

UNLOCKING THE SPECIALISED FOUNDATION PROGRAMME: PROVIDING THE KEYS TO CLINICAL ACADEMIA THROUGH A NATIONAL TEACHING SERIES



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¹SFP Unlocked: Keys to Clinical Academia

INTRODUCTION

- The Specialised Foundation Programme (SFP) allows foundation doctors to broaden academic rigor through research, medical education, or clinical leadership.
- Despite facilitating routes into clinical academia, the selection is incredibly competitive, accounting ≈5% of foundation posts annually.
- Since the introduction of preference informed allocation, the SFP competition has increased substantially, with access commonly reported as an issue among applicants. Hence, we aimed to improve accessibility, offer guidance, and educate SFP aspirants per the application process.



METHODS

- 1** SFP Unlocked: Keys to Clinical Academia,' an innovative educational project founded by SFP doctors from the Yorkshire and Northern deaneries, was established.
- 2** With support from regional SFP directors, weekly online sessions were provided through August-November 2023.
- 3** SFP doctors facilitated sessions, ensuring insights were shared alongside SFP directors who provided invaluable perspectives.
- 4** Pre- and post-session surveys were disseminated, and feedback was collated.

RESULTS

- 1** 'SFP Unlocked' gauged 332 medical students and healthcare professionals from >20 institutions globally. Session recordings accumulated 600 views, surmounting >10,000 minutes viewed.
- 2** Amongst attendees, 179 responses (54% response rate) were obtained.
- 3** Knowledge regarding the application process significantly increased over sessions (pre-session median 3/5 [IQR:2-4]; post-session median 4/5 [IQR:4-5]; $p<0.001$).
- 4** Additionally, students found the sessions highly engaging (median 5/5 [IQR:4-5]), session format receiving positive feedback (median 5/5 [IQR:4-5]).

CONCLUSIONS

The success of 'SFP Unlocked' aligns seamlessly with the Annual Scholarship Meeting 2024 theme - 'Building collaborative competencies' We not only fulfilled its objective of preparing SFP applicants but also exemplified how innovative approaches and collaborative efforts may significantly enhance medical education. The positive feedback and substantial engagement metrics affirm the project's efficacy and its contribution to advancing healthcare education.

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