

The Training Plan

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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

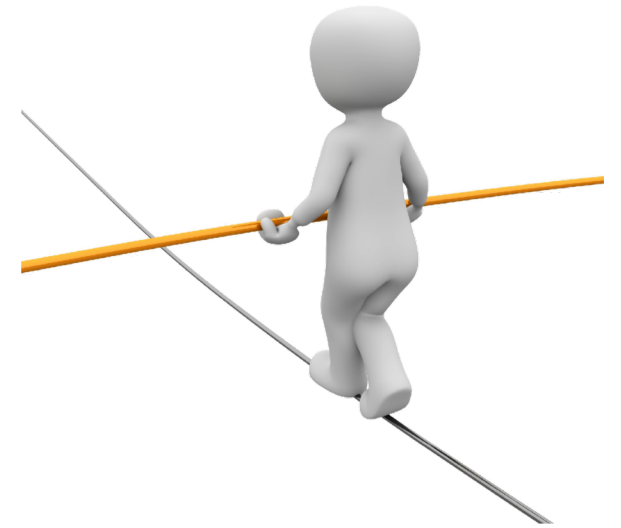
vs.

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.

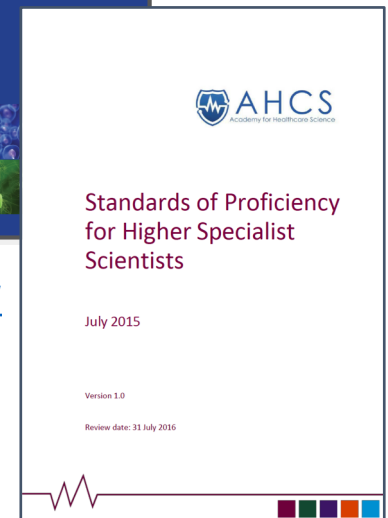
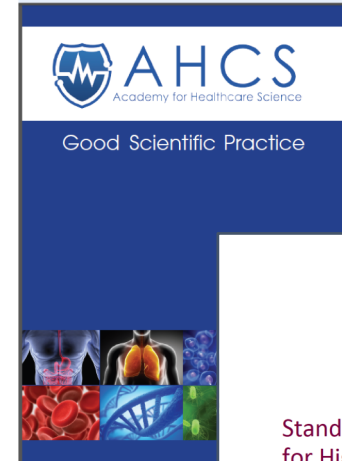
Five: Clinical Leadership

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

Check out Equivalence template:

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

HSSE Templates for Applicants



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=pl63DBuk1xw>



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.....



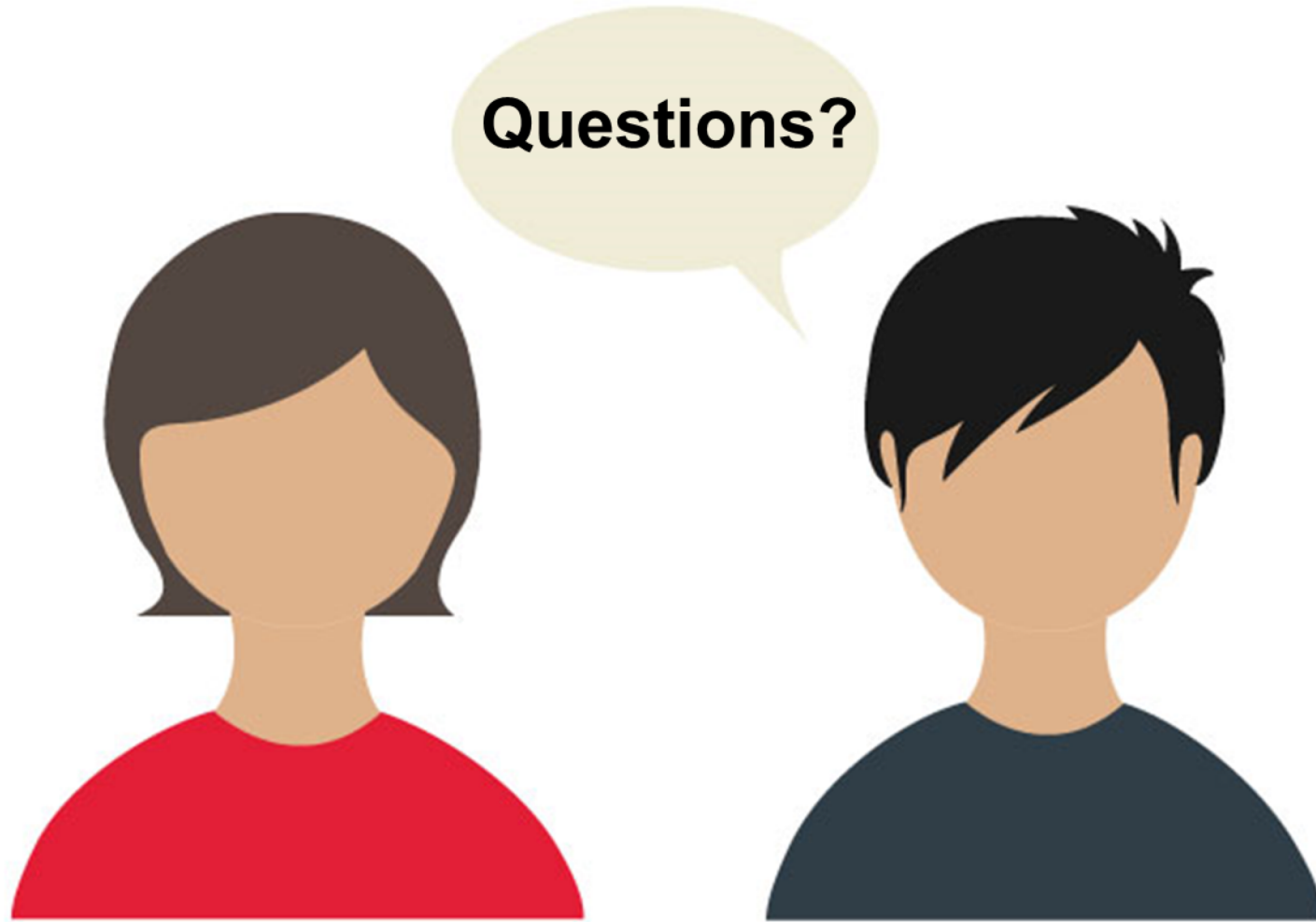
Task 1: what makes a good training plan?

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.