The Training Plan

By Julia Handley

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:

- 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.

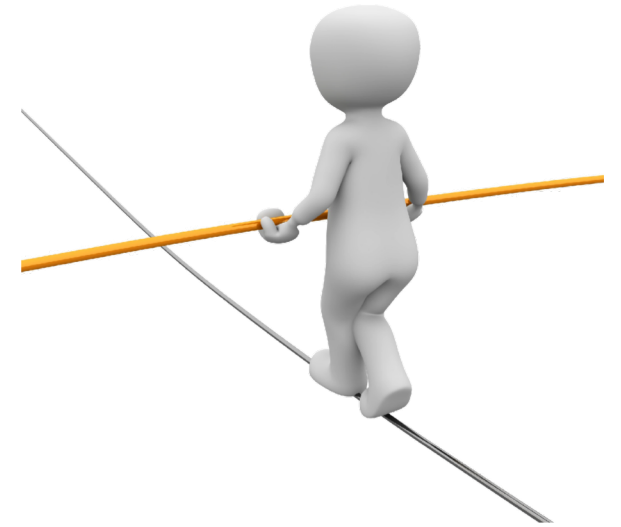**The Job Plan**   **vs.**   **The Training Plan**

- 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 the curriculum and AHCS SOPs.

- Included in the individuals job plan

- Bespoke!

- Assessed

- Scrutinised

vs. University

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.
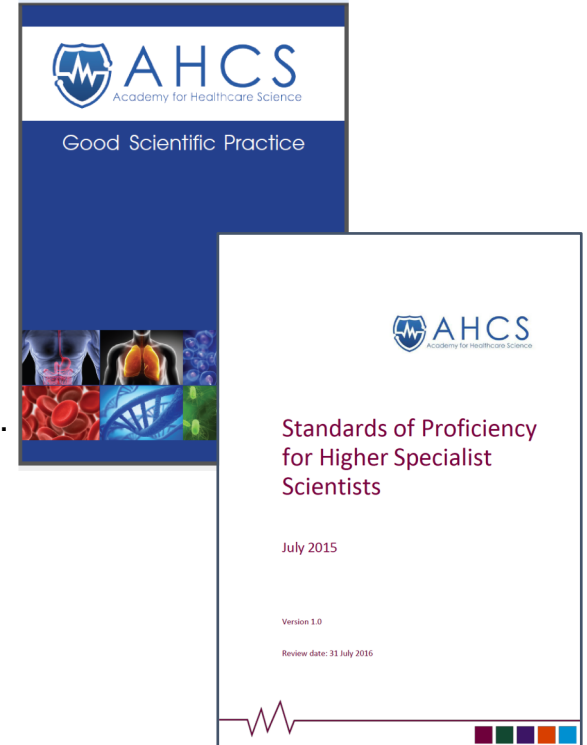
Three: Clinical Practice

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.

AHCS
Academy for Healthcare Science
Good Scientific Practice

AHCS
Academy for Healthcare Science

Standards of Proficiency for Higher Specialist Scientists

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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
- 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

Training Plans

Name				Stage One		Stage Two		
Specialism								
Year				Year 1	Year 2	Year 3	Year 4	Year 5
Domain 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					

Thank you!

Questions?