

# Clinical Apprenticeship Placement Scheme (CAPS) for Refugee Doctors



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## Who's Who?

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### **Building Bridges Programme**

See [appendix 3](#)

## Aims

The aim of the Clinical Apprenticeship Placement Scheme is:

- to induct and refresh clinical skills and knowledge for the NHS
- to support doctors in regaining their confidence for clinical practice
- to enable doctors to take up substantive positions in the medical workforce
- to provide the opportunity to obtain Foundation Year 2 competencies

The scheme offers closely supervised medical work placements in the NHS, at F2 level, for refugee doctors. The core aim is to provide an understanding of Foundation Competencies, with the goal of allowing those on the scheme to achieve Foundation Competencies within the six months. This will then enable doctors to apply for specialty training or, if preferred, apply for other jobs within the medical workforce.

## Suitability

Refugee doctors who have not completed Foundation Year 1 and have provisional registration must apply to the UK Foundation Programme Office: [www.foundationprogramme.nhs.uk](http://www.foundationprogramme.nhs.uk)

## Eligibility criteria

This scheme is open to doctors who:

1. Have refugee status (evidence required)
2. Have not worked in clinical medicine in the UK
3. Are post PLAB 2
4. Have full GMC registration with a licence to practice
5. Live within the three London Local Education & Training Board areas, (evidence required e.g. Utility bill, copy of rental agreement etc)  
OR  
Relate to the London Responsible Officer network
6. Have permission to work

It is hoped that refugee doctors resident in London and applying for CAPS will have actively participated in the **Building Bridges programme for Refugee Health Professionals** based at the Refugee Council and RAGU (Refugee Advice & Guidance Unit) at London Metropolitan University.

## Clinical Attachment

The six-month post offered under this scheme needs to be used to maximum benefit and therefore a clinical attachment is expected to be done prior to the scheme. This should be for a minimum of two months and is a period of observership, when the doctor will hold no clinical responsibility and not be allowed to make management decisions for patients. However, the doctor can refresh their skills of history taking and examination under supervision and be involved in an NHS team and so prepare for the proposed F2 supernumerary post.

At the end of this clinical attachment it is expected that the doctor will receive an up-to-date reference from the Consultant.

[Visit the BMA website for guidelines on clinical attachments](#)

Alternatively the Refugee Council (Building Bridges programme) can offer support in arranging clinical attachments, [please visit the website](#).

## Application and Assessment process

To determine suitability for CAPS, a series of assessments will be undertaken for all doctors applying. Patient safety is paramount and therefore performance in these assessments must be adequate to result in an offer of a supernumerary F2 post.

1. Submission of application form, CV, covering letter and two references
2. An interview comprising of a scenario with a simulated patient in front of a panel consisting of the CAPS Scheme Lead, the CAPS education lead and a language specialist.

## Placements

Placement is for 6 months in an Acute Trust in London, split three months in two different departments. The posts are usually in a General Medicine, Care of the Elderly or Accident and Emergency Department. This is in order for the post holder to have a breadth of medical experience and to be able to demonstrate Foundation competencies during this six-month period.

This is a supernumerary post and is NOT recognised as a training post by the GMC or UK Foundation Programme Office. The post is endorsed for refresher training in preparation for a recognised training post.

The full-time working hours are 40 hours per week, Monday to Friday 9:00-17:00

Any extra work the doctor may wish to undertake beyond these hours, for example staying to complete tasks beyond 17:00 or shadowing trainees when on call is done during the doctor's own time and will not be paid.

The posts are full-time. Less than full time (LTFT) working can be requested and will be subject to agreement with the employing Trust. Start dates are organised in discussion with the applicant and the Acute Trust.

A hospital placement will be assigned where a hospital-based educational supervisor will organise an induction meeting, a mid-post meeting and an end of placement meeting. There will be an educational agreement in place between the post holder and their educational supervisor.

The post holder is usually invited by the Acute Trust to attend the generic Foundation Year 2 teaching and is welcome at all the other departmental educational meetings.

## **Educational Programme**

The scheme provides a unique educational programme designed to meet the anticipated needs of CAPS doctors, encouraging the development of their “soft skills” which will be needed in order to work collaboratively with both patients and colleagues within the NHS.

The programme is comprised of a range of courses run by the Professional Support Unit, prescribing skills lessons and sessions tailored specifically to CAPS.

## **Pay and Employment Contract**

A standard employment contract is signed between the Supernumerary Foundation doctor and the Acute Hospital trust.

Placements are paid by the Trust as a Supernumerary Foundation 2 doctor at a basic / minimum salary for Foundation year 2.

## **Professional Support Unit**

Other PSU resources are available to all doctors on this scheme

Coaching and Mentoring, Communication Skills Resources including, Careers Support – careers support can be accessed by contacting the team via [careersunit.lase@hee.nhs.uk](mailto:careersunit.lase@hee.nhs.uk)

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### **Enquiries and Application Form**

For enquiries please contact:

[CAPS.lase@hee.nhs.uk](mailto:CAPS.lase@hee.nhs.uk)

### **To submit applications and supporting documentations**

Email: [CAPS.lase@hee.nhs.uk](mailto:CAPS.lase@hee.nhs.uk)

Post:

CAPS Business Support Officer  
Professional Support Unit  
Professional Development Team  
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## Appendix 1: Job Description

### Supernumerary F2 Post

This appointment provides an opportunity, after appropriate induction, for the post-holder to:

- a. gain experience of working in a busy Medical Department in a teaching hospital environment
- b. develop their clinical, communication and team-working skills while providing patient care at a Foundation Year 2 equivalent level
- c. attend relevant weekly Foundation training within the Trust
- d. attend the CAPS Education Programme
- e. access to courses arranged through Professional Support Unit

### Duties of Post

- a. provision of inpatient care, history taking, clerking and investigation of patients;
- b. attendance at outpatient clinics, taking patients' history, clerking and arranging appropriate investigations
- c. the accurate maintenance of detailed clinical notes is an essential part of the role
- d. active participation in clinical audit is essential. The post holder will complete a relevant clinical audit project during the tenure of the post
- e. the post holder will be appraised – three times during the 28 week post by the Consultant supervisor. The first meeting will set the 'training objectives' for the post holder, who will write a personal development plan while in the post
- f. currently, on-call duties are not part of the required duties of the post holder

### The Post

This is a Trust post at Foundation Year 2 equivalent level.

This is not a recognised training post and time spent in this post provides clinical experience only. This post is NOT recognised for training purposes by any of the Royal Colleges or the Postgraduate Deans. The doctor will be accountable to the Trust Responsible Officer.

### Hours of Duty

The hours are from 9am to 5pm Monday to Friday.

### Location

The post holder could be based at any hospital in any of the three London Local Education & Training Board areas. There is limited choice as placement is dependent on availability.

## Appendix 2: Person Specification

Criteria	Essential	Desirable	Method of Assessment
<b>Immigration Status</b>	-Refugee status; or -Leave to remain on the basis of an asylum claim		Evidence from UKBA or immigration adviser
<b>Qualification/ Training</b>	-MBBS or equivalent -Recent PLAB2 -Fully registered with GMC at time of application No GMC conditions		-Application form -CV -GMC certificate
<b>Experience, Skills, and Knowledge</b>	-Ability to explain any career gaps	-A minimum of two months hospital clinical attachment in the UK in the past year -UK experience in health care related disciplines; note summariser, phlebotomist, health care assistant, etc	-Application form -CV -Interview
<b>Academic Achievement</b> <b>Evidence of CPD</b>	-Evidence of continued learning in medicine	Interest in developing audit or research skills	-Application form -CV -Interview
<b>Special Aptitude and Abilities</b>	-Ability to work as part of the multidisciplinary clinical team		-Application form -CV -Interview -References
<b>Motivation and Disposition</b>	-Committed to the delivery of an efficient and effective patient-centred clinical service		-Application form -CV -Interview -References
<b>Personal Qualities</b>	-Good Interpersonal skills		-Application form -CV -Simulation interview -References
<b>Clearance</b>	-CRB check -Acceptance by Acute Trust HR department		
<b>Physical Requirements/ Health</b>	-Satisfactory medical clearance from the Trust's Occupational Health Department.		Done by occupational health department following offer of post

## Appendix 3: The Building Bridges Partnership

Building Bridges is partnership of three organisations providing a comprehensive programme of support to refugee doctors (and other refugee health professionals) that are resident in London. The Building Bridges partners include:

### **Glowing Results**

Provides IELTS tutorials

### **RAGU** (Refugee Advice & Guidance Unit)

RAGU provides specialist careers guidance, employability training for refugee health professionals, support with GMC applications and clinical attachment portfolio training.

[Website](#) - Contact: Louise Salmon -Telephone: 020 7133 3706 –  
Email: [L.salmon@londonmet.ac.uk](mailto:L.salmon@londonmet.ac.uk)

### **Refugee Council**

Offers support with PLAB exams, arranging clinical attachments and a Professional Development Group for refugee doctors.

[Website](#) – Contact: Fahira Mulamehic – Telephone: 020 7346 6773  
Email: [Fahira.Mulamehic@refugeecouncil.org.uk](mailto:Fahira.Mulamehic@refugeecouncil.org.uk)

## Appendix 4: Resources for Secondary Care

This list is not exhaustive but is meant to act as a starting point and a guide for background reading and reflection. In particular, we recommend that you refer to these resources if you are an unemployed doctor wanting to maintain and develop your clinical knowledge whilst you are away from clinical practice.

### Useful Links / Websites

- The Foundation Programme Curriculum outlines the outcomes and competences required by year 1 & year 2 doctors. The curriculum can be accessed on the Foundation Programme home page [www.foundationprogramme.nhs.uk](http://www.foundationprogramme.nhs.uk)
- PSU e-learning modules, includes targeted learning for IMG doctors [www.lpmde.ac.uk/professional-development/elearning-support-and-self-review-modules](http://www.lpmde.ac.uk/professional-development/elearning-support-and-self-review-modules)
- The National Patient Safety Agency (NPSA) aims to improve patient safety by enabling 'learning from incidents' culture in the NHS. Trust incident data, safety alerts and learning tools can be accessed at [www.npsa.nhs.uk](http://www.npsa.nhs.uk)
- National Institute for Health and Clinical Excellence (NICE) access the best available evidence for health professionals at [www.nice.org.uk](http://www.nice.org.uk)
- List of HEE Professional Support Unit courses and conferences at [www.lpmde.ac.uk/professional-development/courses-and-conferences](http://www.lpmde.ac.uk/professional-development/courses-and-conferences) These courses are available to book following the "how to book" instructions on the linked website.

### Useful Materials

- Textbook - Skills for Communicating with Patients 3rd Edition – Jonathan Silverman, Suzanne Kurtz and Juliet Draper
  - ISBN 10185775 6401
- Textbook - Communication Skills for foreign and mobile medical professionals - by Kris Van de Poel, Eddy Vanagt, Ulrik Schrimpf and Jessica Gasiorek Published by Springer
  - ISBN 978-3-642-35111-2
- Sample portfolios can be accessed at [www.jrcptb.org.uk/ePortfolio/Pages/SASDoctors.aspx](http://www.jrcptb.org.uk/ePortfolio/Pages/SASDoctors.aspx) and [group.bmj.com/products/learning](http://group.bmj.com/products/learning)
- Workplace based assessment videos can be accessed via various Royal College websites
- Examples of e learning courses & programmes can be accessed at BMJ learning [www.bmj.com](http://www.bmj.com) and [www.faculty.londondeanery.ac.uk/e-learning](http://www.faculty.londondeanery.ac.uk/e-learning)
- Exam revision questions and information support can be accessed at [www.onexamination.com/](http://www.onexamination.com/)

- Guidelines for record keeping are available at:  
<https://www.rcplondon.ac.uk/projects/outputs/generic-medical-record-keeping-standards>
- Or the attached 'Clinicians Guide to Record Standards' part 2 published by the Academy of Medical Royal Colleges
- Spotting the Sick Child – interactive learning material on identifying and managing sick children  
[www.spottingthesickchild.com/](http://www.spottingthesickchild.com/)

## Useful Tools

- Sample Workplace based assessment forms can be found on the JRCPTB website <https://www.jrcptb.org.uk/assessment>.
- Workplace based Supervised Learning Events draft forms for Foundation Doctors and other similar resources can be found on the foundation programme website:  
<https://www.foundationprogramme.nhs.uk/content/curriculum>
- Multi – source feedback (MSF) The GMC has produced guidance for doctors who are planning to approach colleagues and/patients for feedback. The instruction and sample forms can be accessed at [www.gmc-uk.org/doctors/revalidation/colleague\\_patient\\_feedback\\_resources.asp](http://www.gmc-uk.org/doctors/revalidation/colleague_patient_feedback_resources.asp)
- HEE Data Security Awareness Programme:  
<https://www.e-lfh.org.uk/programmes/data-security-awareness/>

- Example of a Professional Development Plan (PDP)

**PERSONAL DEVELOPMENT PLAN**

<b>Name:</b>	<b>Date:</b>
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Following your session, please record your new learning objectives.

What specific development needs have I identified?	How will these objectives be addressed?	What differences will patients and colleagues notice?

- Example of a Reflective Learning Diary (RLD)

**REFLECTIVE LEARNING DIARY**

Date	Patient ID	Diagnosis/Reason for consultation	Outcome/Comments

## Appendix 5: Candidate Application Process

### Flow diagram for joining the Scheme

#### CAPS - Candidate Application Process

