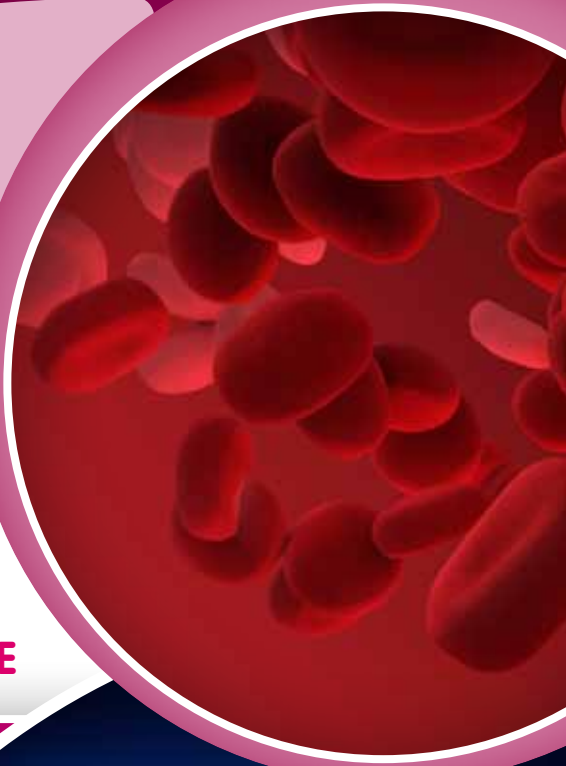
NHS

Health Education North West

The North West Healthcare Science Trainee Network Board



Welcome Pack

SCIENTIST TRAINING PROGRAMME

North West
Healthcare
Science
Network
www.nwhcs.nhs.uk

Foreword: The NHS Constitution

The NHS belongs to the people. It is there to improve our health and wellbeing, supporting us to keep mentally and physically well, to get better when we are ill and, when we cannot fully recover, to stay as well as we can to the end of our lives. **It works at the limits of science** – bringing the highest levels of human knowledge and skill to save lives and improve health. It touches our lives at times of basic human need, when care and compassion are what matter most.

The following forms an introduction to the NHS Constitution. A full, electronic version can be found at:
https://www.gov.uk/government/publications/the-nhs-constitution-for-england
All NHS bodies and private and third sector providers supplying NHS services are required by law to take account of this constitution in their decisions and actions.

The NHS is founded on a common set of principles and values that bind together the communities and people it serves – patients and public – and the staff who work for it. This Constitution establishes the principles and values of the NHS in England. It sets out rights to which patients, public and staff are entitled, and pledges which the NHS is committed to achieve, together with responsibilities, which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.

Principles that guide the NHS

Seven key principles guide the NHS in all it does. They are underpinned by core NHS values which have been derived from extensive discussions with staff, patients and the public.

1. The NHS provides a comprehensive service, available to all.
2. Access to NHS services is based on clinical need, not an individual's ability to pay.
3. The NHS aspires to the highest standards of excellence and professionalism.
4. The NHS aspires to put patients at the heart of everything it does.
5. The NHS works across organisational boundaries and in partnership with other organisations in the interest of patients, local communities and the wider population.
6. The NHS is committed to providing best value for taxpayers' money and the most effective, fair and sustainable use of finite resources.
7. The NHS is accountable to the public, communities and patients that it serves.

Foreword: The NHS Constitution

NHS values

Patients, public and staff have helped develop this expression of values that inspire passion in the NHS and that should underpin everything it does. Individual organisations will develop and build upon these values, tailoring them to their local needs. The NHS values provide common ground for co-operation to achieve shared aspirations, at all levels of the NHS.

1. Working together for patients.
2. Respect and dignity.
3. Commitment to quality of care.
4. Compassion.
5. Improving lives.
6. Everyone counts.

As a prospective healthcare scientist, you no doubt already have several of the skills required to uphold the NHS constitution, and take pride in working “at the limits of science.” However, rather than becoming less important as you become more confident in your role, we hope that the values which guided you to a job in the NHS develop and flourish alongside your knowledge and skills. In order to support you in this, this booklet pulls together several resources which should help you get the most out of your new training course, and which we hope will stay with you throughout long and prosperous careers.

Contents

Welcome

... to the world of Healthcare Science and to the North West of England!

You may already realise that you're an extremely talented and fortunate bunch to have made it through the STP* application process (if not, the odds are something like 1/20,000 – congratulations!); but you may not yet realise how lucky you are to be based in this part of the country. In anticipation of this, and to set the scene as you begin life as a healthcare science trainee, allow us to indulge in a little trumpet-blowing…

As well as boasting great teaching hospitals and conscientious supervisors, the North West is unique in having an entire team (the North West Healthcare Science Network) dedicated to ensuring that you feel supported, appreciated and involved with science and healthcare delivery in and beyond the NHS. This was the first region in the country to establish a trainee network designed exclusively to help students through their training and run entirely by healthcare scientists. As a trainee healthcare scientist in the North West, you automatically become a member of this network with access to free events, resources and support from other trainees in a whole host of different specialisms.

The purpose of this pack is both to welcome you to your training programme, introduce the wider North West Healthcare Science 'network' that you'll be part of and make you aware of the materials available to support you as you find your feet in the first, hectic few weeks. Over the next few pages you'll be able to access some excellent resources.

- The North West Trainee Network Board; who we are & how we can help you
- An outline of the Modernising Scientific Careers (MSC*) courses
- A jargon buster to get you familiar with the acronyms you'll come across
- Useful contacts and links
- FAQs and tips for navigating your portfolio and assessments
- How to get involved with schools, science festivals, engaging the general public or representing trainees in your own specialism

On behalf of scientists across the North West, enjoy getting stuck in, and good luck!

The North West Healthcare Science Trainee Network Board

*Please see the Jargon Buster for full definitions of any underlined words or phrases.

The North West Trainee Network

What is the North West Healthcare Science (NWHCS) Trainee Network Board?

The board is a collection of STP and PTP trainees who meet four times a year to discuss issues around training and healthcare science in the North West. To try and represent the interests of trainees across the whole region, the board has members from different scientific disciplines, universities, hospitals, year groups, and backgrounds.

Why do we need a trainee network?

During your training, there may be occasions when problems arise which bother you and other trainees but are not apparent to supervisors or the National School of Healthcare Science (NSHCS). The network board aims to provide a link between individuals and regional or national bodies (e.g. NSHCS) so that common problems can be identified and solved. In addition, we serve to encourage and support trainees at the early stages of their careers, provide opportunities for networking and raise the profile of healthcare scientists by representing trainees at a variety of events in the NHS and beyond.

What does the Trainee Network Board actually do?

Last year the network held a welcome evening for new trainees, conducted a survey amongst north west trainees and presented feedback to the Head of the NSHCS, highlighting difficulties with the STP and proposing solutions. At Christmas, we held a successful networking event with talks from the Chief Scientific Officer, Professor Sue Hill (OBE) and Ran Mackay (Head of Medical Physics at the Christie Hospital). The network board collaborated with the Manchester Academy for Healthcare Scientist Education (MAHSE) to support the showcasing of trainee research projects. Network members represented trainees at events, authored articles, established a webpage, provided information for interviewees and produced this welcome pack!

How can trainees get more involved with the network?

Simple - anybody who is a trainee can join the network board by getting in touch with a chair (see contacts and links). Of course, there's a limit on the numbers that can be accommodated at meetings, so if your specialism is already represented you'll be put on a reserve list until a place is available. We are especially keen to recruit trainees in **cellular sciences, genetics, clinical bioinformatics** (genomics, physical sciences, health infomatics science), **gastrointestinal physiology and urodynamic science**.

The Gist

What can I expect of the STP?

The STP essentially has three components which you are expected to complete:

(1) a hospital placement and work-based learning portfolio (OLAT)

(2) a university-based part time master's degree

(3) a practical exit exam, the Objective Structured Final Assessment (OSFA).

During your first year work-based placement, you will rotate through four disciplines around your 'theme.' You will then specialise in years 2 and 3 and be expected to complete your online portfolio. The portfolio itself is split into three compulsory areas and an informal 'reflective log' as follows:

- evidence-based competencies
- a variety of different assessments (DOPs, CBDs, OCEs)
- a four to six week elective
- a reflective log.

At university, you will be expected to attend lectures in different blocks split across the three years of the programme, and pass a number of exams. The other component of your university degree is a research project, which is completed at your employing organisation and submitted to the university. In the summer of your final year you will undertake an exit exam to test your general professional skills, as well as specialist knowledge in your chosen discipline.

On completion of the STP, you will be eligible for registration with the Health and Care Professions Council (HCPC) and able to apply for clinical scientist or higher specialist training posts. As a healthcare scientist, you will ensure that your department or laboratory provides an accurate, relevant and accessible service to clinicians and patients, keeping up to date with the latest research and technological developments.

FAQs

What kind of things should I upload to my portfolio as 'Evidence'?

Almost anything! This might be a written summary of what you did and why, a lab report with annotations to explain particular features, a case study, a photograph, a kit leaflet etc. **N.B. Maintaining patient confidentiality is of paramount importance so remember to remove any information that could be used to identify a service user before uploading work to OLAT.** If you're unsure, ask your training officer what they'd like to see, or get in touch with senior students or a member of the TNB to ask for examples of work. The important things to remember are that the portfolio is **not** formally assessed, and **not** part of the university master's degree. What you write is really designed to help you keep track of your learning, so it's often best to keep it simple. Likewise, you won't have enough time to become a master at everything, and not every technique will automatically come with tangible 'evidence,' so in some cases, it might just be appropriate to record the fact that you watched a technique or discussed a case with a supervisor as 'evidence.'

Who can sign off competencies and assessments in my portfolio?

Being a 'reviewer' on OLAT is not restricted to specific grades of staff; the key thing is that whoever signs you off has an appropriate level of experience in the area of skill that the competency is designed to test, and is deemed appropriate by your training officer. Having said that, certain reviewers at hospitals who have previously trained STPs will have better access to a computer and a greater degree of familiarity with the online portfolio; it is often quicker to get your competencies signed off by these individuals rather than someone who has never been a reviewer before and has several other responsibilities.

Is there any funding to cover travel expenses when I'm on rotation?

As you are an NHS employee you will be employed under the terms and conditions of Agenda for Change. In some circumstances, Health Education North West will also make a financial contribution to your employer to assist with costs incurred in the first year of the STP (undertaking the academic component). This means that your trust may subsidise travel up to a certain amount each year or have a dedicated 'training budget' and that you should discuss the reimbursement of expenses with your training manager / employing organisation at the start of your programme to understand exactly what you can and can't claim for. It is advisable to discuss individual trust policies on several issues (e.g budgets, holidays and attendance at conferences etc.) with your Training Officer as soon as possible - preferably before you begin rotations.

FAQs

How many days should I expect to be given to attend meetings or help with events outside of my base hospital?

As above, this varies from hospital to hospital, and is an issue for discussion with your Training Officer or Placement Supervisor. There are three 'trainee events' each year which we encourage all training officers to allow their students to attend (a welcome event, a Christmas networking event and a summer research and elective showcase – See 'Watch This Space'). For exams, each HEI or university will have its own guidance on the number of days study leave you should be granted for exams (e.g. The University of Manchester recommends one full day of study leave **per exam**). However, the authority to make decisions regarding the granting of leave and/or study days ultimately rests with your employing organisation. For events outside your base hospital, a new mandate from Health Education England (the 'ambassador promise' scheme, see 'Get Involved') has been designed to increase recognition of voluntary activities with bodies such as STEMNET, making it easier for trainees to get involved. These activities also prove very useful for your portfolio, under the 'Professional Practice' modules, and as such, your supervisors should be happy to let you attend two or three a year.

I'm having problems with my training - how do I get help?

The actions to be taken depend somewhat on the nature of the problem. If you are concerned about the standard of teaching at your base hospital, the first step (where appropriate), is to speak to your Training Manager. If you do not feel it is appropriate or you do not feel able to discuss the matter with your Training Manager or Placement Mentor then assistance should be sought from one of the Practice Education Facilitators (PEFs) within your employing organisation (see page 10). In the event the matter is not resolved, you can contact National School of Healthcare Science (the professional lead for your discipline or Graham Fews; see the NSHCS website for details) and they will advise you accordingly.

Issues surrounding training in the North West can also be taken to any member of the Trainee Network Board, or to the North West Healthcare Science Network via Helen Liggett (see contacts and links). General problems relating to particular specialisms or themes should be taken to the National School of Healthcare Science, via themed board reps (see contacts and links).

FAQs

How do I submit feedback about my course?

Through your themed board rep or a member of the Trainee Network Board (see contacts and links). These sources will feed any persistent problems back to the National School, and keep you updated with any responses they receive. From time to time Health Education North West (HENW) will ask for feedback regarding your training programme (usually via an on-line survey). As a healthcare professional you have a responsibility to provide this information. HENW is responsible for many aspects of quality assurance and planning of the workforce so it is vital that it has your input. The feedback you provide could also be used as evidence of your professional practice.

What happens after I graduate from my STP programme?

Provided you have completed all parts of the programme successfully, you will be registered with the Health and Care Professions Council (HCPC) or an equivalent voluntary register and eligible to practice as a Healthcare Science Practitioner or Healthcare Scientist. This may mean entering employment with the trust at which you trained or another trust, entering Higher Specialist Scientific Training (HSST, for STPs) or applying for an NHS research post (STPs). All STP positions are created in consultation with employers so there should be a position available in the NHS for every graduate. However, occasionally, due to service reconfigurations this might not be the case. Please see 'FAQ' for more details on the HCPC, appendix 1 for an outline of the MSC Career Framework and appendix 2B for a table of HSST courses.

What is an elective?

A part of the STP programme requiring trainees to undertake a short placement (four to six weeks) outside of their normal working environment. Examples include:

- staying in your hospital or trust, but working in a related discipline which you have not yet experienced
- travelling to a different trust or even a different country to gain a fresh perspective on your discipline
- working outside the NHS in scientific industry or research, which is related to your scientific discipline in some way.

Your elective is determined and organised by you in consultation with your supervisor, and requires completion of three competencies. In the coming years, the TNB aims to invite students and employers to share their ideas and experiences of electives at the MAHSE Research Day to provide a little inspiration for existing trainees (see 'Watch This Space').

FAQs

What goes in my reflective log?

As part of the online portfolio, STP students are encouraged to keep a reflective log (see professional practice competencies). Whilst this is **not** a mandatory part of the portfolio, diligent use of the reflective log can be used as 'evidence' of professional and organisational skills under the STP professional practice module. Different people choose to use the reflective log differently; some ideas include:

- keeping a record of any tasks you complete which don't come under other areas of the STP portfolio
- logging any time spent with your supervisor and attending other conferences or meetings (this is handy for displaying continual professional development)
- drafting timetables or 'objectives' before starting a new year of the STP; what do you hope to learn? When do you intend to carry out different tasks?
- 'freestyle' writing about events or topics which have impacted you (there are suggestions in the STP learning guides at the start of each rotational module)
- logging the constructive criticism you have given or received (e.g. your multisource feedback questionnaire). Once you have created a 'reflection' based on this, you can create 'actions' which detail how you will act on any feedback that has been offered.

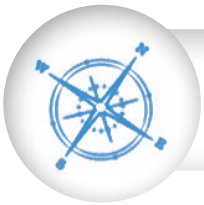
What is a PEF (Practice Education Facilitator)?

The role of the PEF is to ensure a high quality learning environment within their trust for all learners on NHS supported programmes. They aim to ensure that all students / trainees receive an outstanding experience while on placement and that their training will meet quality assurance standards and regulatory body requirements. This includes:

- providing on-site support for educational queries
- offering advice on completion of relevant paperwork
- giving support to trainees requiring reasonable adjustments
- supporting mentors
- providing information on supervisor-mentorship courses
- providing information on general interest lectures within the trust.

PEFs will introduce themselves to you at the start of the programme or placement. However, if you do not have their contact details, they can usually be found on your trust intranet or at: http://www.nwhcs.nhs.uk/resources/msc-resources

(log in to the North West HCS website > 'Resources' tab > select 'Modernising Scientific Careers Resources' from the drop-down menu > scroll down to 'North West Practice Education Facilitators' and follow the 'Practice Education Facilitators' link to bring up a table of PEFs).



Survival Tips... from Existing Trainees

Collect everything: It's much better to have too much evidence and end up not using some than to have too little. Refuse to walk away from a single lab technique or tutorial without some hard evidence of having been there, be it some data, a photograph or a diary note to say you attended something!

Think ahead: There's quite a bit of overlap between the competencies across different years and you might well end up doing something in your first year rotation in your chosen specialism that isn't even required of you in first year, but will be required later on. It's definitely efficient to get this signed off straight away, even if it's in a different section of the portfolio – trust us, you'll have plenty to worry about later on and will be grateful you forward planned.

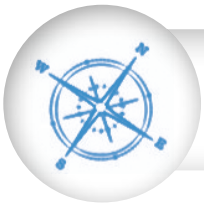
Obviously this requires you to at least scan the competencies in your specialist modules when you're coming to the end of your 'home' rotation in first year.

Keep a running record of any meetings or conferences you attend, presentations you give and 'extra-curricular' activities you are involved with - **this will help in completing your professional practice competencies later on**.

Set your own goals and deadlines for completing competencies and stick to them or get one of your peers to hold you to account - senior managers are often pressed for time and won't be able to manage the details of your day-to-day training. It's good to have a realistic plan of how everything will fit into a year to stop you from falling behind, and realising that you're learning and developing is very motivating. If you have no idea where to start planning, ask an older trainee or TNB member how they structured the year you are about to complete and begin by timetabling in fixed events and university blocks.

Push through the awkward barrier - the initial period of watching techniques and shadowing other people can feel pretty odd at times, but will be useful in the long-run, so stick with it [even if it involves following one person round a lot]!

Make friends with other STP trainees - they don't have to be of the same specialism, or even at the same hospital - as long as you have somebody you can email with questions, problems or for general support. You'll meet plenty of other scientists at uni, local meetings and conferences or events run by the Trainee Network Board. Second or third years can be particularly valuable in helping you settle, knowing who to speak to about different aspects of your course and providing examples of work.



Survival Tips… from Existing Trainees

Keep a notebook and a camera handy at all times – this is invaluable for recording passwords, phone numbers or details of techniques. You may also want to jot down reference numbers of any interesting cases or anything you don't understand and want to look up later (remember to keep patient details totally confidential if you take photos of anything!)

Figure out how you learn best, then use your competencies to help you study for your university course – some people love practical work, others swear by pictures, tables or flow charts, and others still find case studies very memorable (the author is personally very big on tables and case studies). In any case, assigning the months before your university exams to completing competencies en masse can be a really smart way of combining time on placement with academic revision.

Upload draft versions of any competency you're working on onto OLAT – remember that your training officer can't access your 'my documents' and see what you're spending your time on. Keeping OLAT fresh will help you track work in progress and give assessors a more realistic view of where you're up to with your portfolio.

Be persistent, but patient - some competencies will take longer than others to mark, and some supervisors will be much quicker at marking competencies than others. If something is taking longer than expected to sign off, don't be afraid to give the reviewer a nudge by email. Another good trick is to click on any competency that is still awaiting review and set the status back to 'draft', save it, and then set the status back to 'ready for review.' We can't promise that this will work every time, but it does generate another 'official' email to the reviewer, telling them that they have a piece of work waiting for review.

Roles and Responsibilities

As a trainee in the North West, both you and your placement organisation come under the 'NHS Placement Charter,' which is shown in the table below (or can be found at http://nw.hee.nhs.uk/wp-content/uploads/sites/480/2013/06/HENW-Placement-Charter-Poster1.pdf).

This is a set of agreements, developed in the North West, which outlines the responsibilities that you have towards your employer as an STP trainee, and those that they have towards you. Together, adherence to the Charter ensures that trainees can learn in a safe environment of high quality, and that they are prepared to uphold the NHS constitution and for a career as a Healthcare Scientist, in a multi-professional team.

Placement Pledges	Rights, Roles and Responsibilities of learners
Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience.	Prepare adequately for the placement, including contact with the placement in advance. Disclose any health or learning needs that may impact on the placement, or the achievement of learning outcomes.
Promote a healthy and 'just' workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or 'risk', including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity. Respond appropriately when concerns are raised.	Raise any serious concerns about poor practice or 'risk', including unacceptable behaviours and attitudes observed at the earliest opportunity. Be clear who to report any concerns to in order to ensure that high quality, safe care to patients / service users and carers is delivered by all staff.
Provide all learners with a named and appropriately qualified / suitably prepared mentor / placement educator to supervise support and assess all learners during their placement experience.	Actively engage as an independent learner, discuss learning outcomes with an identified named mentor / placement educator, and maximise all available learning opportunities.
Provide role modelling and leadership in learning and working, including the demonstration of core NHS 'values and behaviours' of care and compassion, equality, respect and dignity, promoting and fostering those values in others.	Observe effective leadership behaviour of healthcare workers, and learn the required NHS 'values and behaviours' of care and compassion, equality, respect and dignity, promoting and fostering those values in others.
Facilitate a learner's development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team.	Be proactive and willing to learn with, from and about other professions, other learners and with service users and carers in the placement. Demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team.
Facilitate breadth of experience and inter-professional learning in placements, structured with the patient, service user and carer at the centre of care delivery, e.g. patient care pathways and commissioning frameworks.	Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to learn with and from patients, service users and carers.
Adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment across the placement circuit in order to support the achievement of placement learning outcomes for all learners.	Ensure effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level.
Offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation.	Comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations.
Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners.	Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner.

- 'Learner' refers to all health, education and social care students, trainees, hosted learners.
- 'Placement' relates to all learning environments / work based learning experiences.
- 'Mentor'/ 'placement educator' relates to all trainers / supervisors / coordinators appropriately qualified / suitably prepared to support learners.
- 'Professional and regulatory body and organisation' relates to standards required to ensure patient and public safety, and professional behaviours.

J@RG°N Buster

Section 1: The Training Course

MSC – Modernising Scientific Careers: Modernising Scientific Careers (MSC) is a UK-wide education and training strategy for the whole healthcare science workforce which aims to standardise entry routes into healthcare science careers, training programmes and assessment methods. The consultation began in 2008 and was followed by a pilot programme in 2010 with full implementation across England commencing in 2011. Aspects of the MSC strategy cover every step of the career pathway (from Assistant to Consultant) forming a wide career framework, of which the STP programme is one part. For more information, see: http://www.nhsemployers.org/~/media/Employers/Documents/Plan/ExplainingTheFacts_Br0935_6a%20as280114.pdf

PTP – Practitioner Training Programme: An accredited undergraduate training programme which (upon successful completion) will qualify individuals to work in the NHS as Healthcare Science Practitioners within a chosen specialism (e.g. Cardiac Physiology, Renal Technology or Genetics Science). The PTP programme involves completion of generic and specialist university modules over three years alongside work-based placements, culminating in a research project, written dissertation and synoptic examination. For further information on the structure of PTP courses, please see the PTP Welcome Pack.

STP – Scientist Training Programme: A graduate programme which (upon successful completion) will qualify participants to work in the NHS as a Healthcare Scientist in a specific specialism such as Medical Physics, Clinical Biochemistry or Audiology. For information on the STP structure, please see 'The Gist' (page 7).

HSST – Higher Specialist Scientist Training: A doctorate level training programme which (upon successful completion) will qualify individuals to work in the NHS as a Consultant Healthcare Scientist. HSST programmes are competitive and rigorous, lasting up to 5 years. Though the programme has a general framework (e.g. a work-based portfolio, written and practical exams, research project and viva), the programme of learning will be designed around the individual's learning needs.

DOP – Direct Observation of Practical Skills: A mini practical, in which you choose a supervisor to watch you perform a technique and score your laboratory skills and understanding of the procedure. The STP portfolio requires students to complete a DOP in each first year rotation, however, in subsequent years the number of DOPs required differs for each specialism; details can be found in the National School's trainee handbook under "Appendix 2: Number of Assessments per module." (http://nshcs.org.uk/images/sciencehandbook_FINALWEB2.pdf)

OLAT – Online Learning Assessment Tool: An electronic portfolio, consisting of competencies, assessments (DOPs + CBDs + OCEs) and a reflective log. Used for storing and submitting work, receiving feedback, logging any meetings attended or lessons learnt etc.

J@RG°Ň Buster

CBD – Case-based Discussion: A mini tutorial, in which you learn about a specific problem or treatment by looking at a single case in detail, and discussing it with your supervisor. Different supervisors may choose to conduct CBDs in different ways; some will assign students one or two cases to read over, followed by a question session whereas others may expect you to select your own case studies and prepare a short presentation around each case. The STP portfolio requires students to submit brief details of two cases for each CBD, but actually only requires detailed discussion of ONE of these with your supervisor.

OCE – Observed Clinical Event: A mini clinical-skills assessment in which students are scored on their interaction with patients or clinicians. Please refer to the national school's trainee handbook (see contacts and links) for the number of OCEs and CBDs required in each year of the training course for your specialism.

OSFA – Objective Structured Final Assessment: The STP practical skills exit exam, undertaken at the end of the third year. This is split into two halves; a 'professional practice' OSFA which tests general communication skills, ethical values, health a safety etc. and a 'specialism specific' OSFA which tests your ability to perform tasks that will have been encountered in your area of training. PTP trainees are not required to undertake an OSFA.

Reflective Log: A section within the STP portfolio for the recording of meetings, deadlines, experiences and miscellaneous notes. Please see the section entitled 'FAQ' for more examples of what to include in a reflective log.

Assessor – An individual nominated by the student to 'mark' a single assessment (i.e. DOP, CBD or OCE). Entering an assessor's details into OLAT will trigger an email to be sent, informing them that they have been selected to assess a particular event.

Reviewer – an individual nominated by the student to 'review' a competency that has been uploaded to OLAT. Reviewers may be any member of staff qualified to judge the standard of knowledge or skill in a given topic area. A reviewer can ONLY see items in your portfolio which they have been assigned to review. As above, submitting a competency will trigger an email to the nominated reviewer.

Supervisor – An individual chosen to oversee completion of a specific section of your portfolio e.g. on rotation through another hospital. Supervisors can see all the competencies that have been uploaded under a specific section of the portfolio, regardless of who the reviewers are. You can nominate a new rotational supervisor on OLAT under the 'preferences' tab, then 'Training officers and Supervisors' on the left hand side of the screen and 'Rotational module Supervisors.'

TO - Training Officer: The individual nominated to oversee completion of your STP or PTP portfolio throughout the entirety of your course. Your TO can view all competencies under any section of the portfolio at any time. Levels of contact with supervisors may differ throughout the training course and between different hospitals. However, the National School recommends that you meet for a minimum of one hour per month to discuss progress, and that these meetings are recorded in your reflective log.

J@RG°N Buster

Section 2: On Placement

SOP a.k.a 'Work Instruction' – Standard Operating Procedure: A document outlining how a particular procedure is performed. SOPs may cover diverse topics, ranging from experimental methods to clinical procedures, statistical exercises or operation of a particular piece of equipment.

BMS – Biomedical Scientist: Skilled members of staff who carry out or manage laboratory procedures on a day-to-day basis. Depending on the discipline, equivalent staff may have slightly different names e.g. a 'GT' (genetic technologist) in genetics labs.

AP / MLA – Associate Practitioner / Medical Laboratory Assistant: Trained technicians who support the daily running of a hospital laboratory by assisting with a wide range of tasks such as I.T. or paperwork, practical work, maintenance of equipment and provision of consumables.

EQA - External Quality Assurance: A programme or scheme designed to aid hospitals in assessing clinical or laboratory performance, relative to other centres enrolled on the scheme. Generally this involves receiving sample material, testing it, submitting a result and receiving a report which outlines the target result and the results obtained by each participating centre. Schemes may be local, national or international, depending on the popularity of the test in question.

IQC – Internal Quality Control: procedures which allow the precision of a particular task to be assessed regularly. The use of IQC allows all of the variables which may be affecting an experiment to be monitored and increases confidence that accurate patient results are being obtained.

IR – Incident Report: A report submitted to local or hospital-wide risk departments detailing the nature of any adverse incident (e.g. accidents, misdiagnosis or mistreatment, breaches of confidentiality). Reports are logged and monitored in order to identify any common risks or trends, which may be prevented to improve the safety of employees or patients.

MDT – Multidisciplinary Team Meeting: A session in which members of staff from different areas of expertise collaborate to discuss particular patients, results, patient management or other topics relating to clinical practice.

OP – Outpatient: A patient who attends clinics under the care of a named doctor or professional associated with a particular hospital (unlike GP patients), but are not resident within the hospital itself (unlike inpatients).

HCA – Healthcare Assistant: Ward staff who assist nurses in providing patient care by carrying out tasks such as washing patients, distributing drinks and meals and listening to patient concerns.

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F(Y)1 / F(Y)2 – Foundation Year 1 / 2: the programme undertaken by newly-qualified doctors, in the years following graduation from medical school. Often used interchangeably as a job title (in the same way as 'STP' or 'PTP' are).

CCG – Clinical Commissioning Group: Groups which arrange the provision of healthcare services (e.g. urgent and emergency care, community health services, mental health and disability services) in a particular area of the country, and discuss the need for new services. Every GP practice in a specific region must belong to a CCG, and GPs play a major role in CCGs, assisted by nurses and specialists from hospitals and other secondary care centres.

Section 3: Professional Networks

Different healthcare science specialisms are associated with a variety of different professional bodies, which provide representation for professionals in a specific area at all stages of their career and influence training and employment opportunities. You will become familiar with the body that is most relevant to you when you begin training, but as examples these include: ***IPEM (physics),*** the ***ACB (biochemistry, haematology and immunology), BSHI (Haematology, Immunology, Histocompatibility and Immunogenetics), BSA/BAA (audiology)*** and the ***IBMS (Biomedical Sciences)***.

MAHSE – Manchester Academy for Healthcare Scientist Education: A partnership between the University of Manchester, Manchester Metropolitan University, University of Salford, other north west universities and healthcare scientists from affiliated NHS trusts. Any trainees studying the academic components of STP programmes in Manchester are members of MAHSE, and all trainees in the North West have access to MAHSE events, such as the project and research showcase, through the Trainee Network Board.

AHSN – Academic Health Science Network: These are large collectives that exist across the UK and are designed to enhance collaboration between scientists working in the NHS, universities and industry. AHSNs aim to promote innovation and accelerate the adoption of new technologies into the fields of healthcare science or outside the NHS. There are two AHSNs in the North West: The North West Coast AHSN, and Greater Manchester AHSN.

PEF – Practice Education Facilitators: Designated trainers, who are responsible for ensuring a high quality of teaching for students employed by NHS trusts (for further information, see FAQ).

AQuA – Advancing Quality Alliance: A body with membership from foundation trusts, mental health trusts, clinical commissioning groups and local authorities across the North West, aiming to improve the quality of healthcare in the region.
See: http://www.advancingqualityalliance.nhs.uk/

CLN - Clinical Leaders Network: a body of professionals working in all fields of healthcare who meet regularly to discuss key topics facing the medical and scientific industries.

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Themed Board – Each set of STP specialisms comes under a specific 'theme' e.g. blood and infection sciences, neurosensory sciences. Students within each 'theme' are represented by a nominated individual at regular 'themed board meetings' hosted by the National School of Healthcare Science. These provide a useful route for feedback about education and training.

(NW HCS) TNB – (North West Healthcare Sciences) Trainee Network Board: A set of trainee volunteers and members of the NW HCS workforce board who meet every three months to try and improve training, raise the profile of PTP and STP trainees and encourage trainees across the north west of England (for more information, see 'The Trainee Network' on page 4).

North West HCS Workforce Board: A team of healthcare scientist staff, working to improve MSC implementation, encourage networking and raise the profile of healthcare scientists across the North West.

National School of Healthcare Science – The working group involved in establishment and day-to-day running of STP and PTP programmes. The National School set curricula and assessments, liaise with universities and workplaces to ensure training programmes are in place, deal with problematic areas of training and educate training officers and other professionals about MSC courses.

Academy of Healthcare Science – The professional body of healthcare scientists which award a certificate of PTP or STP completion to trainees, enabling them to apply for official state registration as healthcare scientists.

HCPC – Health and Care Professions Council: A body which holds and maintains registers of several qualified health, psychological and social work professionals in the UK, and outlines codes of practice for different jobs. This prevents fraudulent use of protected titles, provides public assurance that their healthcare is being provided by a trained individual and ensures that registered scientists keep their knowledge and skill up to date. Not all healthcare scientists are registered with the HCPC – some may be enrolled on voluntary registers, and you should contact the professional body for your discipline for specialism-specific information (see 'Contacts and Links' section). If appropriate to your discipline, you will automatically be registered with the HCPC on successful graduation from the STP Programme and completion of the online portfolio, university master's and OSFA.

HEI – Higher Education Institution: A university or learning establishment that delivers the academic component of an STP programme.

HEE – Health Education England: a body responsible for the education, training and personal development of every member of staff employed by the NHS. HEE works with the National School and North West HCS Workforce Board to ensure that scientific training is being delivered according to national standards and strategies.

J@RG°N Buster

LETB – Local Education and Training Board: committees of HEE which cover the whole of England. Each LETB is made up of representatives from local providers of NHS services. LETBs improve the quality of education and training to meet the needs of patients, the public and service providers in their areas. They have the flexibility to invest in education and training in order to support innovation and development of the wider health system. By ensuring that the system responds to the recommendations of the Francis report, LETBs aim to improve the quality of care wherever possible.

HENW – Health Education North West: the LETB responsible for the training and education of clinical and non-clinical NHS staff within the north west of England.

STEMNET – Science, Technology, Engineering and Mathematics Network: an educational charity which promotes science, technology, engineering and maths in schools and colleges across the UK. STEMNET relies on volunteers to enthuse children and young adults about science and encourage them to become the next generation of Healthcare Scientists! For more information, please see the section titled 'Get Involved.'

Contacts and Links

Although not exhaustive, we hope this list of contacts and websites will help you to address any topics which are not covered in this welcome pack. If you can't find what you're looking for, please email us at **northwesttnb@outlook.com** and we'll do our best to sort it out or point you in the right direction.

Trainee Network Board – STP MEMBERS:

Name	Role	Specialism, Year	Email and Base Hospital
Suzanne Armitage	STP Member	Clinical Biochemistry, 2011 - STP	suzanne.armitage@nhs.net University Hospital of South Manchester
Natalie Abbott	Regional Chair (Mersey & Cheshire)	Radiotherapy Physics, 2012 - STP	natalieabbott@nhs.net Royal Liverpool University Hospital
Maria Flenley	Secretary	Clinical Biochemistry, 2012 - STP	maria.flenley@lthtr.nhs.uk Royal Preston Hospital
Kia Langford-Smith	Webmaster	Clinical Biochemistry, 2012 - STP	kia.langford-smith@aintree.nhs.net Aintree University Hospital
Craig Portsmouth	STP Member	Clinical Biochemistry, 2012 - STP	craig.portsmouth@nhs.net Salford Royal Foundation Trust
Tanjina Choudhury	STP Member	Reconstructive Science, 2013 - STP	tanjina_hc@hotmail.co.uk Whiston Hospital
Rushana Hussain	STP Member	Microbiology, 2013 - STP	rushana.hussain@boltonft.nhs.uk Royal Bolton Hospital
Saira Hussain	Communications Lead	Audiology, 2013 - STP	saira.hussain@postgrad.manchester.ac.uk University Hospital of South Manchester
Samantha Shannon	Regional Chair (Cumbria & Lancs)	Critical Care, 2013 - STP	samantha.shannon@cmft.nhs.uk Manchester Royal Infirmary
Abdul Khalid	STP Member	Medical Physics, 2013 - STP	Abdul.Khalid@christie.nhs.uk The Christie Hospital, Manchester
Chris Daft	STP Member	Medical Physics, 2013 - STP	christopherdaft@gmail.com Merseyside Training Consortium
Michael Gornall	STP Member	Imaging with Ionising Radiation, 2013 - STP	Michael.Gornall@christie.nhs.uk The Christie Hospital, Manchester

Contacts and Links

Trainee Network Board – PTP MEMBERS:

Name	Role	Specialism, Year	Email and Base Hospital
Samantha Thorn	Regional Chair (Greater Manchester)	Cardiac Physiology, 2010 - PTP	samantha.thorn@uhsm.nhs.uk University Hospital of South Manchester
Rabia Afzal	PTP Member	Life Sciences, 2013 - PTP	rabia.afzal@stu.mmu.ac.uk Manchester Metropolitan University
Saadiyah Patel	PTP Member	Life Sciences, 2013 - PTP	saadiyah_patel@live.co.uk Manchester Metropolitan University
Ikra Majeed	PTP Member	Cardiac Science, 2013 - PTP	ikra_majeed@hotmail.co.uk Manchester Metropolitan University
Maimona Baig	PTP Member	Audiology, 2013 - PTP	maimona.baig@student.manchester.ac.uk University of Manchester
Ambreen Ahmad	PTP Member	Audiology, 2012 - PTP	ambreen.ahmad@student.manchester.ac.uk University of Manchester

Contacts from the North West Healthcare Science Workforce Board

Helen Liggett: North West Healthcare Science Workforce Lead
Email: Helen.Liggett@srft.nhs.uk

Themed Board Reps

These individuals represent trainees from across the UK within a particular specialism to the National School of Healthcare Science. They rely on your feedback in order to influence and inform proceedings at the school and are responsible for preparing feedback reports after themed board meetings. Look out for these as they often contain crucial updates from the National School!

Themed Board	Name	Specialism	Contact
Physiological sciences – CCVRS	Richard Clements	Cardiac Science 2012	Richard.Clements@porthosp.nhs.uk Portsmouth Hospitals NHS Trust
	James Pearson	Gastro and Uro 2012	James.Pearson@manchester.ac.uk University Hospital of South Manchester
Physiological sciences – Neurosensory sciences	Saira Hussain	Audiology 2013	saira.hussain@postgrad.manchester.ac.uk University Hospital of South Manchester
	Claire Thwaites	Audiology 2013	Claire.thwaites@gwh.nhs.uk Great Western Hospitals NHS Foundation Trust
Life Sciences – Blood and infection Sciences	Hannah Fearon	Clinical Biochemistry 2013	hannah.fearon@nhs.net King's College Hospital NHS Foundation Trust
	John Wadsworth	Clinical Biochemistry 2013	john.wadsworth@rlbuht.nhs.uk Central Manchester University NHS Trust
Life Sciences – Cellular sciences	Rebecca Haines	Genomics 2013	Rebecca.Haines@nuh.nhs.uk Nottingham University Hospitals NHS Trusts
Physical Sciences	TBC		

Contacts and Links

Websites (1) Course Information and Resources

North West Healthcare Science Network:
http://www.nwhcs.nhs.uk/
For information about events in the North West, trainee reports and resources

Health Education England:
http://hee.nhs.uk/
For information about the work of Health Education England and its Local Education and Training Boards (including Health Education North West)

OLAT (Online Learning and Assessment Tool):
https://olat.nshcs.org.uk/
Outlines competencies, professional practice modules, assessments and reflective log.

The National School of Healthcare Science:
http://nshcs.org.uk/
Curricula, learning guides, information about assessments, general course info.

Trainee Handbook:
http://nshcs.org.uk/images/sciencehandbook_FINALWEB2.pdf
Guidance for trainees and training officers from the NSHCS.

MAHSE:
http://mahse.co.uk/
For information about applications and contact details for University of Manchester course administrators.

Academy for Healthcare Science:
http://www.ahcs.ac.uk/
For information on professional qualifications and registration.

Websites (2) Professional Bodies

To find the professional body that is relevant to your discipline, please visit:
http://www.nwhcs.nhs.uk/resources/useful-links
Scroll down the page for a full list of professional healthcare science bodies.

The Health and Care Professions Council
http://www.hcpc-uk.org.uk/
For codes of practice and information on registration.

Health Education England
http://hee.nhs.uk/
For news and details of loacal and national educational provision.

Contacts and Links

NHS England
http://www.england.nhs.uk/
News, reports and resources for NHS employees.

Websites (3) Technical Information

Department of Health:
https://www.gov.uk/government/organisations/department-of-health
For information on NHS structure, reports, reforms and publications detailing disease prevalences, outbreaks, lifestyle factors and medical guidance.

Lab Tests Online:
http://labtestsonline.org.uk/
For information on laboratory testing and diagnosis.

Medscape
http://www.medscape.com/
Information for medical professionals on prescriptions, diagnosis and treatment of specific conditions and current topics in healthcare.

NHS choices:
http://www.nhs.uk/Pages/HomePage.aspx
For information about disease, tests and services offered by the NHS.

NICE (National Institute for Clinical Excellence):
http://www.nice.org.uk/
For guidelines on treatment and management of different conditions and links to the BNF (British National Formulary) for information about medications and prescriptions.

Public Health England
https://www.gov.uk/government/organisations/public-health-england
Information on protecting and improving health and wellbeing in the UK.

WebMD
http://www.webmd.com/
Information for the public on pharmaceuticals, diagnosis and treatment of specific conditions and current topics in healthcare.

WHO (World Health Organisation) UK
http://www.who.int/countries/gbr/en/
For statistics on health and disease in the UK, news and current topics.

Get Involved

Completing the STP course is not just about learning in clinical and educational settings, but provides a fantastic opportunity to get involved in a wider range of events and activities. These do not necessarily have to be directly related to your specific specialism and are a chance to help improve your skills (as well as support you in your OLAT progression)!

As mentioned in the FAQ section, different supervisors may have different requirements when it comes to allowing their students to participate in activities during work time, however, according to Health Education North West, voluntary activities outside the workplace should be recognised and encouraged.

(For more information on the 'Ambassador Promise,' follow the link and contact address at: http://nw.hee.nhs.uk/wp-content/uploads/sites/480/2013/12/@HENorth-West-Issue-1.pdf)

Examples of activities include:

Volunteering:

Become a STEM Ambassador

A STEM (science, technology, engineering and maths) ambassador is any professional from the mentioned backgrounds to inspire children and young adults in portraying the possibilities of studying STEM subjects. You don't have to teach a class, but just assist teachers in interactive lessons or workshops. You could even be asked to a careers 'speed dating' event or to judge talent shows or competitions. For more information, please see the flyer in appendix 3, to sign up, visit: http://www.stemnet.org.uk/

The Big Bang Fair

This is an annual national event where different scientific and technological sectors are able to showcase their field in innovative and exciting ways. Next year's event will be held at the NEC, Birmingham, 11th - 14th March 2015. Volunteers are always needed and this is a chance to improve organisational and team working skills, with networking opportunities also. This is a fantastic way to highlight the importance of healthcare sciences, and can also help develop your own confidence and professionalism. Information can be found at: http://www.thebigbangfair.co.uk/

Get Involved

Representation

University course representative

Each course at the various universities will require a course representative to act as the point of contact between the trainees on your course and staff. As a rep you'll need to help raise any concerns and help disseminate information. You do not necessarily have to act as the representative for all three years of the course, but it can help demonstrate leadership skills (and always looks great on a CV!)

NW Trainee Board representative

The trainee board is looking for PTP and STP to ensure that a wide range of disciplines are represented. Visit http://www.nwhcs.nhs.uk/contact-us/nw-hcs-trainees-network-board to see the current list of specialisms covered. Help us voice trainee opinions; there are four meetings each year (so it does not take too much of your time)!

Networks

As mentioned, the North West Healthcare Science Trainee Network Board is here not only to provide support for trainees, but to also provide a series events over the year (see below). These events are an opportunity to network and meet fellow STP and PTP trainees from across the different disciplines. The Clinical Leaders Network has regular meetings that as a healthcare science trainee you are able to attend. For meeting information, sign up on http://www.cln.nhs.uk/

Another network to look out for and to get involved in is the Academic Health Science Network (AHSN). There are specific regional networks that have a range of research into innovative approaches in healthcare. Trainees could get in touch to see if they can collaborate with research, or even undertake their electives with them.

North West Coast AHSN:

http://www.nwcahsn.nhs.uk/index.php

Greater Manchester AHSN:

http://www.gmahsn.org/index.php).

These are just a few of the events you can get involved in. They do not take up much time, and can help get a few professional practice competencies signed off!

Watch This Space...

As well as a host of seminars and conferences by professional healthcare science bodies or individual specialisms, the TNB supports three trainee events each year. We are currently hard at work planning future events, but always welcome suggestions and contributions from Trainees. Don't hesitate to get in touch with your own ideas. To get you started as you begin to explore the opportunities open to PTP and STP trainees, here are some dates for your diary:

North West STP Trainees Welcome Event - Thursday 9 October 2014

Join trainees from across the North West for an informal evening of networking and an introduction to training in the healthcare sciences!

For more information, details of past events and to sign up, please visit: http://www.nwhcs.nhs.uk/

Trainees' Christmas Networking Event - Thursday 11 December, 2014

Come along to learn about life in other scientific disciplines, exciting developments in the NHS and new opportunities for trainees.

For more information, prespectives and pictures of last year's event, please visit: http://www.nwhcs.nhs.uk/

North West Healthcare Science Network Introduction to Leadership – Feb 2015

For more details, please visit http://www.nwhcs.nhs.uk/

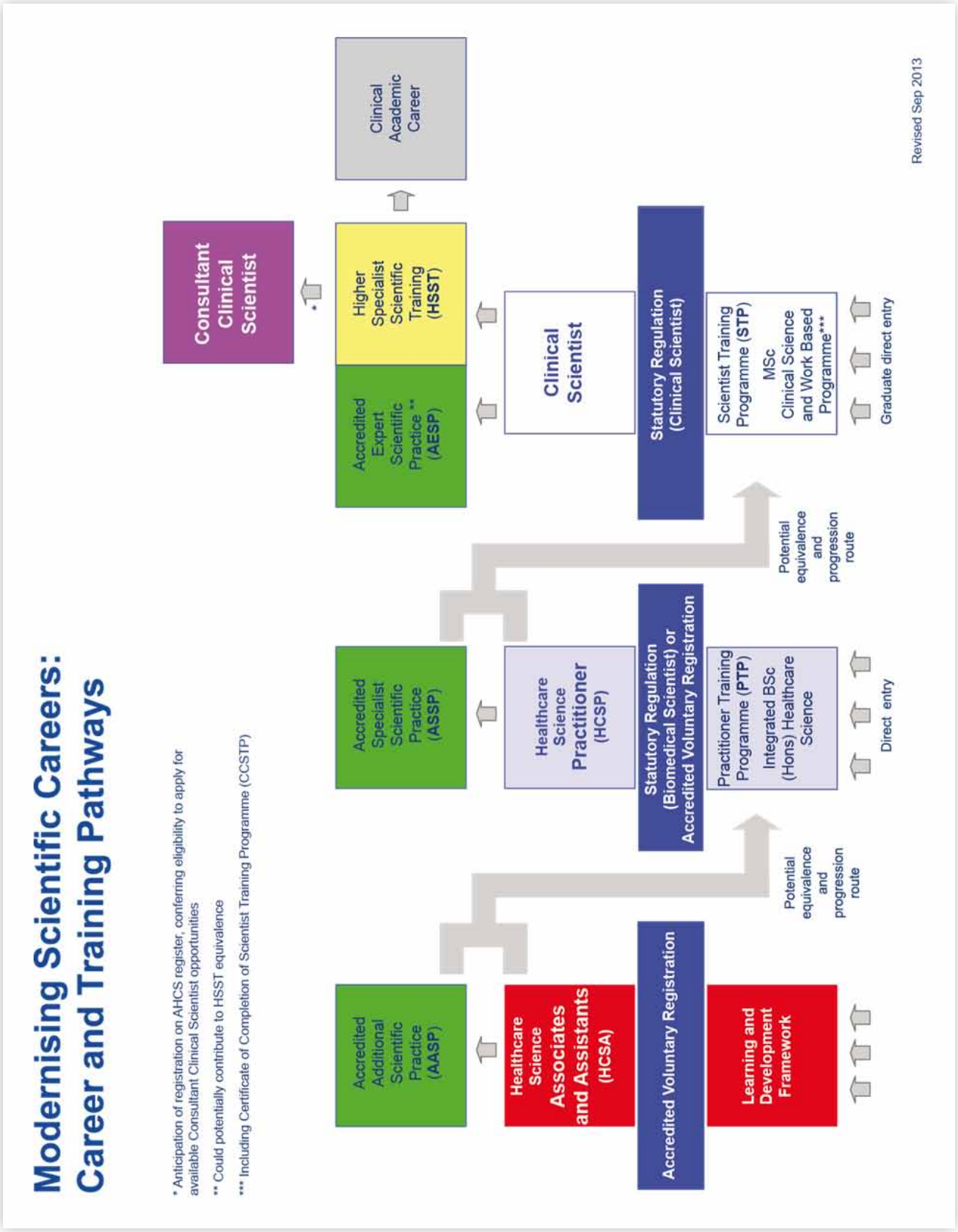
MAHSE Research and Electives Showcase – Thursday 7 May, 2015

An annual celebration of Trainee research and innovation hosted by the Manchester Academy of Health Science and Education with the TNB.

For more information, please see: http://mahse.co.uk/

See you there!

Appendix 1 – MSC Career Framework



Appendix 2 – Table of Healthcare Science Specialisms; STP

Division	Theme	Specialism
Physiological Sciences	Cardiac, Vascular, Respiratory & Sleep Sciences	Cardiac Science
		Vascular Science
		Respiratory & Sleep Sciences
		Critical Care Science
		Clinical Perfusion Science *
		Gastrointestinal Physiology
		Urodynamic
	Neurosensory Sciences	Audiology
		Neurophysiology
		Ophthalmic & Vision Sciences
Life Sciences	Infection Sciences	Microbiology (including: infection control & epidemiology, virology, bacteriology, mycology, parasitology)
	Blood Sciences	Clinical Biochemistry
		Haematology and Transfusion Science
		Clinical Immunology
		Histcompatibility & Immunogenetics
	Cellular Sciences	Histopathology
		Cytopathology
		Reproductive Science
	Genetics	Genetics
Physical Sciences and Biomedical Engineering	Medical Physics	Radiotherapy Physics
		Radiation Safety Physics
		Imaging (ionising radiation)
		Imaging (non-ionising radiation)
		Un-defined Medical Physics
		Clinical Pharmaceutical Science
	Clinical Engineering	Rehabilitation Engineering
		Clinical Measurement & Development
		Medical Device Risk Management & Governance
		Un-defined Clinical Engineering
		Reconstructive Science

*programme under development.

Appendix 3 – HCS Ambassador Flyer

NHS Careers

Your chance to make a difference!

- Passionate about your job in healthcare science?
- Want to inspire the next generation of healthcare science staff?

Join the healthcare science ambassador scheme today and you could inspire the healthcare science workforce of the future!

Scientists in health: making a difference to people's lives

AHCS NSHCS National School of Healthcare Science Science in healthcare DRIVING A MODERN NHS

What healthcare science ambassadors do

STEM NHS Healthcare Science Ambassadors share their passion for their profession with schools, colleges, patients and other health professionals. It's not a big time commitment but can make a huge difference.

Healthcare science ambassadors get involved in all sorts of activities, such as:

- taking part in National Healthcare Science Week every March
- running science and engineering clubs
- providing careers guidance and mentoring to interested students
- and facilitating NHS work-based placements for both teachers and students.

It's a chance for young people and their teachers to meet real-life healthcare science staff and existing ambassadors say the role is great fun, rewarding and excellent for their personal development and professional networking.

All the resources you need

NHS Careers has developed a toolkit with a wide range of supporting materials to help you in your role as a healthcare science ambassador, including powerpoint slides, a video of real-life healthcare science students talking about their experiences, and real life stories.

www.nhscareers.nhs.uk/hcstoolkit

Sign up today!

Visit the STEMNET website **www.stemnet.org.uk** to find out more about becoming a healthcare science ambassador. You'll need to register online and ensure you select 'NHS healthcare science ambassador' from the drop down menu on page two of the registration form. You will be given support through an induction process and DBS checks and then you'll be ready to sign up for a range of activities in your area!

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STEM
AMBASSADORS
ILLUMINATING
FUTURES

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