November collaborative meeting update

Dr EMma Bowers

November collaborative meeting update

Updates from the November Collaborative Workshops

- Reviewing Relevant Degrees Lists for STP Entry
- Developing IACC Case Based Discussion Ideas
- Designing feasible model of external assessment in the workplace

November collaborative meeting update

Reviewing Relevant Degrees Lists for STP Entry

- We have made some updates to the listing of relevant degrees following the last collaborative meeting.

- We will ask all STP shortlisters supporting the STP recruitment process for 2023, if there are any additional relevant degrees they would like to see adding to the listing.

- As always, happy to hear from all colleagues if they feel we need to add relevant degree titles to any of the listings.

November collaborative meeting update

Developing IACC Case Based Discussion Ideas

- The School owes a huge THANKS to the many healthcare scientists who have contributed to the development of cases

- The majority of specialisms now have a full complement of formative and summative cases

- Sample, formative cases will be published for all specialisms shortly

- We have volunteers working to complete the development of cases, including some here today.

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Designing a feasible model of external assessment in the workplace

Overall, a good idea but identified areas of concern:

- Confidence in the assessment method

- Administrative burden to organise assessments

- Engagement and availability of assessors

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Designing a feasible model of external assessment in the workplace

The work is progressing in several directions:

- Developing national expectations, standards and guidance for the conduct of all workplace-based assessment to accompany the new curricula.

- We are running a small pilot to explore the feasibility of digital, remote DOPs and OCEs

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Designing feasible model of external assessment in the workplace

Next steps

- Development of national expectations, standards and guidance for the conduct of all workplace-based assessment
- Planning for how we communicate, advocate and support a set of national expectations, standards and guidance for the conduct of WBA
- A School decision about the extent to which external assessment or verification will be required following the development of national standards and guidance
- Learning from the pilot of digital, remote DOPS & OCEs

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Designing feasible model of external assessment in the workplace

- Recording an assessment – assessing the recording later

- Proof of concept pilot underway
  - Recording DOPs or OCEs   - Review the recordings
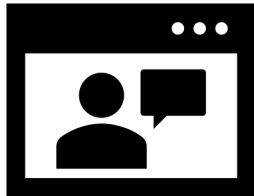
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Updates from the November Collaborative Roundtables

- STP Roundtable Discussion

- HSST Roundtable Discussion

- ETP Roundtable Discussion

- PTP and Apprenticeships Roundtable Discussion

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STP Roundtable Discussion

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STP Roundtable Discussion

1. What is working well?

2. What are the challenges?

3. How did you overcome the challenges?

4. How can the NSHCS help?

5. What would help you to train more?

6. Any future suggestions?

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STP Roundtable Discussion - 1. What is working well?

- Structured programme
- Fully funded
- Paid Master degree
- Includes rotations to other related areas
- New curriculum
- Standardised routes to registration
- The flexibility of the workplace to meet competencies as fits with their workload.

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STP Roundtable Discussion - 2. What are the challenges?

- Last minute communication
- No specialism specific TTT
- Less support for Training Officers
- University communication
- Recruitment: Interviewing process
- The final exit exam IACC

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STP Roundtable Discussion - 3. How did you overcome the challenges?

- Theme/Specialism specific TO networks/forum

- Regionalise rotations / networks

- Linking with other centres

- Consortia approach

- Using ex-STP trainees to support TO

- Encourage trainees to join trainee networks

- Competencies Workshops

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STP Roundtable Discussion - 4. How can the NSHCS help?

- Improve the role of the TO/ Funding TO role
- Realistic timeframe for communication / improve response time
- Workshops to meet competencies
- Create TO network (s) / networking
- Mental Health Training

- Reduce assessors workload / More assessors for IACC / Paid time
- NSHCS Regional support for TO
- Re-evaluate the 2k
- OSFA vs IACC

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STP Roundtable Discussion - 5. What would help you train more trainees?

- Acknowledging & standardising TO role
- Funds TO role / back filling / incentives to be a TO
- Support other training routes e.g. equivalence
- Develop clinical academic pathway
- Accreditation process – less laborious
- Teaching/ mentoring/ coach training
- Shared online resources
- Specialism specific networks
- Competencies regional workshops

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STP Roundtable Discussion - 6. Other suggestions for future development?

- Comms: memo / assessment
- Theme specific TO network
- Standardise TO role
- Work closely with professional bodies
- Portal to share resources
- Review HEIs

- Opportunity to feedback on new curriculum
- Specialism specific final exit exam

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HSST Roundtable Discussion

Focused on the HSST Recruitment process

- Maintain virtual interview format

- Interview Structure with three sections: Leadership; Clinical & Scientific; Research & Innovation (including presentation)

- Interviewers to determine outcomes as part of interview

- Clarified requirements for Biomedical Scientists at entry and exit from programme

- Question on understanding of the programme, challenges and how these will be met, to be kept as part of the standard interview

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ETP Roundtable Discussion

Focussed on

- Building regional trainer networks – aiming to have regional trainers in every region with regular meetings

- Sharing good practice – e.g. more guidance including training plans now on website

- Collecting feedback to improve the programme – identifying challenges to address

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PTP and Apprenticeships Roundtable Discussion

- Create a national HCS stakeholder apprenticeship working group

- Need for clear guidance for employers to start discussions in their Trusts to employ apprentices

- Value of using technology in education, training and assessment

- Trainer capacity

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Summary