Foundation e-portfolio – Curriculum mapping – Purpose and limits – 2019-20 training year

Contents

Summary and aims

There is a lack of consistency and general confusion over how foundation doctors (FDs) are expected to map evidence to the 20 foundation professional capabilities (FPCs) in the e-portfolio. This document explains the new agreed curriculum mapping rules for the 2019-20 training year and provides guidance to help increase consistency and quality.

Quantity

- FDs can map **a single piece** of evidence to **no more than 5 FPCs**.

- **Each FPC** must have a **minimum of 1** piece of evidence and can have **no more than 5**.

For most FPCs, between 2 and 4 pieces of evidence are likely to be sufficient to demonstrate achievement. It is not required to map evidence to demonstrate all the descriptors of each FPC (see extract from the curriculum on page 2).

Note: Technical limit on curriculum mapping is imposed in the foundation e-portfolios from August 2019. Any mapped evidence can be easily un-mapped where required.

Suggested mapping approach

Curriculum evidence should to include a combination of the following:
- **Underpinning knowledge** eg online modules from BMJ Learning, Doctors.net or eLearning for Health; reflection on sessions/courses attended
- **Application to practice** eg TAB, CS report; in addition can use SLEs
- **Self-Awareness** from critical analysis of one's own performance eg reflection on anonymised clinical case/experience in practice.

Quality:
- **At least one** relevant "external" (that is, signed by someone other than the FD) piece of evidence for each of the **20 FPCs** eg CS report, TAB, SLE, Core Procedure
- **At least one** relevant piece of reflection per each of the **4 sections** of the curriculum

Purpose of curriculum mapping

The purpose of curriculum mapping is for the FD to demonstrate to themselves, their educational supervisor and their ARCP panel that they have met the curriculum outcomes and have sufficient insight into how they have done this. The evidence mapped should be carefully curated and represent a variety of different experiences, learning events and assessments.

It is not intended, desirable nor required that FDs map all of their foundation year achievements to the curriculum. There should be a balance between providing adequate information and showing depth and variety of experiences. 'Over-mapping' is time-consuming and demotivating (in mapping and subsequent checking and assessing).

Foundation Programme Curriculum (2016)

Assessment (p.44)

What will be assessed

Foundation doctors will only be signed off for progression to the next stage of training when they have demonstrated that their performance meets or exceeds the **minimum expected levels** of performance required for sign off for each of the 20 foundation professional capabilities. The assessment process is not designed to rank foundation doctors.

Foundation doctors must use their e-portfolio to supply a spread of evidence with appropriate reflection on how their performance meets or exceeds the **minimum expected levels** of performance required for sign off for each of the 20 foundation professional capabilities. Suitable documentation might include evidence of achievement of some of the 'descriptors' associated with the foundation professional capability. Satisfactory performance will also be judged by engagement with supervised learning events (SLEs) and the resulting personal development. The assessment process is not designed to rank foundation doctors.

Foundation Operational Guide (2019)

Requirements for satisfactory completion of F1

Satisfactory completion of all FP curriculum outcomes	The F1 doctor should provide evidence that they have met the foundation professional capabilities, recorded in the e-portfolio

Requirements for satisfactory completion of F2

Satisfactory completion of all FP curriculum outcomes	The F2 doctor should provide evidence that they have met the expected foundation professional capabilities recorded in the e-portfolio.