The questions in this template are designed to show that the Foundation Programme curriculum and associated assessment system complies with the GMC’s Outcomes for Full Registration (December 2006) and with PMETB’s Standards for curricula and assessment systems (July 2008).

Once complete, please return to PMETB and GMC via email:-

<table>
<thead>
<tr>
<th>GMC</th>
<th>PMETB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Redward</td>
<td>Curriculum &amp; Evaluation</td>
</tr>
<tr>
<td><a href="mailto:SRedward@gmc-uk.org">SRedward@gmc-uk.org</a></td>
<td><a href="mailto:Curriculum.eval@pmetb.org.uk">Curriculum.eval@pmetb.org.uk</a></td>
</tr>
</tbody>
</table>

and return a hard copy with an authorised signature to:

- Curriculum & Evaluation, The Quality Directorate, PMETB, Hercules House, Hercules Road, London SE1 7DU; and
- Susan Redward, Senior Policy Analyst, General Medical Council, 350 Euston Road, London NW1 3JN.

---

**Section 1**

**Statutory requirements of the GMC**

Approval of the revised Foundation Programme Curriculum against the Outcomes for Full Registration (December 2006)
Regulatory framework for programmes for provisionally registered doctors

1. Under section 10A (2)(c) of the Medical Act 1983 the General Medical Council (the Council) may determine the content and standard of programmes for provisionally registered doctors (F1 doctors).

2. The Council has determined the outcomes that F1 doctors must meet before the grant of full registration.

3. The Council and PMETB have determined the Standards for Training for the Foundation Programme.


5. To be approved a programme for provisionally registered doctors must deliver content and a standard of training to enable the F1 outcomes to be met as set in *The New Doctor 2007*.

6. In 2006, the Council (then the Education Committee) approved the Foundation Programme curriculum. Prior to approval, the Foundation Programme curriculum was analysed to confirm that the content of the Foundation Programme curriculum covered the F1 outcomes set by the Council. Since August 2007, provisionally registered doctors have been able to demonstrate they have met the outcomes for full registration by successfully completing the requirements in F1 in the Foundation Programme curriculum.

7. Under section 10A 2(e) (ii) the Council may determine the assessment arrangements and the standards required for certification.

8. *The New Doctor 2007* sets the standard for delivery of the curriculum including assessment and requires that the requirements set out in the curriculum must be delivered and assessed. The assessment tools must be fit for purpose and assess the outcomes, and the assessment system defined in the curriculum must be implemented.

9. Postgraduate deans are responsible for ensuring the delivery of the curriculum including assessment. Postgraduate deaneries will be able to demonstrate that they are delivering the content in *The New Doctor* if they can demonstrate that the Foundation Programme curriculum is being followed. This will be quality assured through the Quality Assurance of the Foundation Programme (QAFP) process.

10. In 2009, under the auspices of the Academy of Medical Royal Colleges Foundation Committee (the Academy), the Foundation Programme curriculum is being revised.
11. To continue to be approved, the revised Foundation Programme curriculum must demonstrate that it maps on to, and delivers, the outcomes for F1 doctors in *The New Doctor 2007*. The Academy Foundation Committee should be able to:

   a. demonstrate how the content has changed from the previously approved version,

   b. provide reasons for the changes, and

   c. demonstrate that the outcomes for F1 doctors will be delivered by the curriculum.

Please demonstrate how the content has changed from the previously approved version, and provide reasons for the changes.

Please demonstrate that the outcomes for F1 doctors will be delivered by the curriculum (this evidence might be in the form of mapping the curriculum to the F1 outcomes in *The New Doctor 2007*).

12. The assessment tools in the curriculum must be fit for purpose and assess the outcomes. The Academy Foundation Committee should be able to demonstrate how the assessment system in the curriculum will assess the outcomes for F1.

Please demonstrate how the assessment system will assess the outcomes for F1.

---

**Section 2  Statutory requirements of the GMC and PMETB**

<table>
<thead>
<tr>
<th>Framework for Appraisal and Assessment derived from <em>Good Medical Practice</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1 – Knowledge, Skills and Performance</td>
</tr>
<tr>
<td>Domain 2 – Safety and Quality</td>
</tr>
<tr>
<td>Domain 3 – Communication, Partnership and Teamwork</td>
</tr>
<tr>
<td>Domain 4 – Maintaining Trust</td>
</tr>
</tbody>
</table>

In preparation for the introduction of licensing and revalidation, the GMC has translated *Good Medical Practice* into a framework which provides a foundation for the development of the appraisal and assessment system for revalidation. The GMC and PMETB have agreed that the Foundation Programme (FP) curriculum should be structured according to the Framework for Appraisal and Assessment, which can be accessed at the following weblink:

It is important to ensure that all the domains of the FP curriculum and the Framework for Appraisal and Assessment derived from *Good Medical Practice* are covered by the FP assessment system. This must be clear on the assessment system blueprint which should be submitted with this template.

**Section 3  Regulatory requirements of PMETB**

**Approval of the revised Foundation Programme Curriculum against the Standards for curricula and assessment systems (July 2008)**

**Curriculum purpose and development**

**Standard 1**

The purpose of the curriculum must be stated, including linkages to previous and subsequent stages of the trainees’ training and education.

The appropriateness of the stated curriculum to the stage of learning and to the specialty in question must be described

<table>
<thead>
<tr>
<th>1.1</th>
<th>The FP curriculum must state how it was developed and consensus reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please specify:</td>
</tr>
<tr>
<td></td>
<td>• How the content and teaching/learning methods were chosen</td>
</tr>
<tr>
<td></td>
<td>• How the curriculum was agreed and by whom</td>
</tr>
<tr>
<td></td>
<td>• What is the role of teachers and trainees in curriculum development?</td>
</tr>
</tbody>
</table>

| 1.2 | Please specify how the Academy will work with deaneries to ensure that trainers are appropriately trained and qualified and in order to deliver effective training programmes (this will also include developing support mechanisms for college tutors). |
1.3 Please specify how the Academy will work with deaneries to ensure that the subject areas of the FP curriculum are taught by staff with relevant expertise and knowledge.

The assessment system must be fit for purpose

Standard 2 The overall purpose of the assessment system must be documented and in the public domain

2.1 Please specify what the functions of each and all components of the assessment system are; and how these are made available to trainees, educators, employers, professional bodies including the regulatory bodies, and the public.

2.2 Please specify how the sequence of assessments matches the progression through the approved FP curriculum.

2.3 How the individual assessments within the system add unique information and build on previous assessments.
Content of the curriculum

Standard 3  The curriculum must set out the general, professional, and specialty-specific content to be mastered, including:

- The acquisition of knowledge, skills, and attitudes demonstrated through behaviours, and expertise;
- The recommendations on the sequencing of learning and experience should be provided, if appropriate; and
- The general professional content should include a statement about how Good Medical Practice is to be addressed.

3.1 Please demonstrate that the FP curriculum adequately:

- Covers both generic and Foundation-specific areas;

3.1 Please demonstrate that the FP curriculum adequately (continued):

- Describes the training structure (entry requirements, length and organisation of the training programme including its flexibilities and assessment systems);
- Describes expected methods of learning, teaching, feedback and supervision;
- Enables safe and effective practice by the integration of theory and practice;
- Remains relevant to current practice;
- Assists autonomous and reflective thinking and evidence based practice throughout its delivery; and
- Ensures that the range of learning and teaching approaches used is appropriate to its content.
3.2 Please demonstrate that the FP curriculum content areas are presented in terms of the intended outcomes of learning benchmarked to identifiable stages of training, where appropriate and, in addition:

- Please specify what the trainee is expected to know, understand, describe, recognise, be aware of and be able to do at the end of Foundation training i.e. the outcomes for F2.

The content of the assessment will be based on curricula for postgraduate training which themselves are referenced to the four domains of the framework for appraisal and assessment derived from *Good Medical Practice*

**Standard 4**

Assessments must systematically sample the entire content, appropriate to the stage of training, with reference to the common and important clinical problems that the trainee will encounter in the workplace and to the wider base of knowledge, skills and attitudes demonstrated through behaviours that doctors require.

4.1 Please submit an overarching blueprint detailing how assessments in the workplace and appropriate examinations are referenced to the approved FP curriculum and the 4 domains of The Framework for Appraisal and Assessment derived from *Good Medical Practice* (please refer to section 2 above) and;

- Please submit evidence that the assessment system samples systematically, faithfully and comprehensively from this blueprint over time, ensuring that possession of the knowledge, skills, attitudes and behaviours that doctors require to manage the common and important clinical problems that they will encounter are demonstrated adequately.

- Please describe how this blueprint is made available to trainees and trainers in addition to assessors/examiners.
### Managing curriculum implementation

**Standard 5** Indication should be given of how curriculum implementation will be managed and assured locally and within approved programmes

<table>
<thead>
<tr>
<th>5.1</th>
<th>Please indicate the processes which will be put in place by programme directors to ensure that trainers and trainees are using the FP curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>How will the Academy work with deaneries to ensure that the FP curriculum will be covered across rotations, posts and programmes?</td>
</tr>
<tr>
<td>5.3</td>
<td>How will the Academy ensure that local education providers assist in FP curriculum implementation?</td>
</tr>
<tr>
<td>5.4</td>
<td>How will the Academy ensure that this is a trainee-led process?</td>
</tr>
</tbody>
</table>
Model of learning

**Standard 6** The curriculum must describe the model of learning appropriate to the specialty and stage of training

6.1 Please indicate how the balance will be achieved between experiential learning in the workplace, self-directed learning and other forms of off-site learning.

6.2 Please describe how this model will ensure facilitation of curriculum outcomes.

6.3 What opportunities are being provided for appropriate learning experiences?

Learning experiences

**Standard 7** Recommended learning experiences must be described which allow a diversity of methods.

7.1 Please describe the range of learning experiences available for trainees.

7.2 How will the Academy ensure that educational strategies are meeting individual learning needs?

7.3 Please indicate how the learning outcomes will be achieved within the duration of the training programme.
Assessment system methods

Standard 8 The choice of assessment method(s) should be appropriate to the content and purpose of that element of the curriculum

8.1 Methods will be chosen on the basis of validity, reliability, feasibility, cost effectiveness, opportunities for feedback, and impact on learning.

Please indicate how the utility (validity, reliability, feasibility, cost effectiveness, opportunities for feedback and impact on learning) of each assessment method, and of the assessment system as a whole, complies with Standard 8.1.

This evidence is likely to include statistical data from the first years of implementation of the FP, findings from pilot studies, and reference to specific learning outcomes and their assessment.

8.2 The rationale for the choice of each assessment method will be documented and evidence-based.

Please document the reasons for the choice of each assessment method, together with an outline of evidence supporting this rationale. (This evidence will draw on the last year’s implementation and might include statistical data and references to the literature). It must be clear how the chosen methods come together to form an assessment system that samples the entire curriculum (see Standard 4).

8.3 The local education provider must maintain a thorough and effective system for delivery and monitoring of all assessment systems for which they have responsibility.

Please describe how AoMRC guidance will ensure that the LEPs deliver and monitor assessments, and how this system, itself, is quality controlled.
Supervision of the trainee

Standard 9  
Mechanisms for supervision of the trainee should be set out

9.1 The learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct of the doctor and safety of the patient.

Please provide curriculum documents that show how teaching and supervision meet the criteria in Standard 9.1, viz:

a) safe and effective practice
b) independent learning
c) professional conduct; and
d) patient safety.

Please give summary details (perhaps as a list or matrix) of the relevant qualifications and experience expected of trainers, supervisors and assessors, or set out details of any other arrangements that have been agreed between the Academy and deaneries.

9.2 Unless other arrangements are agreed, trainers, supervisors, assessors and examiners must:

• Have relevant qualifications and experience; and
• Undertake appropriate training.

Please give details of the training available to trainers, supervisors and assessors. Details should specify the minimum standards of training required before taking up responsibilities as a trainer, supervisor or assessor; the requirements to maintain and improve competence in these roles; and the methods utilized to obtain evidence of training and relevant CPD.
Role of the assessor

**Standard 10**
Assessors/examiners will be recruited against criteria for performing the tasks they undertake.

10.1 The roles of assessors/examiners will be clearly specified and used as the basis for recruitment and appointment.

Please how the Academy will work with deaneries to describe the mechanisms for recruitment and appointment.

10.2 Assessors or examiners must demonstrate their ability to undertake the role.

Please describe how the Academy will work with deaneries to ensure that examiners and assessors are able to undertake their roles.

10.3 Assessors/examiners should only assess in areas where they have competence.

Please describe how the Academy will ensure that assessors/examiners remain within their area of competence.

10.4 The relevant professional experience of assessors should be greater than that of candidates being assessed.

10.5 Equality and diversity training will be a core component of any assessor/examiner training programme.

Please describe how the Academy will work with deaneries to ensure that equality and diversity training is undertaken by assessors and examiners.
Assessment feedback to the trainees

**Standard 11**

Assessments must provide relevant feedback to the trainees.

<table>
<thead>
<tr>
<th>11.1</th>
<th>The policy and process for providing feedback to trainees following assessments must be documented and in the public domain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please provide information on the policy and process for providing feedback to trainees.</td>
</tr>
<tr>
<td></td>
<td>Workplace based assessments must show evidence of a clear and immediate mechanism of feedback from the assessor. Demonstrate how workplace based assessments inform both educational appraisal and the annual review of progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.2</th>
<th>The form of feedback to the trainees must match the purpose of the assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where formal examinations make part of the assessment package there must be clear procedures for feeding back examination performance. Please describe how this will be done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.3</th>
<th>Outcomes from assessments must be used to provide feedback to the trainees on the effectiveness of the education and training where consent from all interested parties has been given.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how a trainee is provided with a designated local educational supervisor responsible for the assessment of each trainee</td>
</tr>
<tr>
<td></td>
<td>Describe how the results of assessments, provisional feedback support trainees to ensure progress</td>
</tr>
</tbody>
</table>


11.4 The measurement of trainee performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Describe the formal review of the evidence used to inform decisions on progression to the next stage of training.

Describe the regular (on at least an annual basis) educational meeting concerning the planning of further progression or any remedial action required.

In the case of an appeal over a decision on progression, describe the process and indicate how it is transparent to trainers and trainees. Who is responsible for this and how is the process regularly reviewed?

Describe how complaints about assessment are dealt with, who is responsible and the process for regular review.

[Sometimes it may be appropriate to provide no feedback other than the test result. If this is a policy decision then reasons should be stated.]
Standards for classification of trainees’ performance/competence

Standard 12  The methods used to set standards for classification of trainees’ performance/competence must be transparent and in the public domain

12.1 Standards in tests of competence will be set using recognised methods based on test content and the judgments of competent assessors.

Please describe the standard setting method(s) used and the process of standard setting, including the people involved and the experience that equip them for this role.

12.2 Where the purpose of the test is to provide a pass/fail decision, information from the performance of reference groups of peers should inform, but not determine, the standard.

Please describe how peer referencing is used to inform the pass/fail standard.

12.3 The precision of the pass/fail decision must be reported on the basis of data about the test. The purpose of the test must determine how the error around the pass/fail level affects decisions about borderline candidates.

Data should be provided about the statistical performance of high-stakes assessments, including measurements of reliability and error (the Standard Error of Measurement and any other measurement errors that have been quantified). Details should be provided about how borderline candidates are identified and how pass/fail decisions about them are made. These procedures must all be defensible and evidence-based rather than, for example, citing traditional practice as the rationale.

12.4 Reasons for choosing either pass/fail or rank ordering should be described.

Please give reasons why either a pass/fail standard or rank ordering is used. Since rank ordering would be considered unusual in medical examinations, if it is used a clear rationale must be given. Information should be provided about how the accuracy of rank ordering is assured, including details of measurement error and how this is taken into account.
12.5 Standards for determining successful completion of foundation training should be explicit.

Curriculum documents must explicitly show the required knowledge, skills, competencies and behaviours required for completion of training to F2 level. Please clearly identify where the standards or F2 outcomes may be found.

12.6 Assessment regulations must clearly specify requirements for:
- Trainee progression and achievement within the approved programme; and
- The procedure for the right of appeal for trainees.

Please identify the requirements for trainee progression through the programme, including details of the assessments needed to provide evidence that they have been attained.

Please specify the procedures that ensure trainees’ right of appeal.
**Standard 13**

Documentation will record the results and consequences of assessments and the trainee’s progress through the assessment system.

13.1 Please show how documentation concerning trainees and their progress through training complies with both data protection and freedom of information legislation.

13.2 Please present documentation in which trainees’ progress is recorded and which can also be submitted for registration and performance review.

13.3 The curriculum must demonstrate compliance with the four domains of the Framework for appraisal and assessment derived from *Good Medical Practice*. One way of doing this is to map the curriculum to the 4 domains, for example on a matrix or to reference curriculum headings to the 4 domains.

13.4 Where documentation is submitted for revalidation, it should clearly indicate both its continued compliance with *GMP* and any changes to the curriculum, regulations or processes (such as standard setting) since the previous version (also refer to the GMC’S requirement to demonstrate how the content of the curriculum has changed from the previously approved version – Paragraph 11, page 3).

13.4 Please show how documentation remains accessible and transferable (yet still complies with data protection requirements) as the trainee progresses, moves to a new location etc.
Curriculum review and updating

Standard 14
Plans for curriculum review, including curriculum evaluation and monitoring, must be set out

14.1 Please provide the plans for updating the FP curriculum.

14.2 What mechanisms will be in place for involving trainees, patients and lay persons in FP curriculum updating?

Standard 15 Resources

Resources and infrastructure will be available to support trainee learning and assessment at all levels (national, deanery and local education provider)

15.1 What mechanisms will be in place to ensure effective training of assessors, trainers and examiners?

15.2 How will the Academy work with deaneries to ensure that the facilities and resources are in place to ensure pastoral and educational needs of Foundation trainees are met?

15.3 How will the Academy work with deaneries to ensure the assessment methods development process is informed by appropriate expertise?

15.4 How will the Academy work with deaneries to ensure that resources be made available to support the assessment of Foundation trainees at national and local levels?
15.5  What infrastructure will be provided at national, deanery and local levels to support the assessment process?

**Standard 16 Lay and Patient involvement**

There will be lay and patient input in the development and implementation of assessments.

16.1 Lay and patient/carer opinion will be sought in relation to appropriate aspects of the development, implementation and use of assessments for the classification of candidates.

Please describe how lay and patient/carers have been involved in the process of developing and implementing assessments.

16.2 Lay people may act as assessors/examiners for areas of competence they are capable of assessing for which they will be given appropriate training.

Please describe how lay and patient/carers have been trained in assessments where appropriate.

**Standard 17 Equality and diversity**

The curriculum should state its compliance with equal opportunities and anti-discriminatory practice

17.1 Local education providers, deaneries must have equal opportunities and anti-discriminatory policies in place in relation to trainees and trainers, together with an indication of how these will be implemented and monitored.

Please state how the Academy works with deaneries to ensure that the equal opportunities and anti-discrimination policies are implemented and monitored. Please confirm that these apply to all trainers, assessors and trainees.

17.2 Local education providers, deaneries and must ensure necessary information is publicly available for all stakeholders.

Please state how the Academy works with deaneries to ensure that details of the equal opportunity and anti-discrimination information is publicly available and how it can be accessed.
17.3 A range of learning and teaching methods that enables the rights and needs of patients and colleagues to be respected.

The curriculum must make clear how the rights and needs of patients and colleagues are respected at all times and particularly in respect of educational activities. In some instances, for example, this might be covered by regulations. In others it might be covered in professional learning outcomes or specifically covered in certain assessments. Please provide the links to this information.