National School of Healthcare Science

NHS
Health Education England

The Training Plan

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Objectives

1) Understand that training plans are bespoke – no two training plans will be exactly the same.

2) Know the different elements that need to be included in the training plan

3) Understand that the training plan is a working document and will change over time.

4) 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.

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:

- Look at the curriculum and AHCS SoPs
- Review current roles and responsibilities
- What can be achieved?
- What are the desired Learning Outcomes?

Develop the content:

- Plan progression
- Design the outputs and consider evidence
- Outline the structure over the five years
- Establish a flexible timeline

Define specific items:

- Assessment methods
- Tools for recording evidence
- Utilise colleagues experience
- Looking at possible gaps
- Consider types of evidence

What to Include

Defined Timelines

- Academic courses, assessments and workshops
- Research and Innovation Project timeline – Ethical, R&D approval, Writing up
- Workplace based assessments
- Other assessment timeline – FRCPath, IAPS, CEng
- Workplace Commitments – UKAS, IQIPS, Restructuring, Relocation

Flexible Timelines

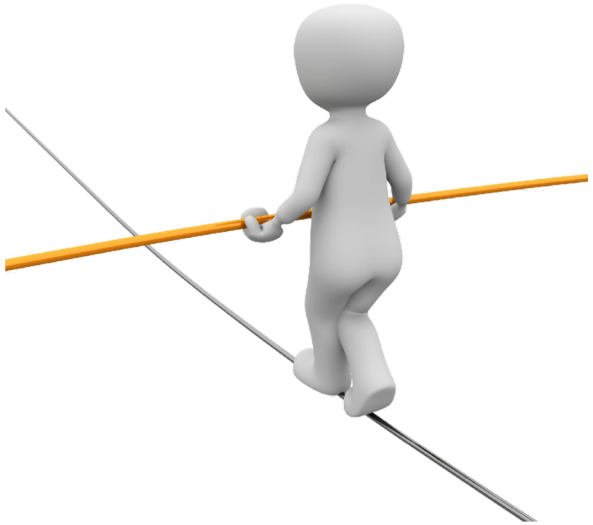
- Research and Innovation Project timeline – Recruitment, Analysis
- Workplace based assessments
- Workplace Commitments

Achieving the Right Balance

The Job Plan **vs.** **The Training 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

- Meeting the needs of HSST Programme
- Included in the individuals job plan
- Bespoke!
- Assessed
- Scrutinised



vs. University **vs. Life**

AHCS 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.

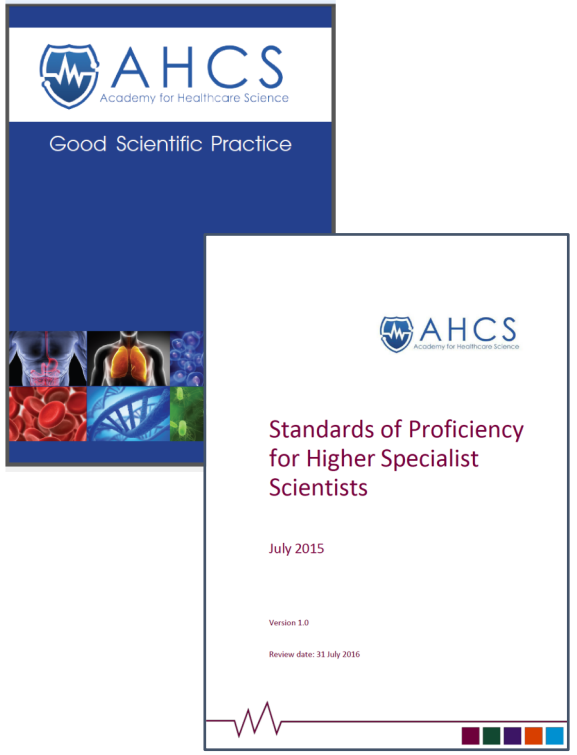
13: Assure research governance.

Five: Clinical Leadership

14: Ensure strategic leadership.

15: Ensure clinical scientific leadership.

16: Assure effective resource management.



The e-Portfolio: OneFile®

Recording and assessing evidence

- A place to **record, review and renew the training plan**
- A record of professional development and experience
- Specific to work practices and role
- Reflective and evaluative content, not just a record
- Confidential
- Useful as a historic, current and future learning tool
- Dynamic document which can be tailored to specific needs
- Watch our training video: https://www.youtube.com/watch?v=pI63DBuk1xw

Guidance for Trainers

- Jointly map out scope of practice in relation to SoPs
- Help identify naturally occurring opportunities to gather evidence
- 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

Guidance for Trainers

- Review progress against training plan
- Reflection with trainee:
  - What is going well?
  - What could be better?
  - How does this relate to milestones?
- Portfolio evidence
  - How much?
  - Mapping?
  - Assessments?

- Remember the training plan should be:
  - Collaborative
  - Reflective
  - Integrated
  - Dynamic
  - Flexible
  - Regularly reviewed

Never forgetting…..

THE NHS
CONSTITUTION
the NHS belongs to us all

Task 1: what makes a good Training Plan?

- Discuss and share your ideas in your table groups.

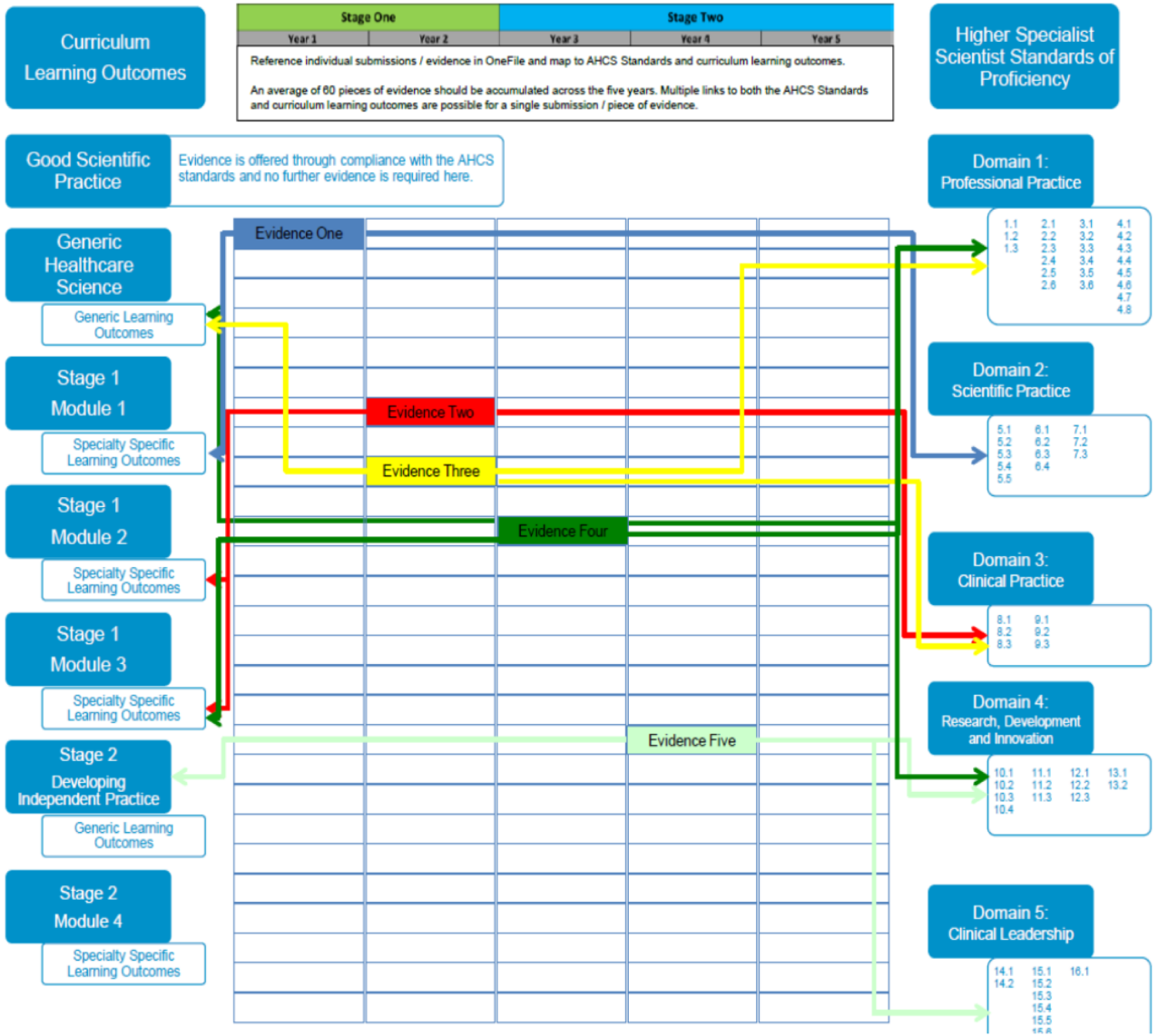
What do you think you should include in your training plan?

As many good ideas as you can.

Training Plans

Name				Stage One		Stage Two		
Specialism								
Year				Year 1	Year 2	Year 3	Year 4	Year 5
main Two: Scientific Practice	STANDARD 5 – LEAD SCIENTIFIC SERVICES	5.1	Assess the demand and specification for evolving scientific services with users, clinical colleagues and other relevant stakeholders					
		5.2	Evaluate the scientific literature and other scientific sources and work with others to develop scientific and business cases for service improvement					
		5.3	Lead a clinical scientific department offering a broad range of services and creating a culture of continuous improvement and innovation					
		5.4	Provide a high level of scientific expertise to complex problems in own area of specialist practice					
		5.5	Ensure that clinical scientific services are delivered with a commitment to excellent quality, safety, confidentiality, accountability, reliability, communication and professional and managerial integrity					
	VALIDATION AND EVALUATION	6.1	Ensure the clinical scientific validation of analytical results so that complex investigations are accurately and critically evaluated					
		6.2	Provide consultant level clinical scientific advice, including interpretation of investigations and their outcomes, therapies and their implications for patient care and management, and recommendations for additional or more complex investigations					

Training Plans



Training Plans

	Time (months)	Year 1				Year 2				Year 3				Year 4				Year 5			
		1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR
EVAREST Study																					
Participant Recruitment and Sample Collection	Completed																				
Sample Analysis (Flow cytometry, NTA, miRNA)	21																				
Data Analysis, Write Up and Dissemination	21																				
TEPHRA Study																					
Participant Recruitment and Sample Collection	12																				
Sample Analysis (Flow cytometry, NTA, miRNA)	21																				
Data Analysis, Write Up and Dissemination	24																				
Medical Intervention Study																					
Ethical Approval Process	12																				
Participant Recruitment and Sample Collection	36																				
Sample Analysis (Flow cytometry, NTA, miRNA)	24																				
Data Analysis, Write Up and Dissemination	12																				

Thank you!