



Virtual rotations

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NES Healthcare Science Trainees and Supervisors Event 2021


Background

- COVID-19 constraints have resulted in a continually changing situation
- Had significant impact on training including disruption to rotations
- STPs embedded in departments and are NHS Health Board employees
- Expected to continue in their workplace
- Training opportunities maintained
- Adapt quickly to mitigate against any negative impact on progression

Rotations

- Advice from the NSHCS was that rotations were still required
- Important element of the STP
- Many benefits:
- An understanding of the work of other specialties
- Experience in working in another department (or Health Board)
- Develop new skills and different ways of working
- Expand professional networks
- Understand the whole patient pathway



Compulsory rotations and specialist modules



What will I complete in the workplace?

Core, rotation and specialist modules

Each contains required competencies and assessments



The Curriculum Library contains all the information about modules <https://curriculum.nshcs.org.uk>

| Modules | | | | |
|--------------|---|---------|------------|--|
| Core modules | | | | |
| Code | Title | Credits | | |
| SCC110 | Introduction to Healthcare Science, Professional Practice and Clinical Leadership | 20 | Compulsory | |
| SCC121 | Elective Module | 0 | Compulsory | |
| SCC120 | Research Methods | 10 | Compulsory | |
| SCC123 | Research Project | 60 | Compulsory | |

Clinical biochemistry STPs

- During 2019 -2020 academic year, GGC had ...
 - 3rd year STP x 1
 - 2nd year STPs x 2
 - 1st years STPs x 3
- Process of (virtually) recruiting another 2 to start Sept 2020

Clinical biochemistry STPs

- During 2020 academic year, GGC had ...
- 3rd year STP x 1 all rotations completed
- 2nd year STPs x 2 one specialist module deferred
- 1st years STPs x 3 one rotation deferred
- Deferred rotations put added pressure on subsequent years
- How will they fit in the extra work?



Organising virtual rotations

- Contacted trainers in the rotational departments – BIG ask
- Ensure core requirements still included
- Virtual meetings/teaching/clinical sessions (with flexibility)
- Alternative ways of carrying out assessments e.g. DOPS
- Assessors to change their approach when reading competencies
- Especially those requiring trainee to 'observe' or 'perform' a task
- ?could departments accommodate biochemistry twice in one year
- All while dealing with the added pressures of a global pandemic

Organising virtual rotations

- Training plans
- Regular meetings to review/amend plans and discuss concerns
- Contingency plans for last minute changes
- Self-directed learning to cover the learning outcomes/competencies
- Set deadlines for assessments to prevent the burden of a backlog
- NES Annual review of competence progression (ARCP)
- Valuable tool to recognise if trainees struggling with challenges faced

Conclusion

- Every challenge is an opportunity
 - Moving forward, a mixture of virtual and work-based learning ideal
 - Important for trainees to spend *some* time in rotational department
 - Complete competencies/assessments that cannot be fulfilled online
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- What do the STPs think?
 - Manchester university teaching

Thanks

- Massive thanks to my colleagues in rotational departments:
 - Time and effort
 - Flexible
 - Patience and co-operation
 - Excellent communication
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- Thanks to my STPs