

# Pre Foundation Apprenticeship Placement Year 2023 -24

## Pre-foundation apprenticeship (PFA) overview:

The Pre-Foundation Apprenticeship is a clinical placement for final year students at University of Liverpool, School of Medicine. The aim of PFA is to effectively prepare graduating students for working life as a foundation doctor. PFA is not 'ward-shadow'. PFA students are assigned to a ward and attached to a foundation trainee (FY1 or 2).

During PFA, students in placement are expected to integrate within the clinical team and progressively assume the role of the FY1 trainee in preparation for practice. It is essential they are given responsibility for their own patients and allowed to manage jobs usually designated for an FY1.

Student doctors must be allocated a clinical supervisor when they are in clinical areas. This is usually expected to be the FY1 or other junior doctor with responsibility for that clinical area.

The student will be expected to demonstrate the professional behaviours of a junior doctor.

## Expectations of the role:

PFA student doctors are expected to carry out the apprenticeship to the best of their ability. By the end of the placement, they will be expected to be able to:

- a. Demonstrate they are familiar with the working environment of an FY1
- b. Describe their responsibilities for safe and effective patient care, including how to seek supervision
- c. Demonstrate familiarity with the relevant IT systems and procedures
- d. Understand the responsibilities and limitations of the FY1 role

They will be expected to assume clinical responsibility and perform and provide most clinical tasks. This will include undertaking clinical tasks under the close supervision of their FY1 and/or senior doctor, in order to consolidate their learning.

During the placement they will be expected to follow the Trust's procedures and standards, including but not limited to those relating to confidentiality, health and safety, equal opportunities and bullying and harassment. They should expect the Trust to deal with them in accordance with its equal opportunities policy.

## Restrictions of the role:

Whilst undertaking this role the PFA student doctor remains a School of Medicine undergraduate medical student and must not undertake any activity restricted to qualified doctors. Specifically, they **must not:**

- a. Prescribe any medication, fluids or blood products
- b. Request any investigations which require ionising radiation
- c. Complete and/or sign Medical Certificates of Cause of Death (MCCD) or cremation forms
- d. They must not undertake any procedure they have not been trained for and must always act within their competency and escalate appropriately

Trusts are required to ensure that, where electronic prescribing systems are in use, the student's IT access does not allow them to enter, amend or delete prescriptions. They should have 'view' access only.

## Placement structure:

Students will be placed on a single ward for the duration of their 6-week PFA block. **Students are required to sign a PFA agreement with sites.** This document clearly states what their responsibilities are and what they can and cannot do (see PFA agreement document).

**Week 1:** They will spend the first week having induction to the trust and their placement ward. Students will require access and training to IT systems, this should include the ability to document in notes, review and order laboratory and other investigations such as ECGs. *They cannot prescribe or order ionising radiation.*

The first week is the only shadowing time during their placement. They will work closely with the FY1 to become familiar with the day to day working of the ward and the team.

**Week 2:** At the start of week 2 students will start to take increased responsibility for patient care and ward management under the direct supervision of the junior doctor, with support from the multi-professional team. They should be given responsibility for the care of a limited number of patients, fulfilling most of the role of a Foundation doctor and liaising with the wider clinical team for the cases they are assigned to manage. This will include ward rounds and associated jobs, referrals, preparation for discharge (but not prescriptions) and communication with the nursing team (see exclusions).

By the end of the second week, they can work with the on-call team to experience out of hours working. PFA students are required to complete 2 shifts with their Foundation trainee.

**Weeks 3-6:** During the final 4 weeks of the placement students will step up into the role of an FY1 doctor under indirect supervision by a designated doctor (either F1/ Core trainee grade or above). They should be assigned a set of patients and required to review their own patients, present these to senior colleagues and complete all tasks, referrals ect for their group of patients within their capabilities (except for excluded tasks as above).

FY1s should step back a little and allow the PFA student doctor to take responsibility for their assigned patients, whilst being on hand to support and advise, where necessary. The student doctor must not undertake any of the restricted activities listed above but must observe the FY1 doctor completing these for their patients.

## Management of the student:

**Throughout:** The student will be expected to demonstrate the professional behaviours of a junior doctor and to be punctual, diligent, and responsible. They will be expected to demonstrate excellent attendance and to ensure they follow the processes in place for FY1 doctors with regards to sickness notification.

**Identification:** Students will have a lanyard identifying them as a pre-foundation apprentice student doctor

**Timetable:** Students are expected to complete two 'out of hours' shifts (night shifts, weekend days, or twilights), and it is recommended that at least one of these is a night shift. Ideally these should be alongside an FY1 from their ward, but due to annual leave/the way the rota falls, this may not always be possible. The out of hours shifts must not occur during the first week of placement and must not prevent students attending mandatory teaching (including ILS, carry the bleep course, and the Essential Pain Management teaching occurring on campus on Friday 17thMay).

Students will not be in placement on Wednesday afternoon.

## Student supervised responsibilities include:

- 1) Day to day care of patients on the ward (admission clerking and assessment, daily or more frequent clinical review, legible notes in medical records, reviewing investigations and actioning results)
- 2) Ward Rounds - To present patients and organise ward rounds
- 3) Discharge summaries - Produces a timely, legible discharge summary that identifies principle diagnoses, key treatments/interventions, discharge medication and follow-up arrangements
- 4) To Organise and prioritise tasks as a matter of routine and to seek assistance when required to ensure that all tasks are completed
- 5) To give a structured handover to ensure safe continuing care of patients
- 6) To discuss patient care and management plans with colleagues, recommend treatment, make referrals, arrange investigations and liaise with members of the multidisciplinary team
- 7) To communicate with patients and their relatives about patient care and management plans
- 8) To independently carry out core practical procedures (e.g. venepuncture, cannulation, ABGs etc.). Please note: Some students may have outstanding DOPS and should be supported to complete these with the aim for them to carry these out independently thereafter
- 9) To assess and manage patients as the first clinician called and escalate appropriately.
- 10) To actively support the clinical management of acutely ill patients
- 11) To observe FY1 and other doctors managing the tasks reserved for qualified doctors, as above.

## Supervision:

**Educational Supervisor** - The Pre-Foundation Trainees will have a named consultant as their senior educational supervisor (or an approved delegated other).

**Day to day clinical supervision:** Student doctors should be allocated a clinical supervisor for each session with clear guidance on who this is and how to contact them at all times. This would normally be expected to be the FY1 or other junior doctor with responsibility for that clinical area. If that person is not available e.g., due to sickness or on call, the student doctor must be informed which member of trained medical staff will be supporting them on that day.

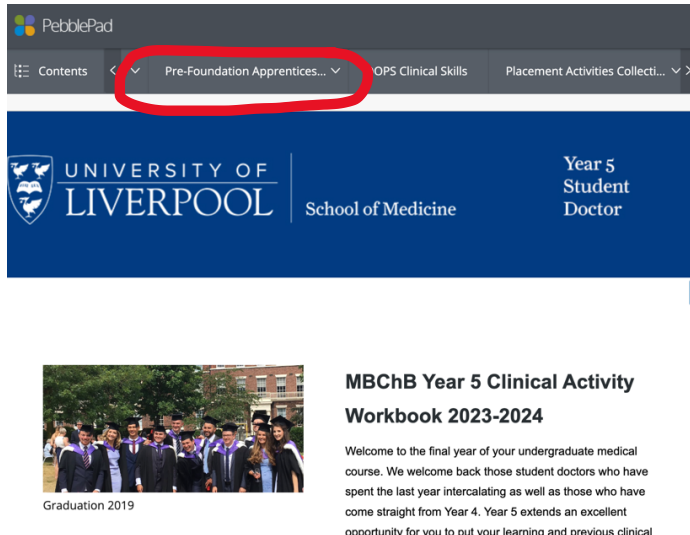
**Clinical mentor** - Each student should also have a named clinical mentor for their six-week placement who they should meet for feedback, support and guidance. These meetings do not require formal documentation, but there is a section in the portfolio for students to indicate that they have taken place.

The mentor should be equipped to escalate any concerns to the educational supervisor or undergraduate team. Mentors are expected to be at least FY2 and with an understanding of the principles of constructive feedback, and recognition of the trainee in difficulty.

## Educational Supervisor Meetings & e-portfolio

There are 3 educational supervisor meetings during the 6-week placement.

Please access the student's Pebble Pad Portfolio page for PFA found here:



Here you will find the placement requirements, including the 3 higher learning outcomes (HLOs):

### Placement requirements:

The e-portfolio for the PFA should help students prepare for HORUS, and reduce the "tick box" mentality reported by students and supervisors. The e-portfolio is designed to reflect that of F1 and the three high level HORUS domains will be used to demonstrate the students' progress.

**HLO 1:** An accountable, capable and compassionate (student) doctor

**HLO 2:** a valuable member of the healthcare workforce

**HLO 3:** a professional responsible for their own practice and portfolio development

Under each of these will sit subdomains, against which there should be evidence the student submits against these with reflection on what they did well that matches the item, what they would do differently next time, and assessor feedback collected formally.

Subdomains include the following with one piece of evidence for each item:

- Clinical assessment and treatment plan decisions
- Clinical prioritisation- identifying sick cases and managing first
- Workload, time and task management (e.g. from ward round)
- Self-management of wellbeing and relationships
- Communication
  - Escalation to a senior colleague

**First meeting – Week 1 – 1:1 (30 mins per student)**

- Please check that the student has received a Trust induction and has submitted their e-portfolio departmental induction checklist
- Ensure the student has signed the PFA student doctor agreement
- Outline to how to access support available and how to report concerns
- Timetabling: This is not necessary during PFA. Students are expected to attend the ward every day for their full shift, as they would when they are FY1 (except Wednesday pm). Their start time and finish time will depend on the type of ward where they are based e.g., 08:00 for surgical wards with 16:00 finish, 09:00 for medical wards with 17:00 finish. They are expected to be on placement for 36 hours every week.
- Ensure that the student has received dates for their ILS and Carry The Bleep Simulation.
- Ensure they have 2 'out of hours' shifts during the 6 weeks, we recommend that at least one of these shifts is a night shift but can also include weekend days or twilight. They should not be in placement for more than 36 hours/ week
- Review the student's personal objectives for the placement
- Discuss how they can meet their placement and personal objectives with reference to their timetable of activities. This may include a discussion or signposting to areas where DOPs can be achieved if needed e.g., subcutaneous injection during LMWH administration times
- Recap the evidence the student needs to enter into the portfolio
- Complete the Week One Supervisor box (free text)

**Mid-Point Meeting – towards the end of week 3 – 1:1 1 hour per student**

- Discuss with the student what they have achieved so far and help them resolve any issues they may be encountering or concerns they have
- Discuss progress with portfolio objectives and any barriers to achieving these
- By the end of week 3 the student should have achieved 50% of their minimum placement requirements.

**End of Placement - Week 5 – 1:1 meeting 1 hour per student**

- Review the student's progress and the content of their e-portfolio for the placement, ensure all necessary forms have been completed and identify key areas for reflection and recommendations for future learning
- Complete the section regarding student placement attendance
- Complete the end of placement summary (free text box)
- Indicate whether the student has met the requirements and attended and engaged in a professional manner

## Portfolio Requirements of Placement:

The e-portfolio for the PFA should help students prepare for HORUS and reduce the “tick box” mentality reported by students and supervisors. The e-portfolio is designed to reflect that of F1 and the three high level ‘HORUS domains’ will be used to demonstrate the students’ progress.

Under each of these will sit ‘subdomains’ against which there should be evidence that the student submits, with reflection on what they did well that matches the item, what they would do differently next time, and assessor feedback collected formally.

These will form the basis for educational supervision meetings with clear actions identified to support progress.

Students will be expected to collect at least three feedback forms from a range of clinical assessors including a qualified nurse, and at least two pieces of patient feedback.

Student doctors will also be asked to take all available opportunities to practice clinical skills and record these in the DOPs section of their e-portfolio.

Satisfactory completion of the placement will be subject to achieving at least the minimum e-portfolio requirements, including positive feedback from the clinical placement team, satisfactory attendance and professional behaviour.

## Teaching:

PFA students will have the following teaching during their placement:

- ILS
- Safe prescribing sessions (3 in total).
- Carry the Bleep Simulation
- They are also expected to present the cases they review and receive feedback on their performance on a daily basis
- Pre-recorded material for PFA which they can access on CANVAS
- Ionising Radiation (Medical Exposure) Regulations (IR(ME)R) training on CANVAS

All PFA and SAMP students are required to attend Essential Pain Management workshop on the university campus on Friday 17th May.

## Educator support:

A guide for the foundation doctors providing clinical supervision to the PFA student will be provided separately.

Any concerns should be raised with the educational supervisor and Undergraduate Sub-deans team in the first instance and escalated to the Year Director when necessary.

Serious concerns regarding a student’s progress or behaviour should be reported to the Medical School using the sharing concerns process.



Contact this document's author, or the [School of Medicine Engagement team](#) [mednews@liverpool.ac.uk] if you find any digital content difficult or impossible to use, either directly or with an assistive technology such as a screen reader.

Contact details for all teams and individual staff can be found on the [School website](#). [www.liverpool.ac.uk/medicine/contact-us/email/].