

# Training Planning



# Independent Assessment of Professional Skills IAPS

- Physical, Physiological Sciences and Bioinformatics
- Towards the end of your five years
- National independent check of your workplace learning to consultant level
- Showcase of your best evidence to demonstrate consultant level skills
- Self-advocate in a professional viva (A structured discussion under exam conditions with future peers as consultant scientists)



# 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



Scaffold tasks



Different start points and different needs



It is not necessary for all trainees to be on the same step at the same time

# OPEN TEXT POLL

TRAINING PLANS: What characteristics do you think make a good or effective training plan?  
**#hsstinduction22**

# Good Training Planning

**Collaboration**

**Adaptability**

**Flexibility**

**Timely  
Reviews**

**Gaps  
Analysis**

# OPEN TEXT POLL

TRAINING PLANS: Potential barriers to  
good training planning

**#hsstinduction22**

# Why Use a Training Plan?



**Hands up** those lucky enough to have taken a holiday over the last 24 months



**Hands down** if when you went on holiday you didn't know where you were going



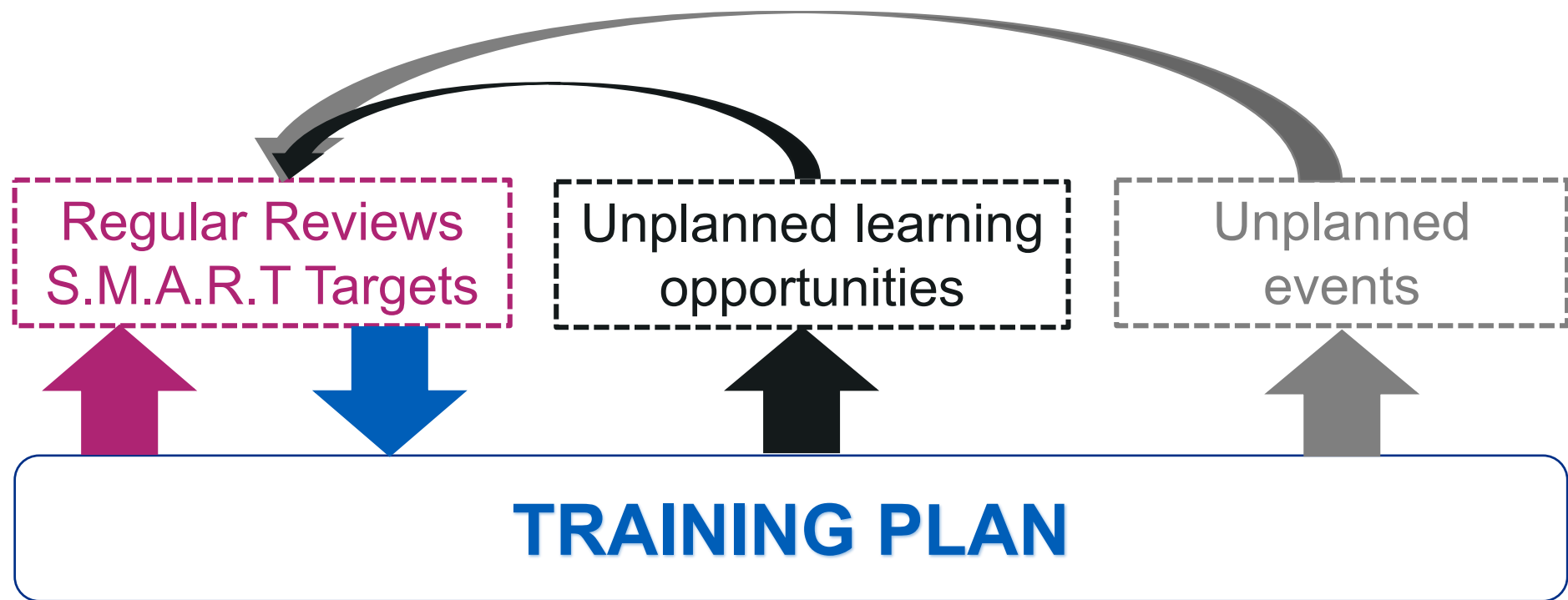
**Hands down** if you didn't know how you were going to get there e.g. what mode of transport and what time etc or if these plans changed



**Hands down** if you hadn't planned what you were going to do when you got there?



# Why Use a Training Plan?



# OPEN TEXT POLL

What do I need to include in a training plan?

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# What to Include in a Training Plan?

## Defined Timelines

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

## Flexible Timelines

- Research and Innovation Project timeline – Recruitment, Analysis
- Workplace based assessments – Standards of Proficiency

## Life Events

# Planning for the Collection of Evidence



# Standards for Evidence

## Level 8 Descriptors

Generates **new knowledge** at the forefront of the discipline

Makes informed judgements on **complex issues** in specialist fields, often in the **absence of complete data**

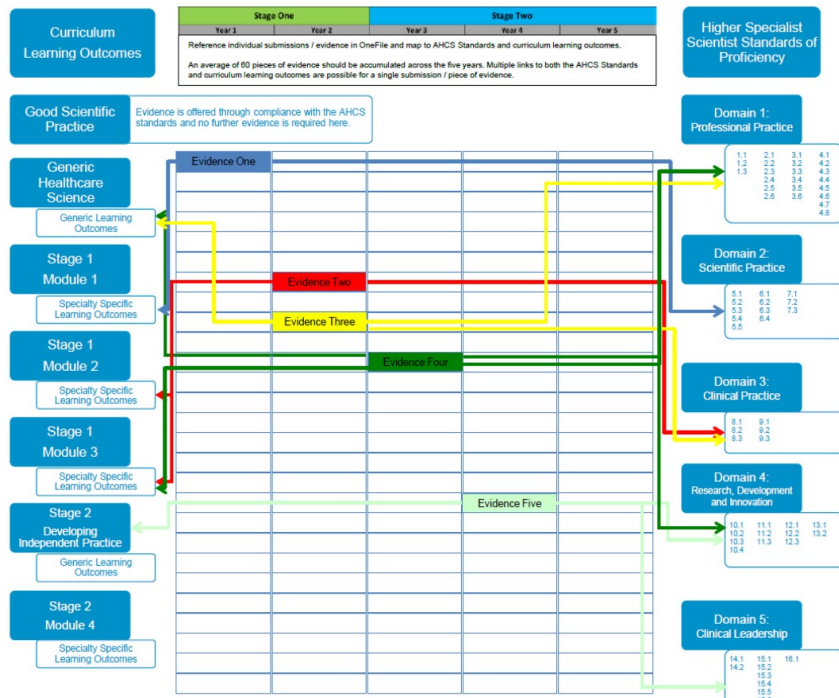
Communicates ideas to **specialist and non-specialist** audiences

Makes informed judgements on complex issues in specialist fields with an **innovative approach** to tackling and solving problems

# 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



# Gantt Chart

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



# Top Tips for Success



**Know Your Timetable:** University Attendance, Assessments, Research, Standards of Proficiency, FRCPPath, ARP, IAPs. **Training Plan is key**



Cascade learning from University



Use assessments from University to drive departmental development



Look for synergy in aspects of the training



Identify Research Project early: Who will supervise? What ethical approval is needed?

# Top Tips for Success

Regular  
**documented**  
review meetings

Set date for next  
meeting and try to  
stick to it

Be innovative with  
opportunities to  
map to Standards  
of Proficiency

Look for **reflective**  
**learning** in current  
role

Look for  
**development**  
**opportunities** in  
current role

Seek out  
**opportunities**  
**outside** current  
role

Reflection on  
outcomes and  
objectives set

Make use of  
Multisource  
Feedback (MSF)