principles of professional practice	■	■			■	■			■		To follow
	Names and addresses of relevant national and local organisations	■				■	■				■	To follow
Flexible FDs	Hours of work and how to fit in with team expectations for assessments and attendance at teaching		■			■	■		■			To follow