**Application for accreditation as a work-based training centre for Higher Specialist Scientist Training (HSST)**

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| **Trust and department** |  |
| **Head of department** |  |
| **Contact name** |  |
| **Telephone** |  |
| **Email** |  |
| **HSST specialty** |  |

**Consortium arrangements**

A group of training departments working together may choose to apply for accreditation as a consortium.

If you are applying on this basis, please provide the information requested in the box below.

To be regarded as a consortium, there must be documented agreement among the participating departments setting out the roles, responsibilities, procedures, supervision arrangements, and quality assurance arrangements.

If you are applying as a consortium, complete the remainder of this form on behalf of all the participating departments, including information on each as required.

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| **Name of consortium**  **Participating trusts/departments**  **Name and job title of training coordinator**  **Do you have a formal consortium agreement? If so, provide a copy**  **In an attachment, describe the governance arrangements for the consortium** |

The completed document should be signed and returned to the Accreditation Unit, [nshcs.accreditation@hee.nhs.uk](mailto:nshcs.accreditation@hee.nhs.uk)

Please read the requirements below, and provide the evidence listed in the right-hand column as attachments or embedded documents.

*Note: for brevity, the Clinical Scientist in Higher Specialist Scientist Training is referred to in this document as ‘the trainee’.*

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| **Requirement** | **Evidence** |
| 1. **Training plan** | |
| There must be a clear process for development, review and re-iteration of the training plan. | Training plan development and review process |
| Host departments must provide an outline training plan for review by the NSHCS within three months of the start of training. The plan must be developed in consultation with the trainee, and mapped to the HSST learning outcomes. | Training plan[[1]](#footnote-1) |
| The training plan must include:   * appropriate opportunities for intra-professional, inter-professional and multi-professional working * opportunities for interaction with patients and the public * opportunities for doctoral level research. | Training plan |
| The plan should identify other departments or organisations contributing to the training (HSST cannot be delivered entirely within a single department and it is expected that the host department will develop a training network). | Schedule of contributors and details of what they will deliver |
| Where part of the training is to be provided outside the department through secondment, rotation etc., the host department must ensure any temporary placement can enable the trainee to meet the learning outcomes. | Statement on quality assurance, including quality monitoring arrangements |
| 1. **Supervision roles** | |
| 1. **Workplace supervisor**   Each trainee must be allocated a named workplace supervisor of senior professional status, associated with the host department, to:   * take overall educational and supervisory responsibility for the trainee in a given post * ensure that they are familiar with the curriculum for each year/stage of training * ensure that they have day-to-day supervision appropriate to their stage of training * ensure they are making the necessary clinical and educational progress * ensure that they are aware of the assessment system and process * agree a training plan (formal educational contract) to make clear the commitment required to ensure that appropriate training opportunities are available, including appropriately protected time * ensure that an induction (where appropriate) has been carried out soon after appointment to the HSST programme * discuss the training requirements and progress with other trainers with whom the trainee spends a period of training * undertake regular formative/supportive appraisals (at least two per year, approximately every six months) and ensure that both parties agree to the outcome of these sessions and a written record is kept * regularly review the evidence submitted to training portfolio so that they are aware of their progress and are encouraged to * discuss any issues arising during training, ensuring that records of such discussions are kept * keep the NSHCS informed of any educational or pastoral issues that may affect the trainee’s ability to complete the HSST programme.   This would normally be an individual with consultant or similar senior status, and holding an appropriate level of professional qualification. To illustrate, in Life Sciences he/she would be a Fellow of the Royal College of Pathologists, in Engineering he/she would be a Chartered Engineer (CEng), and so on. The supervisor must be trained to provide the required standard of training and assessment through the online assessment tool (OneFile). | Contact details  Brief CV demonstrating suitability  Signed undertaking that he/she will fulfil the obligations set out in the column to the left |
| 1. **Research supervisor**   Each trainee must be allocated one or more specialist research supervisors, who are:   * wherever practicable, qualified to doctoral level or equivalent and holding any required registration * able where appropriate, in association with the HEI, to supervise research activity and contribute to the evaluation of innovation.   The research supervisor and the workplace supervisor *may* be the same person but will not necessarily be so. | If the research supervisor is a different person from the workplace supervisor  Contact details  Brief CV(s) demonstrating suitability  Signed undertaking that he/she/  they will fulfil the obligations set out in the column to the left |
| 1. **Training officer**   The department may nominate an individual to oversee the operational aspects of training, who does not contribute to the delivery of scientific training. | Name and contact details |
| 1. **Mentor**   The host department should nominate an individual with consultant or similar senior status, who could be from outside the department or from another organisation, to act as a professional mentor for the trainee. The mentor should provide advice and guidance on professional development but would not be involved in day-to-day delivery of training. | Name and contact details  Brief CV demonstrating suitability |
| 1. **Technical level of work** | |
| Host departments must ensure the trainee will be exposed to tasks/processes which require a high level of expert specialist knowledge and expertise. | Description of range of tasks/processes/procedures undertaken by department, mapped to training plan |
| 1. **Environment** | |
| All host and placement locations must:   * comply with all relevant health and safety standards and equality and diversity policies * be equipped to a standard that meets all reasonable practice requirements * provide physical space and resource to enable the trainee to complete the HSST training programme * ensure that there are suitably flexible arrangements for the trainee’s release from day-to-day duties in order to complete the education and training requirements of the programme * meet the standards of the HEE Quality Framework. | Policies  Accreditation certificates or audit reports confirming third party accreditation or inspection  Inventory of equipment  Description of physical resources  *(documentary evidence is not required if already supplied in support of STP accreditation)* |
| 1. **Support for research/innovation** | |
| The host department must provide the trainee with opportunities to engage in research and/or innovation activities. | Brief statement demonstrating how the host department supports research and/or innovation |
| 1. **Complaints** | |
| All host and placement locations must have an effective system for resolving trainee complaints and should regularly keep NSHCS informed of actions taken and lessons learnt. | Policies  *(documentary evidence is not required if already supplied in support of STP accreditation)* |
| 1. **Annual monitoring** | |
| Host departments must complete an annual monitoring report notifying NSHCS of any changes in staff, resources, policies or processes that could affect HSST trainees. | Undertaking |
| 1. **Annual Review of Progression** | |
| The host department must engage positively with the trainee’s Annual Review of Progression. | Undertaking given in signature box below |

**Signature**

This form must be signed by the Head of Department and countersigned by an individual from a tier of management at least one level higher. Examples of suitable countersignatures (which will vary from one organisation to another) would include the Medical Director, a Trust Board Member, or the Trust’s Director of Education.

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| **I confirm that…** | | | **Tick** |
| The organisation will abide by the HSST roles and responsibilities as set out in the document “A guide to the roles and responsibilities of a Higher Specialist Scientist Trainee and their Employer” at Appendix 2. | | |  |
| The department will provide the Trainee with sufficient protected study time to meet the programme requirements | | |  |
| The department will engage positively with the Trainee’s Annual Review of Progression. | | |  |
| Key staff in the department have read and understood their roles and responsibilities. | | |  |
| **Signature** | **Job title** | **Date** | |
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|  |  |  | |
| In countersigning this form I confirm that I have read and understood the contents and that the organisation fully supports the Higher Specialist Scientist Training programme. | | | |
| **Countersignature** | **Job title** | **Date** | |
|  |  |  | |

If the department already has accreditation from the National School of Healthcare Science as a training provider for the Scientist Training Programme, this application is now complete. If the department is not accredited for the Scientist Training Programme, the Head of Department should complete the table at Appendix 1 and provide supporting evidence.

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| **Appendix 1: evidence of meeting general quality standards** | | | | | | |
|  | **Requirement** | **Tick one column** | | | | **Suggested evidence** |
|  |  | **Not met** | **Working towards** | **Met** | **Exceeded** |  |
| **1** | **Domain 1 – Education/training quality** | | | | | |
| 1.1 | Departmental staff, including senior grades, contribute to maintaining the quality of education and training.  Department has clear quality assurance, quality monitoring and reporting standards. |  |  |  |  | 1. Organisation chart with roles and responsibilities. 2. Training policy identifying how the department supports healthcare science training (including support for formal training or mentorship qualifications). 3. Note of any quality manuals, quality statement or similar documentation used by the Department. |
| 1.2 | Training programmes reflect relevant national guidance. |  |  |  |  | Evidence of attendance at NSHCS train the trainer events and of how information from these events is cascaded to colleagues. |
| 1.3 | Department can deliver professional training to high standard. Staff development includes supervision and delivery of training. |  |  |  |  | A brief explanation of the history of training in the department. |
| 1.4 | Training staff reflect on experience and are committed to continuous improvement of training process. |  |  |  |  | Evidence of sharing of good practice - supervisor meetings, trainee meetings/networking, assessment moderation, staff CPD.  An example of improvement as a result of your own internal review. Confirmation of internal reviews of training programmes and scheduled training meetings. |
| 1.5 | Staff contribute to national training initiatives. |  |  |  |  | Identify staff actively involved in NSHCS events such as national recruitment, curriculum review, OSFA assessing and station writing. Confirm that, if an HSST commission is agreed, the department will make a member of staff available to contribute to future national HSST recruitment as a shortlister and/or interviewer |
| 1.6 | Process for dealing with concerns about trainees’ profession-related conduct (fitness to practise). |  |  |  |  | Relevant extracts from Trust policies; evidence of regular review meetings. Summary of Trust appraisal process including capability procedure |
| **2** | **Domain 2 – planning and resource management** | | | | | |
| 2.1 | Clear training strategy and annual plan, linked to national and local policy.  Clear lines of accountability for the management and governance of work based education. |  |  |  |  | Evidence of how the department’s training plan links with the trust’s forward plans and national policy. Description of how the department contributes to the trust’s workforce planning and data collection. |
| 2.2 | Prompt feedback to trainees.  Feedback from trainees is collected and action plans agreed. |  |  |  |  | Confirmation that trainees will receive regular one-to-one progress reviews and that work submitted for review will be responded to promptly. |
| 23 | Trainees receive protected study time. |  |  |  |  | Confirmation of time available for academic work and completion of development records. |
| **3** | **Domain 3 Equality and Diversity, Patient and Public Involvement** | | | | | |
| 31 | Diversity, inclusion and equality of opportunity. |  |  |  |  | Evidence of Trust equality and diversity policy; department commitment to observe equality of opportunity in training. |
| 3.2 | Where Students/trainees engage clinically with service users, appropriate consent is obtained. |  |  |  |  | Consent form, or description of the process for obtaining consent. If consent is not in written form, Informed consent policy (where appropriate). |
| 3.3 | Programmes respect the rights and needs of service users and colleagues. |  |  |  |  | Trust Patient and Public Involvement policy and brief statement of how applies in Department.  Summaries of Service Users and Carers policy or equivalent.  Engagement plan for HSST showing how opportunities will be provided for interaction with patients (including patient representative groups) and the wider public.  Fitness for practice policy (where appropriate)  Evidence of safeguarding for vulnerable service users. |

**Signature: Designation: Date:**

**Appendix 2**

**A guide to the roles and responsibilities of a**

**Higher Specialist Scientist Trainee and their Employer**

**Who am I?**

An HCPC-registered clinical scientist who participates in an approved programme of postgraduate education and study leading to eligibility for registration on the Academy for Healthcare Science Higher Specialist Scientist Register.

**What skills am I required to demonstrate to enter the training scheme?**

* An understanding of current practice and delivery of basic clinical services in your discipline
* An ability to plan and do research
* An enquiring mind and strong problem-solving skills
* An analytical and investigative mind
* Excellent oral and written communication skills
* Good IT skills as most clinical services are highly computerised
* Meticulous attention to detail and the ability to concentrate for long periods
* An ability to work effectively as part of a team
* Have a self-motivated and confident approach, to gain the most from training opportunities and placements in busy hospital departments
* A willingness to keep up to date with the latest scientific and medical research in the specialty.

**What are my routine duties as a HSST trainee?**

Your duties will depend on your specific role within a department and be reflected in your job description, but will likely include:

* Provision of routine clinical and/or diagnostic services
* Interpretation of test results and suggesting treatments
* Researching, developing and testing new methods of diagnosis and/or treatment that improve the patient’s pathway and their wellbeing
* Advising on the purchase and appropriate use of commercial products and equipment.

**What are my primary responsibilities?**

* Your job plan will need to meet the needs of the department in service provision and you should expect to have assigned roles with routine clinical responsibilities
* Your objectives will be set to facilitate your personal development and with time set aside for training
* You will participate in ethical, safe, high quality, competent, cost effective, and compassionate patient centred care under supervision, commensurate with your demonstrated competence, level of advancement and responsibilities
* You will undertake to meet the educational goals of your training program
* You will develop skills to be an effective life-long learner including developing a personal program of self-study and professional growth with guidance from your local supervisor and other appropriate individuals and institutions appropriate to the HSST programme.
* You will demonstrate competency in patient focussed care, scientific knowledge, and practice based learning and improvement, interpersonal and communication skills, professionalism, and systems based practice
* You will participate fully in the educational and scholarly activities of the HSST program and any additional required institutional orientation and self-instructional curriculum
* You will assume responsibility for teaching and supervising and mentoring other graduate trainees and students, as your skills and competencies progress
* You will be diligent in your clinical practice ensuring that you follow local and national guidance and policies
* You will comply with your Contract of Employment regarding the Educational Program, Departmental and Hospital policies and requirements
* You will participate in institutional, departmental, and training program activities involving performance improvement and other appropriate aspects of development.
* You will maintain your registration with the HCPC
* You will recognise the need for protection of human subjects when conducting research through compliance with all appropriate policies, procedures, and education
* You will comply with the professional expectations of a HSST trainee
* You will participate in personal progress monitoring and evaluation as stipulated by the institution, department and HSST program requirements
* You will respect patient’s rights
* You will participate and cooperate in and with the National School of Healthcare Science (NSHCS) and its appointed officers to enhance the educational experience. Specific Program requirements for each HSST program can be accessed through the NSHCS website at <http://www.nshcs.hee.nhs.uk/join-the-programme/nhs-higher-specialist-scientific-training>. The NSHCS will undertake to share specialty specific expectations for HSST education with the trainees and relevant supervisors
* You will engage through the submission of evidence via the electronic e-portfolio (OneFile) to demonstrate your increasing competence and progression through the course of the programme
* You will engage with all appropriate formal evaluation processes, formative and summative, required by the NSHCS and culminating in a final assessment and confirmation by the NSHCS of your compliance with the Academy for Healthcare Science Higher Specialist Scientist Standards.

**What are the responsibilities of my employer?**

Each participating employer and/or training site must:

* Commit to excellence, innovation, and leadership in meeting the health care needs of the people served through the improvement of community health and by fostering the very best education and biomedical research
* Strive to provide the most advanced and comprehensive education possible, preparing HSST trainees for a lifetime of learning and careers as leaders, clinicians, teachers, and researchers
* Undertake and engage with the formal accreditation processes of the NSHCS
* Maintain a community of mutual respect and professionalism
* Ensure that approved training posts deliver the curriculum content and assessment requirements set out in the approved curriculum
* Offer sufficient practical experience to achieve and maintain the clinical competences required by their curriculum
* Offer an educational induction to make sure the trainee understands their curriculum and how their post fits within the training programme requirements
* Provide opportunities and support for the trainee to develop their clinical and practical skills and generic professional capabilities
* Offer opportunities to work and learn with other members of the team to support inter-professional multidisciplinary working
* Conduct regular, useful meetings with their trainees and clinical and educational supervisors
* Ensure any placements are long enough to allow trainees to become members of a multidisciplinary team, and to allow team members to make reliable judgements about their abilities, performance and progress
* Ensure a balance between trainees providing services and accessing educational and training opportunities and ensure that staffing is such that a trainee is not routinely required to perform tasks that are the primary responsibility of other members of the health care team
* Undertake that those services provided by a trainee will focus on patient needs, and that the work undertaken supports learning opportunities wherever possible
* Undertake that education and training will not be compromised by the demands of regularly carrying out routine tasks or out-of-hours cover that do not support learning and have little educational or training value
* Design assessments mapped to the requirements of the curriculum and appropriately sequenced to match the trainees progression through the programme to meet the Academy’s HSSR standards of proficiency
* Provide supervision and monitor the trainee’s educational experience through regular training planning reviews with the trainee according to the requirements of the HSST programme
* Ensure that the review and sign off of trainee workplace based evidence submitted through the e-portfolio (OneFile) is carried out by someone with appropriate expertise in the area of evidence and assessed in a timely manner
* Monitor the well-being of the HSST trainee.

*This guidance is considered best practice by the National School and is advisory only*

1. Training plans should be mapped to the Academy for Healthcare Science’s Standards of Proficiency for Higher Specialist Scientists, the learning outcomes of the specialist curriculum, the specialty knowledge and skills to be evidenced in the e-portfolio (OneFile), and the requirements of the professional doctorate or the FRCPath. Plans may be developed using the document “SoPs evidence – blank spreadsheet template” which can be downloaded from <https://www.nshcs.hee.nhs.uk/current-hsst/nhs-higher-specialist-scientific-training/annual-review-progression> The plan should indicate, for the first year, blocks of training activity contributing to achievement of the learning outcomes. The plan should be flexible, but should contain clear milestones towards completion of the programme requirements. [↑](#footnote-ref-1)