

# The Training Plan

Jane Lynch, Training Programme Director, NSHCS



# Objectives

- Understand that training plans are bespoke – no two training plans will be exactly the same.
- Know the different elements that need to be included in the training plan.
- Understand that the training plan is a working document and will change over time.
- Understand a collaborative approach should be taken when writing a training plan.

# Where to start?

*“I don’t even know where to start. It seems so huge and daunting. I don’t know how to define a plan, what steps to include, or when to raise criteria. It’s just easier to go out and do something, muddle around. I know that’s not efficient, but at least it’s something.”*



# The learning journey.



- A learning journey that gets progressively more challenging.
- Plan for tasks to get increasingly complex or which require increasingly sophisticated thinking.
- Every trainee will be starting at a different step and they will have different learning needs.
- It is not necessary for all trainees to be on the same step at the same time.

# Establishing the training plan.

## Establish training goals:

- Step up from STP
- Look at the curriculum content and AHCS SOPs.
- Review roles and responsibilities.
- What can be achieved?
- What are the desired learning outcomes?

## Develop the content:

- Plan progression.
- Design the outputs.
- Outline the structure over the five years.
- Establish a timeline.
- Make time for preparing for training.

## Define specific items:

- Assessment methods.
- Tools for recording evidence.
- Using colleagues.
- Looking at possible gaps.

# Achieving the right balance.

## The Job Plan

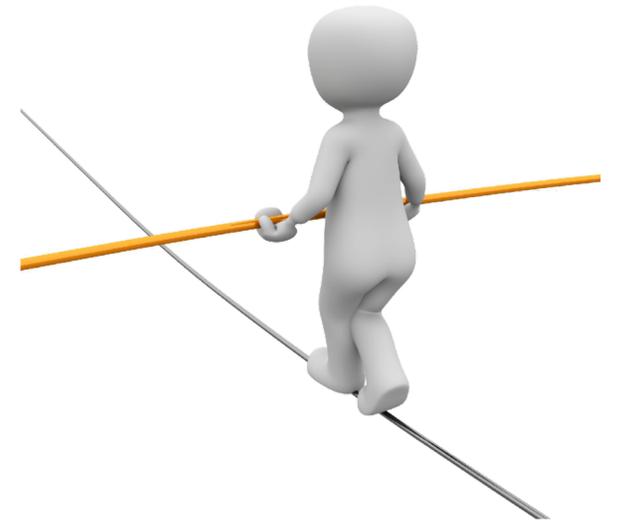
- Meeting the needs of the department in service provision.
- Assigned roles and responsibilities.
- Working at a defined level.
- Setting objectives.
- Personal Development.
- Time set aside for training.

## vs. University

vs.

## The Training Plan

- Meeting the needs of the curriculum and AHCS SOPs.
- Included in the individuals job plan
- Bespoke!
- Assessed
- Scrutinised



# Standards of Proficiency (SOP)

## DOMAIN

### One: Professional Practice

- 1: Practice with professionalism expected of a consultant clinical scientist.
- 2: Ensure professionalism in working with peers and with service users.
- 3: Ensure professionalism in areas of governance and service accreditation.
- 4: Direct the education and training of others.

### Two: Scientific Practice

- 5: Lead scientific services.
- 6: Direct scientific validation and evaluation.
- 7: Assure safety in the scientific setting.

### Three: Clinical Practice

- 8: Ensure clinical relevance of scientific services provided.
- 9: Deliver effective clinical services.

### Four: Research, Development and Innovation

- 10: Lead research, development and innovation in clinical priority areas.
- 11: Evaluate research, development and innovation outcomes to improve scientific service provision.
- 12: Promote a culture of innovation.
- 13: Assure research governance.

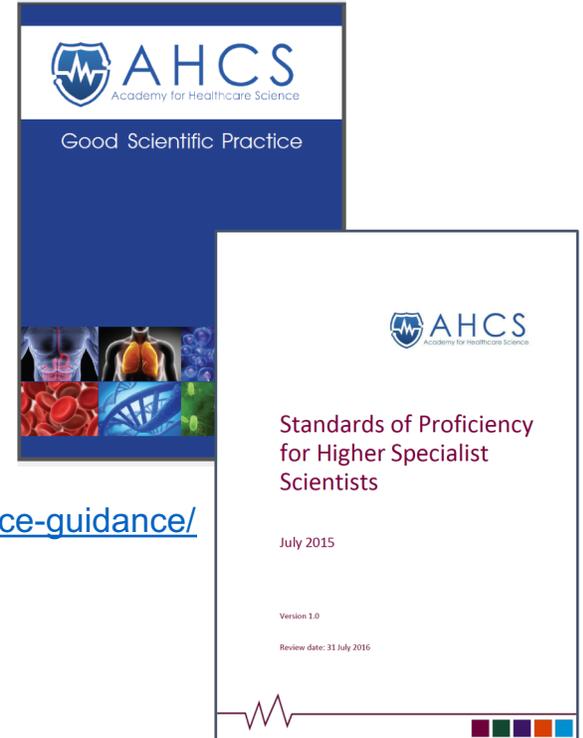
### Five: Clinical Leadership

- 14: Ensure strategic leadership.
- 15: Ensure clinical scientific leadership.
- 16: Assure effective resource management.

### Check out Equivalence template:

<https://www.ahcs.ac.uk/equivalence/equivalence-guidance/>

HSSE Templates for Applicants





# Guidance for trainers

- Jointly map out scope of practice in relation to SoPs
- Help identify naturally occurring opportunities to gather evidence
  - Trust
  - Regional
  - National
- Create or facilitate 'stretch and challenge' opportunities
- Identify training milestones
- Review/endorse evidence and provide feedback
- Regular review of the training plan and evidence matrix
- Promote SMART assessment (stretching, motivating, authentic, rewarding, timely)

# Guidance for trainers

- Review progress against training plan.
- Reflection with trainee:
  - What is going well?
  - What could be better?
  - How does this relate to the D.Clin.Sci/FRCPath?
- Portfolio evidence
  - How much?
  - Mapping?
  - Assessments?
- Remember the training plan should be:
  - Collaborative
  - Reflective
  - Integrated
  - Dynamic
  - Flexible
  - Regularly reviewed

# Never forgetting.....



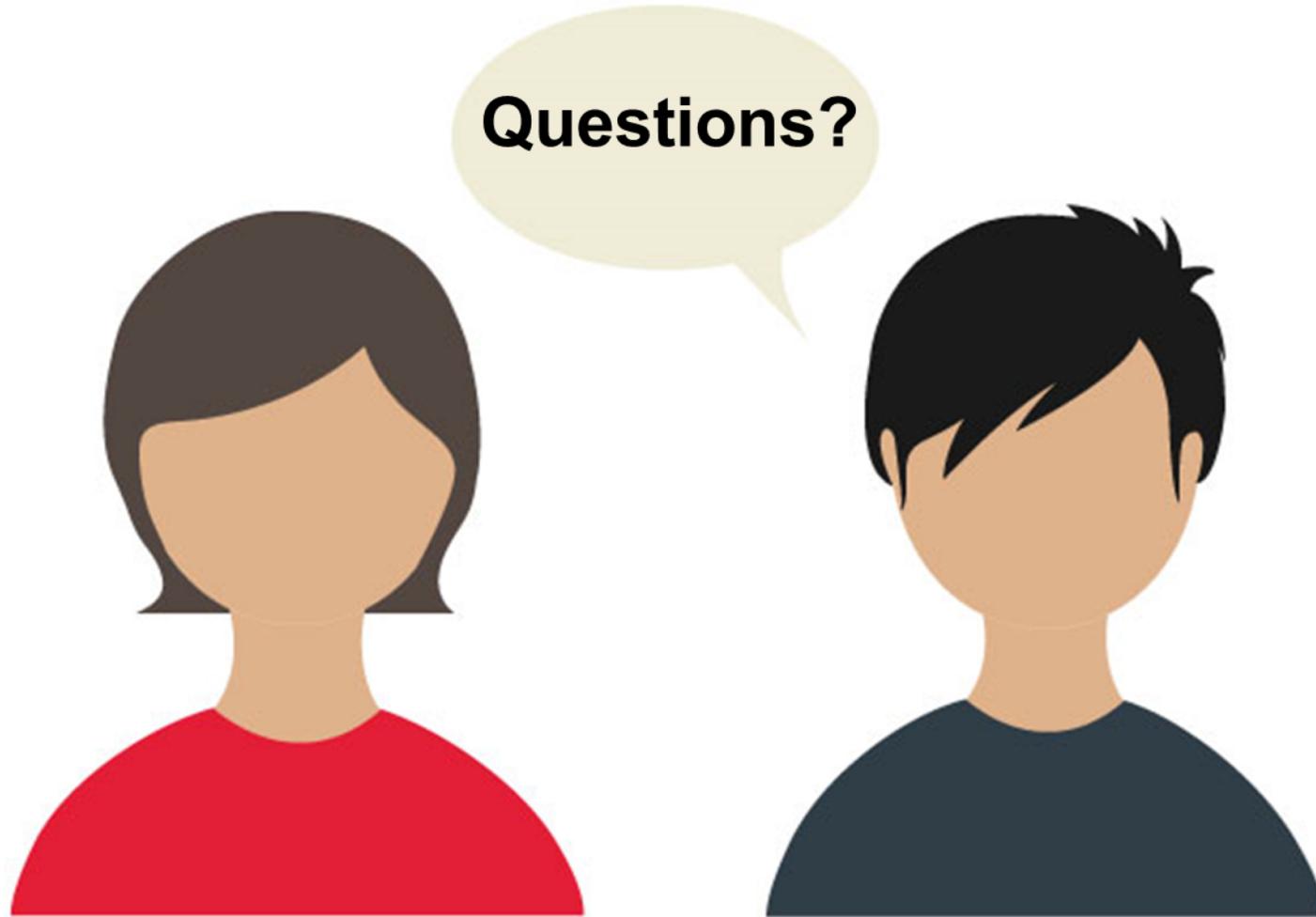
# Task 1: what makes a good training plan?

You have 20 minutes to:

- Discuss and share your ideas in your table groups.
  - a) What do you think you should include in your training plan?
  - b) Share as many good ideas as you can.
- List using flip chart paper and share with everyone.

# Exemplar training plans

# Thank you!



# Lunch Break in 501 Suite

## Transition to themed workshop 2:

- Physical Sciences & Clinical Bioinformatics (Physical Sciences & Health Informatics) – Room – **Member's Lounge**
- Physiological Sciences – **Chairman's Lounge**
- Life Sciences & Clinical Bioinformatics (Genomics) – **Warwickshire Suite**

Please speak to a member of staff on duty if you have asked for specific dietary requirements.