NES Healthcare Science.
Does assuring training matter?

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Trainees event 2019

COSLA, Edinburgh

NHS
Education for Scotland

Quality Education for a Healthier Scotland

SO WHAT!
Does assuring training matter?

- Progression
- Experience
- Safety
- Development
- Improvement

NES Healthcare Science.

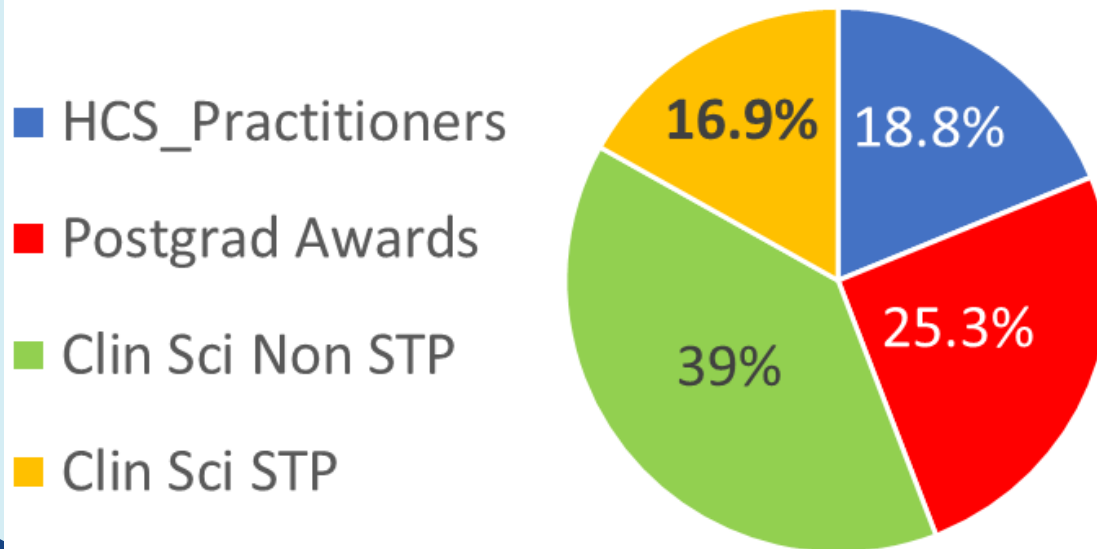Who we are – the team

- Est 2008

What we do:

- Commission/ fund

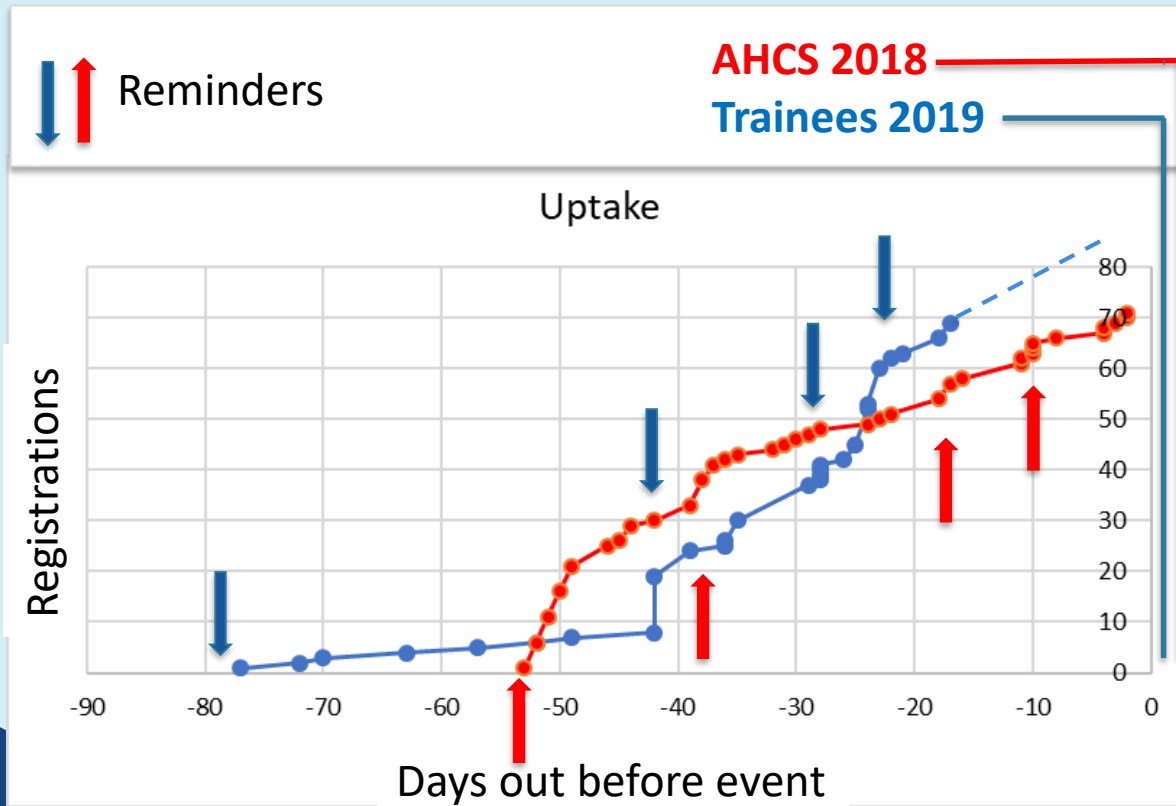- CPD-events

- Quality monitor

Today's event. (8th)

Previously "postgraduate event"
Now includes other HCS trainees

154 National Training Number Holders

- HCS_Practitioners
- Postgrad Awards
- Clin Sci Non STP
- Clin Sci STP

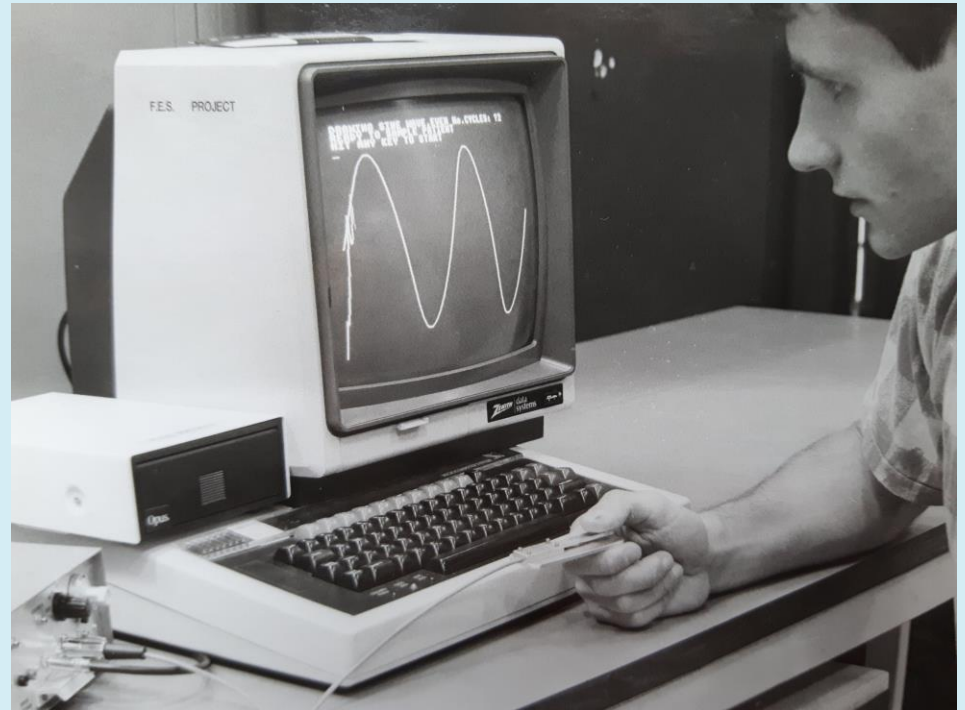16.9% 18.8%
25.3%
39%

Today's event. (8th)

Weaving a community
Reinforcing identity and standards

SO WHAT!
Does assuring training matter?

Today's trainees are tomorrow's trainers

SO WHAT!
Does assuring training matter?

- So what… if we don't assure?

- So what… who cares anyway?

- So what… who suffers?

  … and what does "assure" mean anyway

SO WHAT!
… if we don't assure?

NHS
Education for Scotland

? Are public funds wisely spent?

? Are we sure that training is delivered?

? Is training **safe** and effective?

? Is training traceable?

? Is improvement built-in?

UKAS
ISO
RPA
Professional Body

SO WHAT!
… who cares anyway?

? Is the **trainee** experience a good one?

? Are **patients** well-served by the training?

? Is the **trainer**'s reputation well-served?

? Is the **commissioner** well served?

? The **regulator** might!

SO WHAT!
… who suffers?

? Is service user / patient exposed to harm?

? Is there constructive challenge to trainers?

? Is service well-served?

? Is the trainee experience good?

Commissioning:

- Expressions of interest process
- Bursary support process – Common Core List

Both routes we ask:

- What is the rationale?
- Is there support and capacity to train?
- Is there a plan?
- **Is there accountability**?

What does our assurance activity comprise?

- **Department / training scheme self- assessment**

- **Supervisor and trainee identification**

- **Outline training plan**

- **Progression monitoring**

What else does our assurance activity comprise?

- **Survey / (posters)**

- **Response to concerns**

- **Trainee handbook**

- **Special Measures Guide**

NHS Education for Scotland

Trainees & Supervisors community

http://www.knowledge.
scot.nhs.uk/hcstrainees/
postgraduates.aspx

2018 survey trainees
48% response of n=120

Clear Plan?
Enough supervision?
Recommend?

Trainee Survey 2018

2018 survey trainers: *Then and Now*
48% response of n=163

When I was a trainee…

Poor training experience/ NA
Then and now are incomparable
A good experience
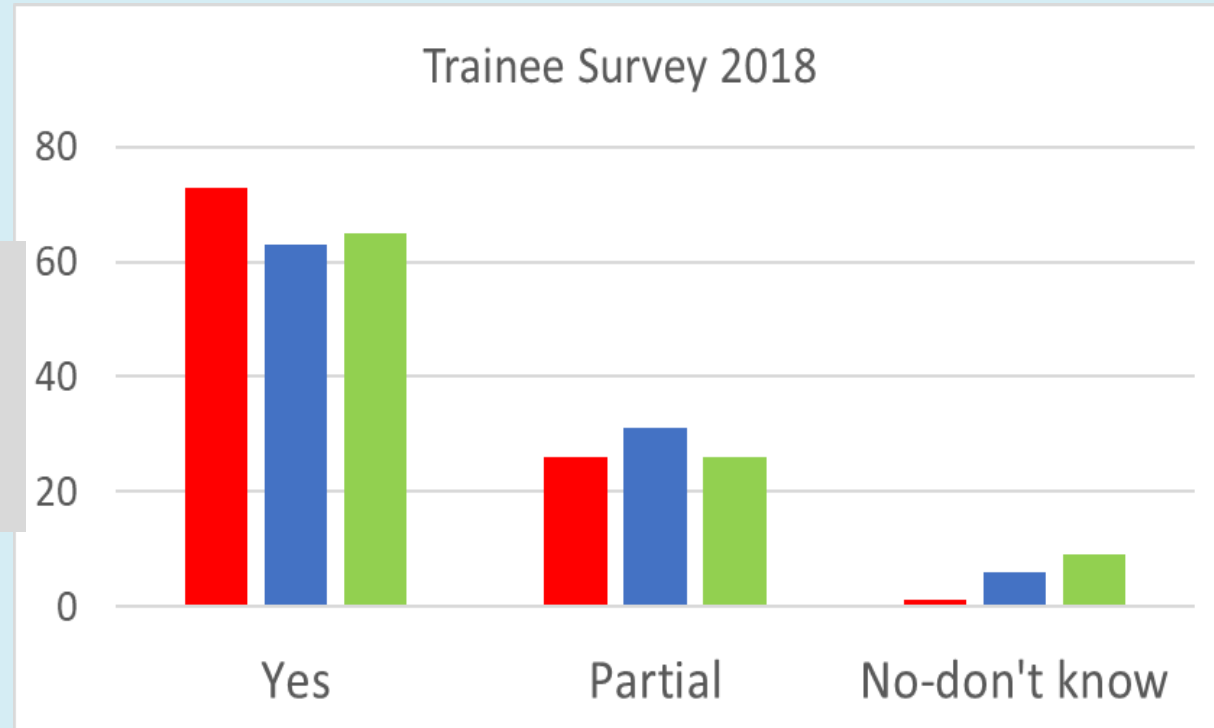
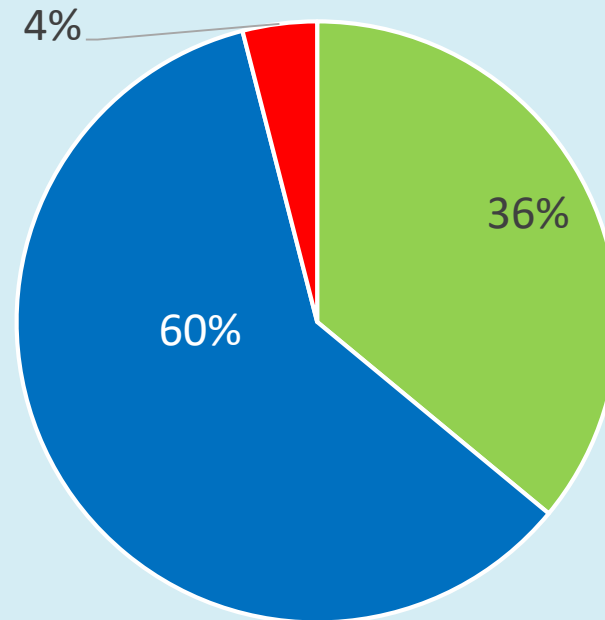Trainer's experience as trainee - then and now

30%

56%

14%
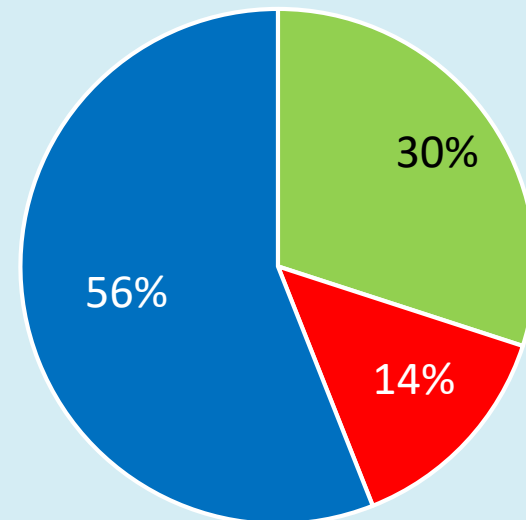
2018 survey trainers: *Then and Now*
48% response of n=163

Supervisor's motivation of trainees

In motivating trainees…

"Its up to the trainee"
A shared responsibility
Supervisor is key

4%

36%

60%

Actionable concerns

Lack of training plan

Abandonment

Poor preparation to train

Training Plans matter

NES HCS Training Plan Template is available as
Document 25 Knowledge Network

|	Activity	NHS Location	From	To	Activity supervisor (NHS):	Activity supervisor (NHS) email
Year 1	MSc Medical Physics, Full-time Glasgow University	GGC – QEUH Medical Physics	09/18	08/19	Jane Doe	JaneDoe@DummyDept.scot.uk
Year 2	Foundation year training – Rotation1 – Non-ionising radiation	" "	08/19	11/19	John Smith	JohnSmith@DummyDept.scot.uk
Year 2	Foundation year training – Rotation 2 – Radiotherapy	" "	11/19	01/20	Jane Smith	JaneSmith@DummyDept.scot.uk
Year 2	Foundation year training – Rotation 3 – Nuclear Medicine	" "	02/20	04/20	John Doe	JohnDoe@DummyDept.scot.uk
Year 2	Foundation year training – Rotation 4 – Radiation Protection	" "	05/20	08/20	Jack Brown	JackBrown@DummyDept.scot.uk
Year 3	Specialist year – Ratiotherapy	" "	09/20	08/21	Jane Smith	JaneSmith@DummyDept.scot.uk
	Innovation project	GGC – Clinical Engineering Gartnavel	09/21	03/22	Jane Brown	JaneBrown@DummyDept.scot.uk

www.knowledge.scot.nhs.uk/hcstrainees/postgraduates.aspx

Training Plans matter

75 % response rate to request for training plans 2018

Outright "yes":

Recommend?
Enough supervision?
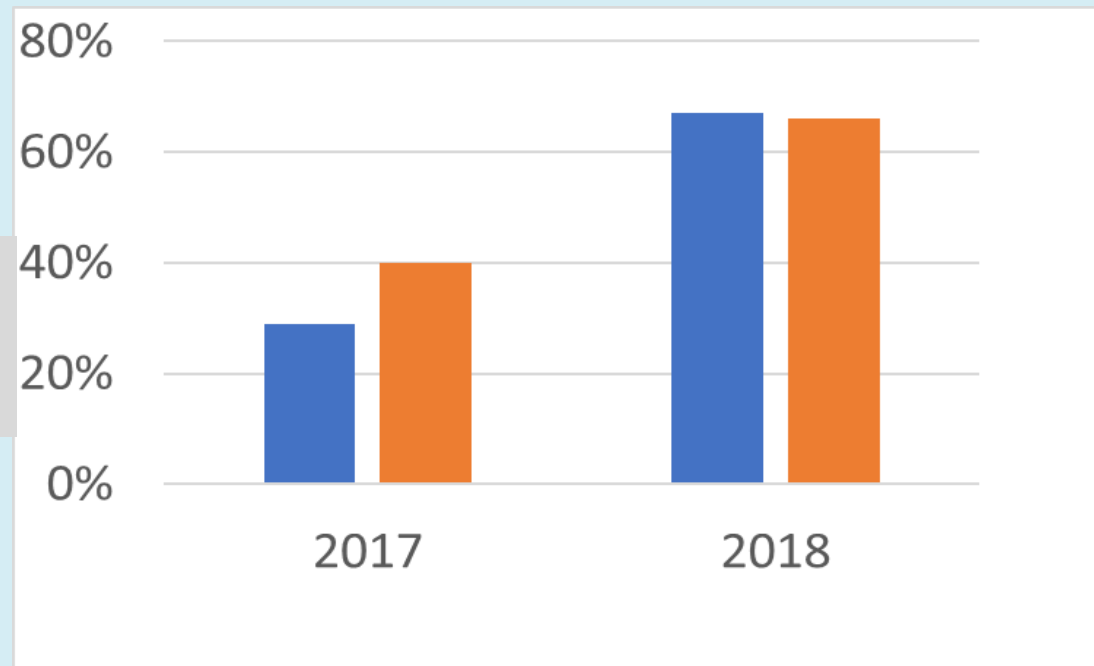
Other actionable concerns

Working outwith scope

Time to train

Progression / competency

Responsibilities
Expectations
Milestones
Learning agreement

ARCP Monitoring progression

- **A light touch check on progression**
- **An opportunity to review and alter**
- **Trainees may also submit an associated confidential return to us**
- **Essentially**

  - **Is training going to plan?**
  - **Is your experience a good one?**

ARCP   Doc16

67% response (of 115)

33% No response

3-Aug-28
7-Sep-18
12-Oct-18
19-Oct-18
06-Dec-18 (personal e-mail)

Train the trainer 2019

Train the trainer 2019

Some theory of learning + practical

CBD, DoPS, OCE, MSF

M otivate
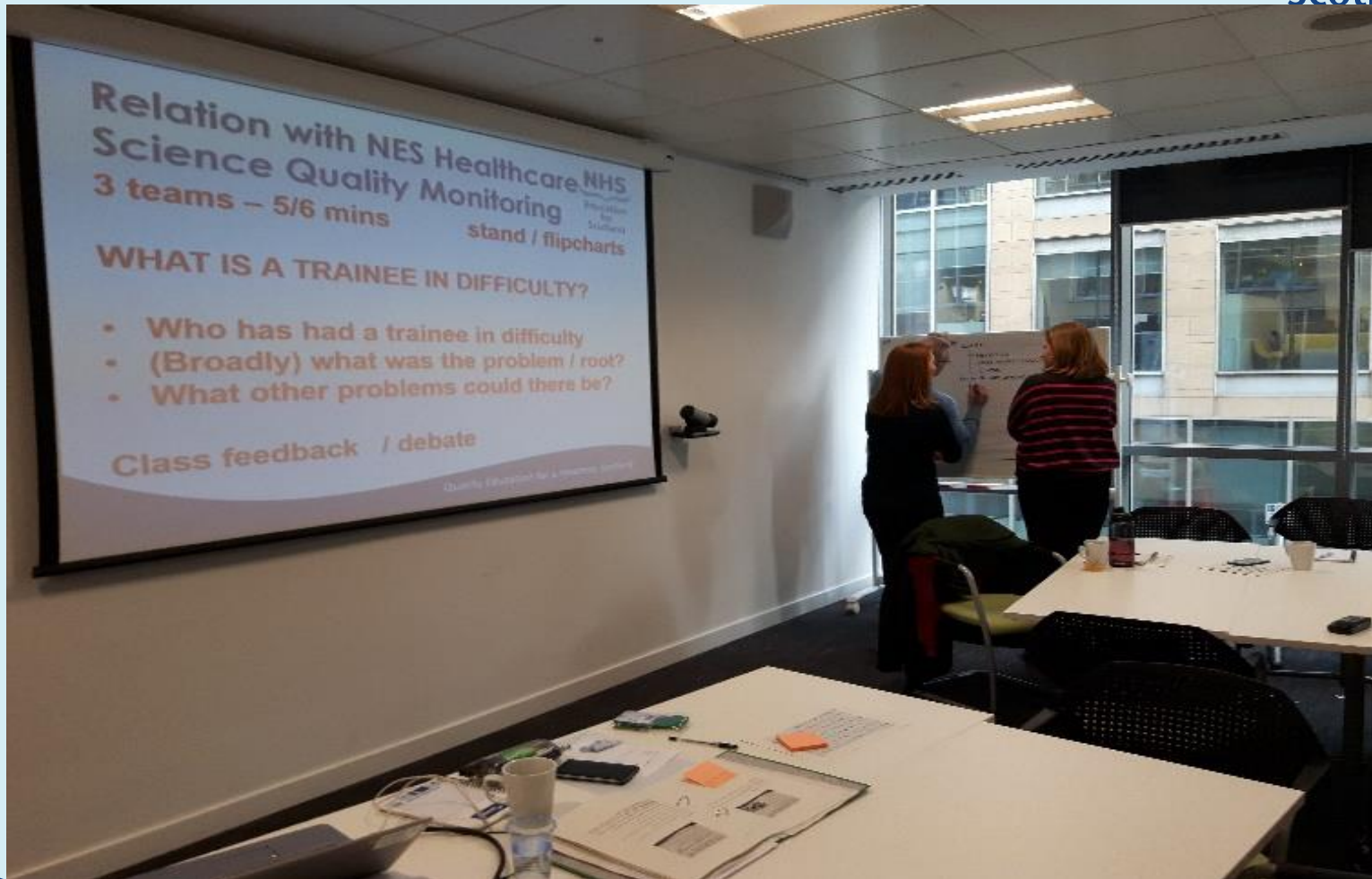
E mpower and encourage

N urture self-confidence

T each by example

O ffer wise counsel

R aise the performance bar

CASE-BASED DISCUSSION
- INTRODUCTION TO CASE
- QUESTIONS ASKED TO IDENTIFY WHERE SYSTEM OR PROCESS FAILED.
- WHAT'S YOUR UNDERSTANDING OF THE CASE?
- WHERE DID IT GO WRONG?
- IDENTIFY MEASURES TO PREVENT FAILURE.
- RE-EVALUATION.

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Education
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Scotland
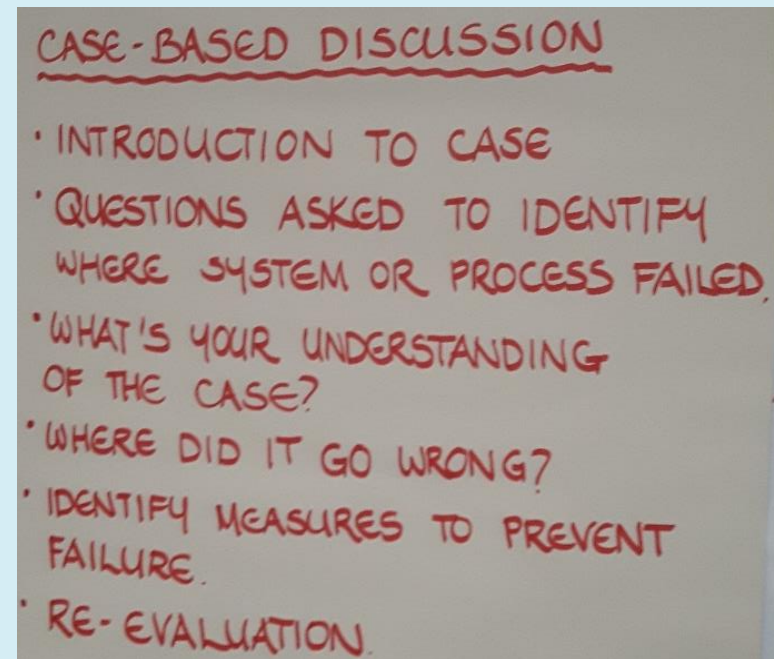
Trainees in difficulty 2019

Trainees in difficulty 2019

- Trainees in difficulty
- Supervisor performance
- Department-level concerns.
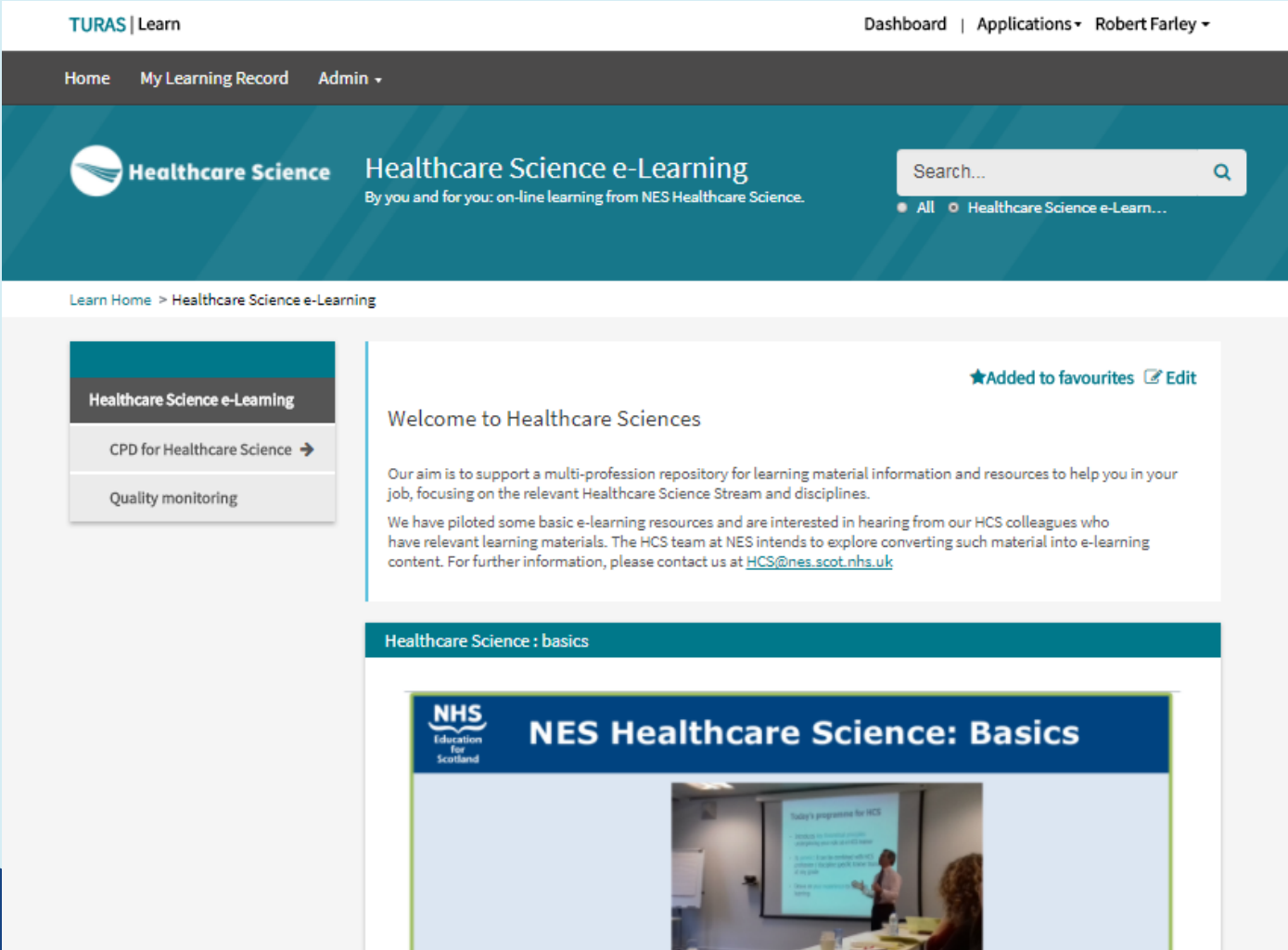
Attitude   Health   Competency

TURAS-Learn:
Healthcare Science e-learning

Quality Education for a Healthier Scotland

SO WHAT!
Assuring training does matter

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- Development
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