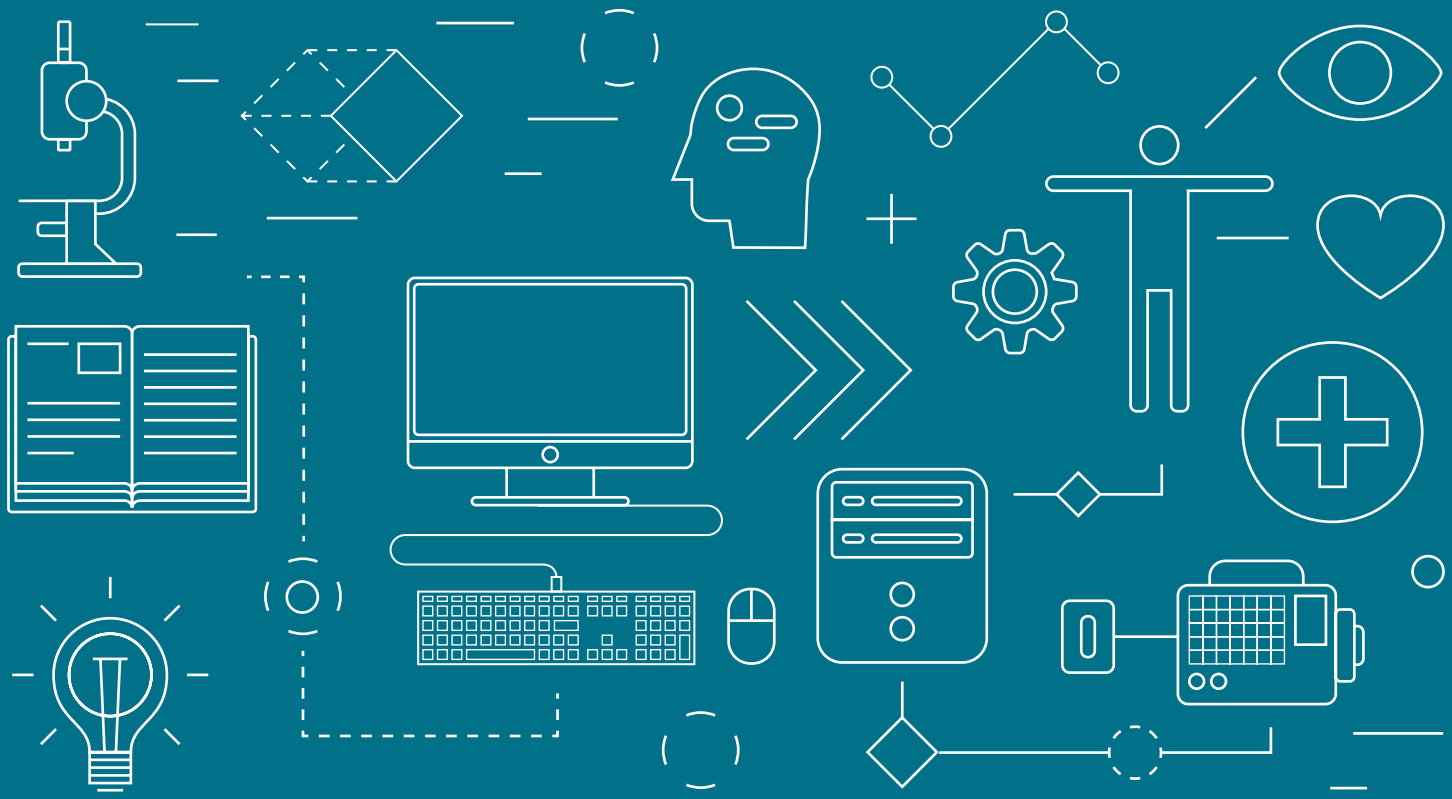
NHS Education for Scotland

NES HEALTHCARE SCIENCE

Annual Report 2018–19



Healthcare Science

At NES Healthcare Science, we commission national training, quality assure training and offer generic CPD to the workforce. In relation to this, we work with UK agencies, Scottish Government and other stakeholders to represent NHS Scotland's best interests.

Dr Robert Farley
NES Healthcare Science Programme Director

Foreword

We have oversight of training programmes and initiatives to develop the healthcare science workforce, with an aim of ensuring a sustainable fit-for-purpose workforce supply for NHS Scotland.

Our 2018–19 Annual Report summarises activity around the 3 elements of NES Healthcare Science (HCS). For those of us embedded in the business of science in healthcare, we perhaps over-estimate the understanding and priority that users and NHS leaders have of the contribution of the HCS workforce. Laboratories, Medical Physics, Clinical Engineering and Clinical Physiology services are instrumental to safe and effective diagnostics.

This report seeks to reflect on the last year's activity and, in supporting the current and future workforce, is a statement of just how important HCS is to the service.

In commissioning training, we sponsor about 20 supernumerary clinical scientist training grades annually on, generally, 3-year programmes and about 35 annual postgraduate bursary awards to established staff seeking to develop advance practice skills. We have continued to pump-prime clinical physiology trainees, in recognition of the challenges this sector of the workforce continues to face.

We spend approximately £2.5 million on such commissions; whilst the demand for trainees is consistently about double what we can afford, we have explored with service ways of sharing costs to try and maximise numbers.

Sound preparation of our early career scientists is vital. A poor experience during training can have negative consequences for competence, behaviours and indeed overall workforce supply. This year, we have gradually extended our invitation to HCS trainees of any type and their departments to acquire a National Training Number and submit a summary Training Plan. We have a compliance rate this year of about 80% for the 120 trainees eligible for Annual Review of Competency Progression, with 4–5% actionable concern rate.

Our CPD offer has two strands. For many years we have delivered face-to-face courses to prepare HCS staff for leadership and as trainers. Our trainers offer has recently been refreshed to better align it with our quality monitoring role.

In 2019, we commenced an e-learning offer on Turas Learn and look forward to working with colleagues from service to widen the range of specialty material available for "point-of-need-learning". Our e-strapline is "by you and for you!"

So, thank you to the team and staff supporting Healthcare Science at NES and indeed to colleagues from the wider service who contribute to training, and those who participate in our courses and our events.

Introduction

We support the training and development of postgraduate scientist staff and other key groups in the healthcare science workforce.

Meet the NES Healthcare Science core team

Left to Right:
Claire Cameron; Principal Lead Scientist, James Logie; Principal Lead Scientist, Rob Farley; Programme Director, Lorna Crawford; Principal Lead Scientist, Andrew Davie; Principal Lead Scientist

We have oversight of training programmes and initiatives to develop the healthcare science workforce, with an aim of ensuring a sustainable fit-for-purpose workforce supply for NHS.

The team here at NES Healthcare Science, act as a national focus for healthcare science education and training in three ways:

1. We commission Healthcare Science training
2. We offer generic CPD both face-to-face and online
3. We quality monitor training, trainees and departments

Our Purpose in undertaking quality monitoring is to provide assurance that training is secure and safe — and that it will produce the right calibre of Healthcare Scientists.

Our Role at NHS Education for Scotland is shaping and supporting Healthcare Scientist training through the 3 core workstreams.

The Healthcare Science Workforce

Healthcare Scientists are the 4th largest clinical-registered group of NHS staff with approximately 6000 staff in post across NHS Scotland.

NHS Scotland's Healthcare Science workforce spans three divisions covering approximately fifty specialties and categorised within three streams:

- **Life Sciences**
- **Physiological Sciences**
- **Physical Sciences**

At NES Healthcare Science, we act as the national focus for healthcare science education and training in three ways: we commission training, we offer generic CPD and we quality monitor training departments.

Healthcare Scientist training comprises of several pathways. This diversity in training pathways is a strength, it ensures a varied workforce and reflects the broader approach of science to improve the health and well-being of patients and the public.

The pathways are:

- **Clinical Scientist STP training and non-STP training**
- **Independent equivalence portfolio development towards Clinical Scientist registration or Higher Specialist Scientific registration (HSSR)**
- **Bursary-supported postgraduate training (for example specialist / higher specialist portfolios and MScs) irrespective of funding source**
- **Practitioners / Technologists training towards professional registration**

80% of all patient journeys in the NHS depend on Healthcare Scientists' work

Quality Assurance of HCS Training

Oversight of trainees, trainers and workplaces is an important role for NES Healthcare Science.

Standards of Education and Training for STP Clinical Scientist trainees require we satisfy the Academy of Healthcare Science that admissions and practice placement of trainees in Scotland are secure. We must also assure the National School for Healthcare Science that our work-based training environments are monitored and approved.

Our approach has been to widen our oversight across HCS groups in training. For STP training, the principles below are mandatory. For other postgraduate-level trainees and practitioner grades, the principles are good-practice and help cement the identity of the scientific workforce.

We use the Knowledge Network for HCS Trainees and Supervisors as our hub for guidance, templates and initiatives to support postgraduate scientist and other trainee development. It contains our standards around postgraduate scientists' quality monitoring of training, opportunities for training planning, progression monitoring ideas and mock OSFA exams for our STPs.

Frameworks for Advanced Practice

Our Common Core List (CCL) defines four key attributes that a postgraduate scientist needs to develop in the scientific specialty, business and leadership skills, safety and improvement skills, and research skills.

Fulfilling the Common Core List as an ambition and is a requirement to evidence for postgraduate bursary applications.

Our achievements in funding trainees 2018:

35
Postgraduate Healthcare Scientist bursaries

Intake of 17 new Clinical Scientist trainees; 3-year

The Healthcare Science Common Core List

The Common Core List is central to our bursary support process for Practitioners stepping into postgraduate development.

CCL Attributes

Category	Serial	Common Core List CCL
Delivery of the Science	1	Fundamental science: aquaintanceships beyond specialist area
	2	Case studies, multi-disciplinary case-based review opportunities
	3	Multidisciplinary work experiences, partnering and shadowing allied groups
	4	Frontline service / lab awareness skills / practical skills
	5	Clinical / interpretive skills
People and Organisation	6	The patient perspective
	7	Train-the-Trainer / HCS as teacher skills
	8	Leasership, management preparation, communication skills
	9	Teamwork (in the discipline, in the HCS division, the wider HCS workforce, other groups)
	10	Planning and business skills / budget skills / procurement skills
	11	Clinical governance, corporate governance
Safety and Improvement	12	Health and Safety
	13	Regulation and complicance, e.g. CPA, GMP, CE rules
	14	Risk analysis and risk management
	15	Incident management – Significant Event, Root Cause, Failure Modes
	16	Quality Improvement and Quality Control tools
The Future	17	Ethics, forming a research proposal
	18	Commercial development, intellectual property, income generation
	19	Foresight, new technologies, service and workforce re-profiling

Case Study

Supporting Trainee Clinical Scientist Programmes

For Clinical Scientists, we commission around 20 supernumerary trainees annually to ensure that NHS Scotland has a direct entry pathway for able science applicants. Training involves either 3-year STP or an equivalent M-level programme.

NES Funded Genomics and Molecular Pathology Training Programme

I am a first year Trainee Clinical Scientist currently working in the West of Scotland Genetics Laboratory. I first became interested in genetic diagnostics during my BSc in Biomedical Science (Reproductive Biology) where I undertook modules on prenatal and pre-implantation genetic diagnosis. Given this, I chose to further my knowledge of genetics by undertaking an MSc in Medical Genetics and Genomics at the University of Glasgow and following graduation, I gained a NES-funded training post to complete the Scottish training programme in Genomics and Molecular Pathology.

The training programme runs across three years and involves practical training across a range of genetic tests / disorders, and continuous assessment through written competencies, direct observation of practical skills and case-based discussions with experienced Clinical Scientists.

I am one-year into my training and, so far, I have gained experience in the analysis and reporting of genetic tests / disorders including genotyping assays involved in the diagnosis of Fragile X syndrome and Cystic Fibrosis, Sanger and next-generation sequencing analysis for acquired and hereditary cancer referrals and prenatal diagnosis including QF-PCR, karyotyping and microarray analysis.

I look forward to completing additional specialist modules on neuromuscular disorders and methylation disorders in my second year, as well undertaking a four-month research project.

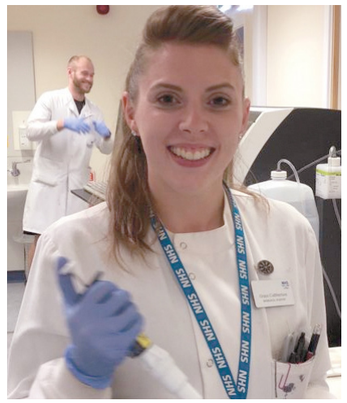
Following completion of my training, I will submit a portfolio to either the Academy of Healthcare Science or the Association of Clinical Scientists with the aim of registering as a Clinical Scientist with the HCPC. In future, I hope to gain a permanent position as a Clinical Scientist within the NHS in the ever-changing and exciting field of Genomics.

Lois Mackie
Trainee Clinical Scientist, Glasgow

Case Study

Supporting Postgraduate Bursaries

Every year we secure funding for approximately 35 postgraduates in training for various qualifications to progress Healthcare Science career pathways.



NES Funded Postgraduate Bursary MSc Degree Programme

Grace Cuthbertson
Specialist Biomedical Scientist, Edinburgh

I am a Biomedical Scientist working in the Blood Sciences department of the Royal Infirmary of Edinburgh. My interest in blood sciences developed during my BSc (Hons) in Applied Biomedical science. I was lucky enough to be selected for a 12-week practical placement where I was able to expand my theoretical knowledge onto a more practical level.

After I graduated from Glasgow Caledonian University in 2012, I knew I wanted to try and expand my knowledge to keep up with the ever-changing environment of healthcare science. It was brought to my attention at an IBMS healthcare science event that NES funding was available to support further growth and development of individual career pathways.

Upon successful application for NES funding I undertook my MSc in Biomedical Science from Nottingham Trent University. This programme ran across 2 years and involved continuous assessment through written competencies, case-based discussions, presentation skills and theoretical examinations. I gained a more in-depth knowledge of molecular analysis, research techniques and more specific quality techniques such as validation and verification. I graduated from NTU with my MSc in Biomedical Science in 2017.

Completion of my MSc has allowed me to gain more responsibilities within my department due to having a more advanced knowledge of processes and systems. For example, I found it helpful with the introduction of new methods and processes into laboratory life and how we implement areas of research into routine use.

Following on from my graduation I have been able to work cross discipline between Biochemistry and Haematology which has been great for my career pathway and a big help within my department. Being able to work across two disciplines allows for shift cover and helps to maintain the service in times where staffing, budget and training are often pushed to their limit. Working as an all-round blood scientist also helps me to broaden my knowledge and skills, this is something I would not have been confident doing if it weren't for my additional MSc knowledge.

Going forward in my career I have accepted a promoted position in a new laboratory and will step up to the next challenge in my career pathway. I am very lucky to have been given the opportunity by NES to be able to develop my knowledge and skills through further education.

Training Centre Accreditation

NES Healthcare Science team monitors workplace training via departmental self-assessment, training group reviews and progression monitoring of individual trainees.

164 training centres accredited in Scotland

Training group reviews are conducted by an independent panel and include a lay representative. For clinical scientist training these panels are conducted with the National School for Healthcare Science to ensure parity with training governance arrangements elsewhere in the UK.

At NES Healthcare Science, we issue self-assessments and monitor responses as part of our quality management of training function in Scotland. Individual training departments are assigned a unique identifier.

Further enquiry and / or an inspection visit by NES Healthcare Science may follow the self-assessment. Results from all Scotland postgraduate scientist departmental self-assessments may be made available to the Academy for Healthcare Science and the National School for Healthcare Science as part of mutual recognition of our quality management processes — particularly in support of STP — and in fulfilment of HCPC Standards of Education and Training.

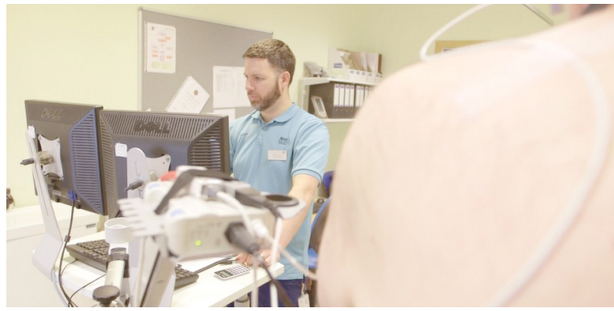
The self-assessment is designed to give placement providers a framework to ensure that HCPC Standards of Education and training are being met for practice placement, these being adopted by NES Healthcare Science as the benchmark for all healthcare science.

We anticipate that future NES postgraduate training grants and supernumerary placement will only be supported in those centres participating in self assessment.

The Training Centre Accreditation process started in 2016 with a 4 year renewal date. The NES team is currently reviewing our requirements for self assessment procedures for the next round of Accreditation renewals in 2020.

Progression of Training

We monitor Annual Review of Competency Progression to help assure training and offer support to trainees.



An annual review of progression check has been introduced by NES as part of our quality monitoring role. Its purpose is to ensure that training is continuing in a satisfactory manner and that an opportunity is given to both supervisors and trainees to provide feedback.

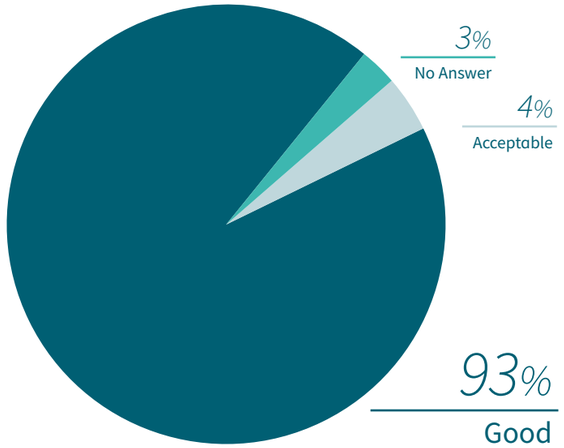
For directly commissioned training, annual scheme reports are sent to NES to give us an overview of how the specialty is progressing. All National Training Number holders are asked to complete our Annual Review of Competency Progression (ARCP) monitoring. This includes all trainees from one year into training onwards and requests for participation in August / September / October. The outcome of the ARCP is entered directly into the Turas Training Programme Management (TPM) system.

Trainees can also provide confidential feedback to the HCS team with any issues, concerns or praise relating to their training. The outcome from the Annual Review of Progression Check may be rated as “poor”, “acceptable” or “good”.

A “poor” rating, may trigger an intervention by the team to liaise directly with the trainee or department to help with the resolution of any issues raised an in line with our Special Measures guide.

ARCP Returns 2018

In 2018 we found a positive response with 93% of trainees reporting that their training progress was good. In summary, Requests sent = 115, Returns = 74 (64%), Didn’t return but provided a reason why = 11 (10%), No return = 30 (26%).



Ahead of our next annual call out for ARCP returns in 2019, we have now introduced guidance on the completion of an ARCP. This is available on the Knowledge Network.

Training Plans

The request for a training plan was introduced in 2018 as part of NES's quality monitoring role.

The successful implementation of this is indicated from our feedback survey with only 2% of responders in 2018 reporting that they do not have a structured training plan in place.

144 trainees submitted a training plan.

	Activity	NHS Location	From	To	Activity Supervisor (NHS)
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 – Rotation 1 – Non-ionising radiation	" "	08/19	11/19	John Smith johnsmith@dummydept.scot.uk
	Foundation year training – Rotation 2 – Radiotherapy	" "	11/19	01/20	Jane Smith janesmith@dummydept.scot.uk
	Foundation year training – Rotation 3 – Nuclear Medicine	" "	02/20	04/20	John Doe johndoe@dummydept.scot.uk
	Foundation year training – Rotation 4 – Radiation Protection	" "	05/20	08/20	Jack Brown jackbrown@dummydept.scot.uk
Year 3	Specialist year – Radiotherapy	" "	09/20	08/21	Jane Smith janesmith@dummydept.scot.uk
	Innovation project	GGC – Clinical Engineering Gartnaval	09/21	03/22	Jane Brown janebrown@dummydept.scot.uk

This plan (example illustrated above) is requested of all National Training Number (NTN) holders irrespective of the training schedule they are following.

It should be completed by the trainee and supervisors together to ensure an overall plan is agreed and both parties have full oversight of that plan. A request for this training plan is sent out to all trainees each year.

The main elements of the plan are recorded and returned to NES within two months into each training year. In 2018 we had 88% engagement with this process. Plans help form a communication between the supervisor in planning appropriate timelines for each element and may be useful to guide the Annual Review of Competence Progression.

In 2018 after we initiated further guidance and communication to help support the supervisors with training plans for their trainees, the level of engagement nearly doubled (a rise of 46%) compared to 2017.

NES Resources

Special Measures Principles

These principles outline NES Healthcare Science approach to Special Measures in cases where either trainees, supervisors or training departments cannot demonstrate satisfactory attainment or maintenance of training standards. These are available on the Knowledge Network.

The Special Measures principles are applied when persistent below-threshold attainment of training standards occurs.

The principles are arranged in order:

- Trainees in difficulty
- Supervisor performance / availability
- Department-level concerns

With each referencing:

- Adverse indicators
- Root cause
- Special measures: action / remediation / outcome

The Knowledge Network

The NES Knowledge Network hosts communities of practice with helpful information.

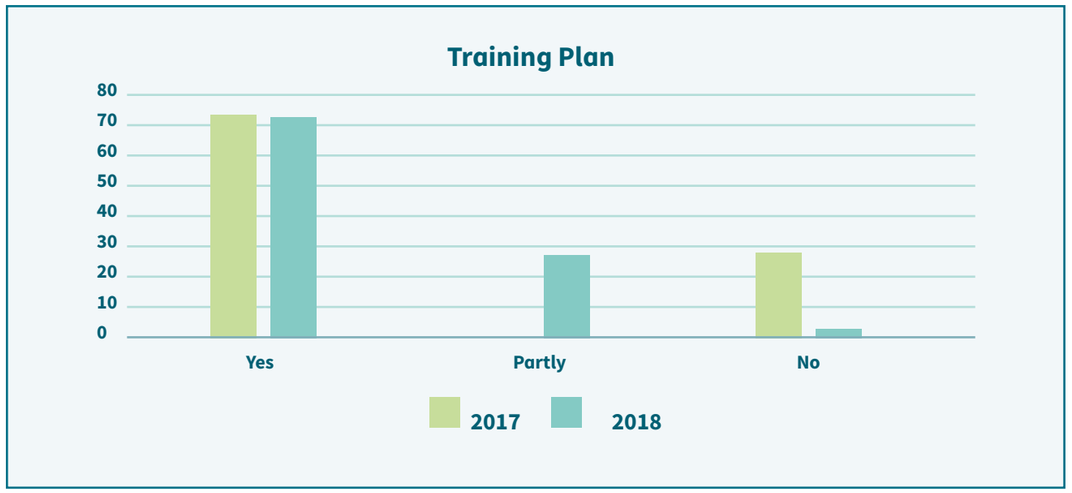
For **HCS trainees and supervisors**, this Knowledge Network site includes content about training with advisory guidance, CPD opportunities and NES quality monitoring of that training.

For **HCS in Scotland**, our Knowledge Network site contains information relating to local Healthcare science activity, National Leads meetings and events. Trainees are strongly encouraged to become involved in local HCS committees; several Boards operate Healthcare Science trainee networks, which are a good platform to learn about the work of other scientific staff, and to broker rotations, shadowing or collaborate on projects.

Feedback and Annual Surveys

Individual postgraduate scientist trainees and supervisors are also invited to respond to our annual surveys.

This gives us assurance that training is going to plan and is an opportunity for both the trainees and Supervisors in our Healthcare Science community to give us confidential feedback.



Our most recent NES 2018 trainees and supervisors survey (results recorded above) involved all the trainees in receipt of a NES National Training Number (NTN). These are recorded in the Turas Training Programme Management with their associated supervisors. The response reported feedback from 58 of 120 trainees recorded in TPM was 48% and a 48% response rate was also received from the supervisors.

Life sciences accounted for 44.8% of the responding trainee cohort with 31% in Physical Sciences and 24.2% in Clinical Physiology.

These trainees were from a range of Healthcare Science themes where many of the trainee respondents are Post Graduate Clinical Scientists, pre-registration scientists and higher specialist trainees at 43%. There was also considerable representation from the post graduate bursary holders and NTN holders 25.9% and the graduate level and practitioner trainees at 25.9%.

The responses have been overall positive. It is important to note the engagement with both supervisors and trainees is an essential part of the Quality Management strategy and has helped us to better understand the challenges and successes involved in training a Healthcare Scientist.

A credible quality management work stream in Scotland is necessary for our model of healthcare science postgraduate training. Our surveys indicate recognition is improving with the implementation of ARCP, training plans, and awareness of our Special Measures principles across training centres.

Comparison figures from 2017 and 2018 Surveys indicate a clear majority of respondents have a structured training plan in place for their trainees. With a large number reported they were aware of what is required for training and where to get reliable support for it.

Tracking Trainees Throughout Training with Turas TPM

2018–19 NTN Holders total number on Turas was at 309

By obtaining a NTN, the trainee is part of the postgraduate community participating in the quality monitoring processes to satisfy NES requirements.

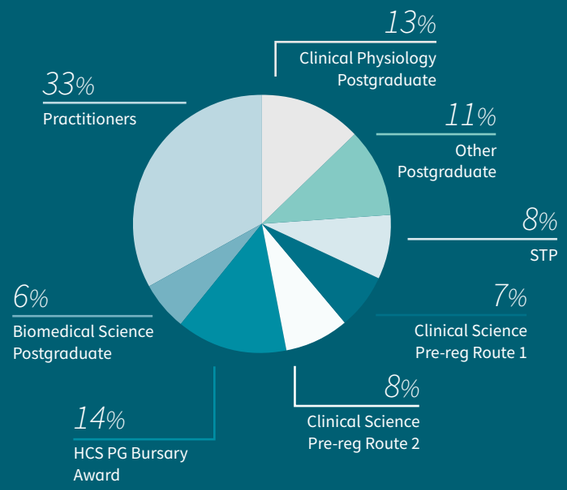
All Healthcare Scientist trainees in our community are issued with a unique National Training Number (NTN). This is generated after bursary award beneficiaries, admission into NHS employment or recognition by NES from a postgraduate training plan.

We track Healthcare Scientists in training using our Turas "TPM" system, a workforce modelling tool which helps inform the wider NHS of those postgraduate trainees "in the pipeline".

Turas records the training journey, if applicable the expected rotations, progression and exit. It associates those trainers and supervisors supporting your postgraduate training and the locations of training.

In 2019, we are expanding that offer to include all Healthcare Scientists in training.

% Trainees with NTN 2018–19



CPD Short Courses and Additional Learning — Trainers

Developing as a scientist is more than becoming a specialist in a field. We need to support our future scientists, to also think about future leadership roles, honing business skills, developing safety and improvement awareness, and refining research skills.

Train The Trainer

Our interactive one-day course introduces generic skills for trainers supporting workplace learning. It is an ideal opportunity to learn alongside other HCS colleagues and has been used as a bolt-on for subsequent discipline-specific training.

https://www.nes.scot.nhs.uk/education-and-training/by-discipline/healthcare-science/all-healthcare-science/trainers-and-assessors-support.aspx

Trainees In Difficulty

This one-day course builds on Train-the-trainer and is focused on the root causes and remediation of trainees in difficulty. The course is aligned with NES quality management of practice placement and applies to all grades and levels of HCS training.

https://www.nes.scot.nhs.uk/education-and-training/by-discipline/healthcare-science/all-healthcare-science/trainers-and-assessors-support.aspx

Attendance of Healthcare Scientists numbers supported:

Cohort 2018–19

48

CPD Short Courses and Additional Learning — Leadership Preparation

Leadership development of healthcare science staff is an important component of professional development. Wherever possible we have utilised generic training materials developed for other NHS professions by NES.

Foundation / Early Leadership

This programme introduces leadership and management issues and is intended to foster a 'future leaders' mindset. Delivered as part of a cohort, it involves four one-day sessions over several months.

https://www.nes.scot.nhs.uk/education-and-training/by-discipline/healthcare-science/all-healthcare-science/leadership-and-early-career-work.aspx

Refreshing Leadership

Refreshing Leadership is for colleagues who are beyond the HCS Early Career stage and perhaps beginning to acquire some managerial responsibilities, are involved in local HCS committees, or participate in other NHS Board groups.

https://www.nes.scot.nhs.uk/education-and-training/by-discipline/healthcare-science/all-healthcare-science/leadership-and-early-career-work.aspx

Attendance of Healthcare Scientists numbers supported:

Cohort 2018–19

42

CPD Short Courses and Additional Learning — E-Learning / Turas Learn

Turas Learn has a Healthcare Science specific zone for specialty-authored content: https://learn.nes.nhs.scot/

Turas is a multi-profession repository for learning material. Our learning management system has been developed by NES Digital as a once-for-Scotland solution. It is free to use, and nationally accessible.

We have established a service whereby we can organise the publication of learning material authored by colleagues in service, hence our strapline "by you, for you".

Your idea… via us… to… learning resource
A short resource on how to go about this is at **TURAS-HCS**. We are starting to develop specialty specific content with colleagues that addresses "point-of-need-learning".

In readiness, Healthcare Science staff can register now on Turas Learn using ***Healthcare Science*** as their workforce role descriptor, with further sub-roles (such as Labs, Physical Sciences, Clinical Physiology).

Our first tranche of new learning resources will cover radiation safety, MRI safety, genetics services, reflective practice and medical equipment services; these will be launched later in 2019 and our objectives for 2019–20 is to further expand this offer to support learning requirements in our Healthcare Sciences Community.

We are inviting our HCS colleagues to suggest potential learning materials from their own specialty.

Promoting Healthcare Science

NES Healthcare Science Events 2018–19

At NES and our Healthcare Science communities, we continue to promote the amazing work of healthcare science professionals by highlighting the difference they make to patients' lives.

Above all our events are partnerships; they are an opportunity to network and learn from others in the Healthcare Science community.

HCS NES Event
Healthcare Science Annual Event
28 June 2018, BT Murrayfield, Edinburgh

Our event reflected on the seventy years since the NHS came into being. In tandem, the advances in diagnostics, treatments and care that have unfolded are unprecedented in human history. The scientific workforce developed considerably as the demands of service grew. This event celebrated the achievements of today's Healthcare Science staff and explored how we can improve the influence and the contribution our workforce makes to the service.

AHCS Study Day
9th November 2018, The Studio, Glasgow

This event supported by NHS Education for Scotland (NES) was available to all healthcare scientists to address the developments that the Academy and NES are undertaking. Key issues were explored through workshops such as: the applicants' view of the STP equivalence process; what makes for a strong portfolio; the new Academy and Scottish Forum for Healthcare Science to promote One Voice activity.

Poster winners:
Laura Benson, Laura Cluny and Laura Grocutt with Chair — Dave Yirrell.

HCS NES Event
Trainees and Supervisors
February 1st 2019, COSLA, Edinburgh

This year's event focused on the route to becoming registered (whether HCPC or accredited register) to reflect on generic characteristics influencing completion. Key message addressed, successful outcomes depend on: a clear plan, a strong network of support and timely monitoring of progression. Our event was an opportunity to learn how all these elements are being addressed and NES's overarching role in assuring training across Scotland.

Promoting Healthcare Science

The Healthcare Science communities promoting the professions across Scotland

Many of our Healthcare Scientists are engaged with science promotion, schools engagement and professional body activities — all an essential part of their development as scientists.

Healthcare Science At STEM

Becoming a STEM ambassador gives young people and their teachers the opportunity to meet real-life healthcare science staff is invaluable.

Healthcare Science Week

9–17th March 2018

Healthcare Science week is an annual week of celebration and awareness-raising set up to educate and inspire the scientific workforce of the future, and to promote the role that scientists play in patient care and treatment. It was supported in many hospitals across Scotland.

Biomedical Science Day

19th July 2018

Biomedical Science Day was a huge success celebrating the profession and raising awareness. Engagement activates from Biomedical Scientists across the UK promoted on social media were viewed by over 5 million people worldwide.

Scottish Forum

The Scottish Forum for Healthcare Science (SFHCS) provides a professional route to promote the role of Healthcare Science in; Life Sciences, Engineering and Physical Sciences, and Physiological Science. In 2018, Celebrating 70 years of NHS, 2 promotional videos celebrating Healthcare Science achievements and awareness of what is Healthcare Science were published and available on YouTube for public viewing.

International Day Of Medical Physics (IDMP)

7 November 2018

The IAEA joined medical physicists around the world and the International Organization for Medical Physics (IOMP) in celebrating the 6th International Day.

Skills Scotland Event

November 2018

Interactive careers event for young people to learn about the various opportunities available to them. NHS Lothian Healthcare Scientists attended to promote the diversity of careers in Healthcare Science.

If you are involved in promoting Healthcare Science, do consider letting us know as we can promote the Healthcare Science message.

Advisory Panels

NES has an Advisory Group to act as its expert group on a range of HCS education and training matters.

Our Advisory panel generally meets annually to critique NES Healthcare Science activity, and to highlight workforce priorities.

The group comprises of representatives from the three healthcare science strands, education sector, workforce and government stakeholders.

The focus at the 2018 meeting was the following;

- The introduction of ARCP from 2017 — reviewing the results, trends, feedback
- Overview of the commissions in training
- CPD offers
- Quality monitoring

In regard to commissions, the cost pressures arising for STP was highlighted and the intention to encourage service to use alternatives or co-fund the training cost element.

Reference was also made to our training plans template which could help inform the ARCP and that the two should be linked in some way. It should certainly help with rotations and placements.

It was suggested that Train the Trainer needed a review. We have done this. Although we are not able to run specialty-specific trainer sessions for all disciplines, we do seek to provide generic offers that would promote the opportunity for the HCS community to mix with peers from other disciplines.

Progress from the NES Team after guidance and requests from the Advisory Panel 2018:

- **Continue to develop our QA programme and incorporate trainers / supervisors into the Turas listing.** Promoting Training Plans for trainees and generating more NTN Turas records for both the trainees and supervisors from training centres.
- **Refine and publish CPD signposting document regularly.** This was further developed by creating a specific platform for CPD and eLearning in Healthcare Science with our dedicated page for the community on Turas Learn.
- **Revised and updated the Train the Trainer and Trainees in Difficulty course.** The first cohort successfully supported in February 2019.

Future Objectives

2019–20

Over the last decade, considerable work has been done to streamline training arrangements through the UK-level Modernising Scientific Careers programme, and to shape the identity of the scientific workforce.

At HCS NES, we will continue to support and monitor the quality of training in the Healthcare Scientist workforce.

2019–20 Objectives

To review and improve our centre self-assessments for the next cycle of training accreditation

- National Training Number records to be further expanded to extend our invite to all healthcare scientists in training.
- Development of our CPD offer through e-Learning opportunities for the HCS community on Turas Learn — Healthcare Science e-Learning site.
- Delivery of more face-face CPD courses with our revised Train the Trainer and Trainees in Difficulty in various locations throughout Scotland.

Main Points

The Healthcare Science workforce does fantastic innovative work — daily. Patients and service users entering the healthcare system have the anxiety of "waiting for tests" — their fortune hangs entirely on the Healthcare Scientist's ability to contribute to their pathway safely and accurately.

Irrespective of whether a HCS in a patient-facing role or working with patient samples and specimens, their work informs and helps steer medical and surgical decision making for patients; outcomes in modern medicine rest on safe, accurate tests and measurements.

Acronyms

AHCS — Academy for Healthcare Science

ARCP — Annual Review of Competency Progression

CCL — Common Core List

HCPC — Health and Care Professions Council

HCS — Healthcare Science

NES — NHS Education fro Scotland

NSHCS — National School for Healthcare Science

NTN — National Training Number

OSFA — Objective Final Structured Assesment

STP — Scientist Training Programme

TPM — Turas Training Programme Management

NHS Education for Scotland

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