

How to use the LEARN form

Introduction

LEARN is the next generation of Foundation Supervised Learning Events (SLEs) and is designed to be used in the workplace by foundation doctors (FDs) to provide evidence of behaviour/capability that is required by the [Foundation Programme \(FP\) Curriculum 2016](#).

As with all the current SLEs, (mini-CEX, DOPS, CBD, Developing the Clinical Teacher (DCT)), all encounters should be geared towards providing formative feedback that will help the FD to develop practice rather than summative judgements on the FD's performance.

LEARN uses a single form that can be completed as an alternative to mini-CEX, DOPS, CBD and DCT.

How it works

- 1) The FD selects an area of the FP curriculum (known as a foundation professional capability (FPC)) they wish to provide evidence for in their e-portfolio eg FPC 16: Demonstrates understanding of the principles of health promotion and illness prevention
- 2) The FD asks a trainer to observe an encounter (eg a patient review where smoking cessation will be discussed) or series of encounters (eg a ward round) and provide feedback
- 3) The FD reflects on the encounter (eg I delivered all the relevant advice, the patient seemed satisfied with my answers to her questions, I think the fact her brother died of cancer made what I said more relevant...)
- 4) The trainer gives verbal (and written) feedback
- 5) The FD considers the feedback and how the encounter reflects their abilities (eg I did this well but still lack confidence to do it unsupervised, I hadn't realized I used medical jargon when I explain things...)
- 6) The FD plans the next step(s) (eg I need further practice, I will use this as evidence of this capability/behaviour, I need to move onto more complex encounters, I need to learn more about health promotion...)
- 7) The trainer/ES provides further insights/advice (eg there is a smoking cessation clinic next Tuesday, you clearly know about smoking but should review other health promotion topics, you are clearly capable in this area and should concentrate on other aspects of the curriculum...). This section can be completed by the trainer or the FD.
- 8) The FD considers other aspects of the curriculum that the SLE might provide evidence for and maps it to those (maximum 5 FPCs in total).

In an ideal world, the entries in the e-portfolio would be made contemporaneously but it is possible that they may be made some time after the encounter has taken place. In such a situation, it is not necessary that all sections of the form are completed. However, as a minimum there must be feedback from the trainer, reflection by the FD and a plan.

2019-20 training year pilot

During the 2019-20 training year, LEARN is completely optional. However, a fully completed and signed (by an appropriate trainer) LEARN will count as one (any) of the current SLEs. The UK foundation programme will review use of the form during the 2019-20 training year. The West Midlands North, East Anglia and EBH foundation schools will pilot this form. Doctors at other schools are welcome to complete the form as well.

During this training year, FDs are asked to consider which 'traditional' SLE type of experience each LEARN was (mini-CEX, DOPS, CBD, DCT – or 'Other') and to vary these types if they complete more than one LEARN during their training year. This information (which can be provided in the e-portfolio form) will be used for research purposes only, to help the UK Foundation Programme understand how these forms are being used.

However, Foundation doctors and trainers should remember that SLEs are most useful when used as a tool in day-to-day practice and where the trainer has an opportunity to see the FD perform in the workplace.