

INTRODUCTION

In 2019 the numbers of trainees monitored and issued with NTN increased, and as part of our Quality assurance of training we requested an agreed training plan.

Guidance to help support this request and how to support a constructive ARCP was distributed on our Knowledge Network. To extend our CPD offer, the HCS NES team established an e-learning zone for Healthcare Science on the TURAS Learn site. The face to face learning for Train the trainer and Trainees in Difficulty was revised and offer extended to deliver across the health boards in Scotland for supervisors.

Our annual survey to the 79 supervisors invited with a response rate of only 48% (39), comprising 52.6% from Life Sciences, 30.8% Physical Sciences and 15.4% Physiological Sciences.

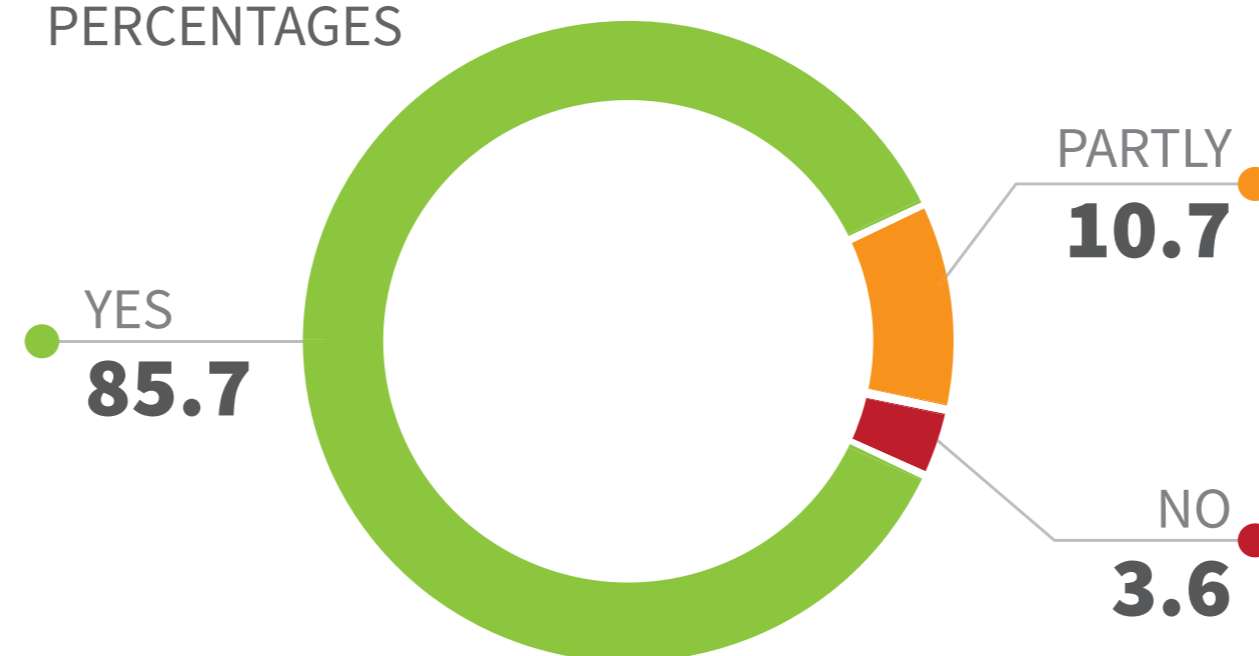
It is clear from the feedback that supervisors are looking for clearer guidance on NES support for Quality Assurance in training.



ARE YOU AWARE OF THE COMMON CORE LIST OF POSTGRADUATE SCIENTIST ATTRIBUTES?

Our Common Core List describes attributes that postgraduate level scientists should strive to develop irrespective of pathway or specialism. It is used in support we give to postgraduates and helps demonstrate good scientific practice. Details and examples of how to achieve the Common Core List is available on the Knowledge Network. It is reassuring to report that 85.7% of respondents are aware which is an increase from 2018 at 79%.

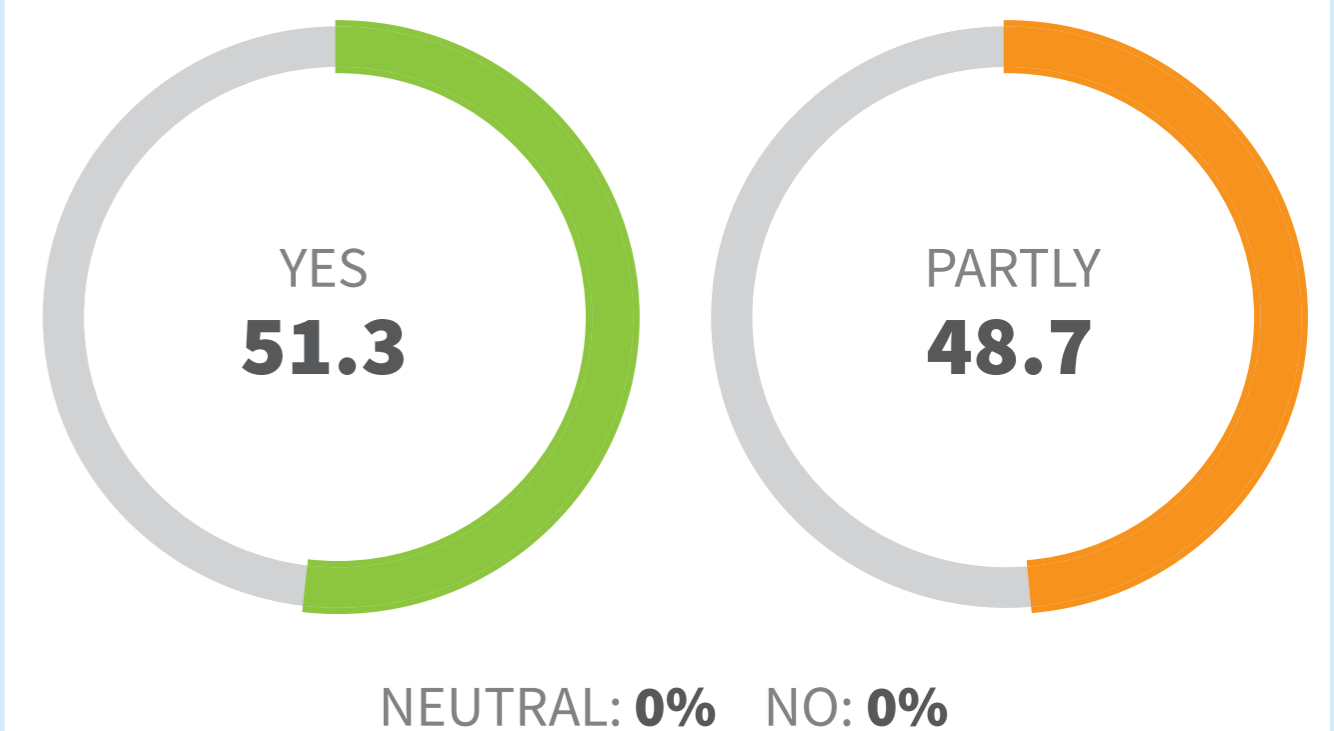
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DO YOU AGREE THAT A SUPERVISOR IS A MAJOR DETERMINANT OF THE SUCCESS OR OTHERWISE OF A TRAINEE?

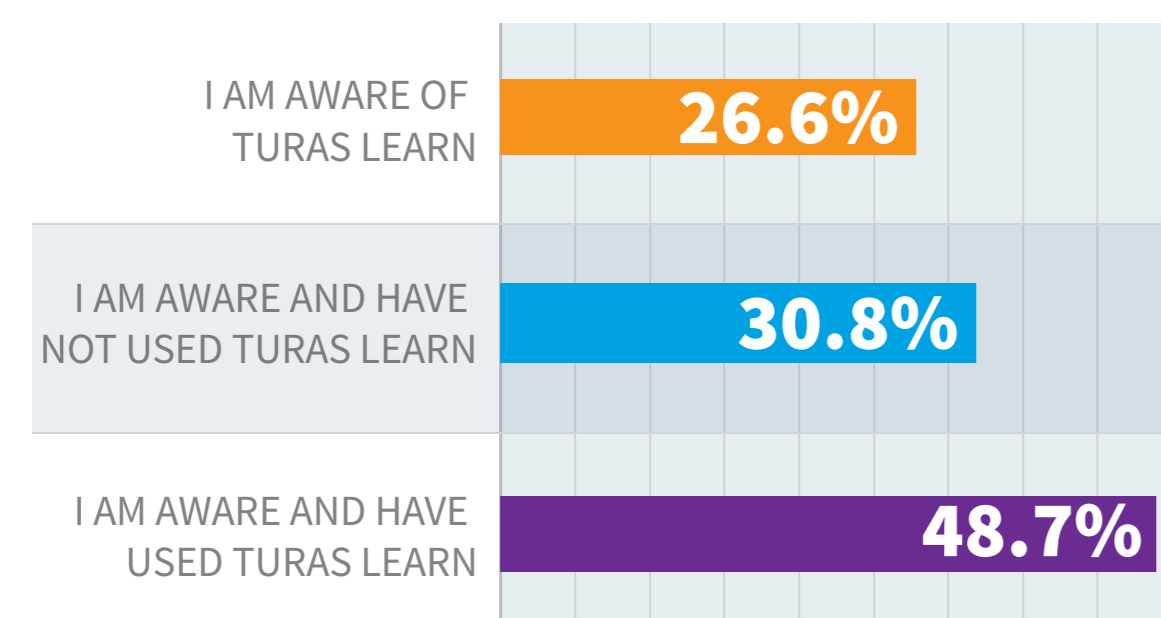
Majority of supervisors at 52% agreed that the success of the trainee is determined by the support and encouragement from the supervisor. This is followed closely by respondents who felt it is just as important that the trainee is self-motivated for their own progression. NES advocate good practice and improvement to ensure good trainee and trainer experience.

PERCENTAGES



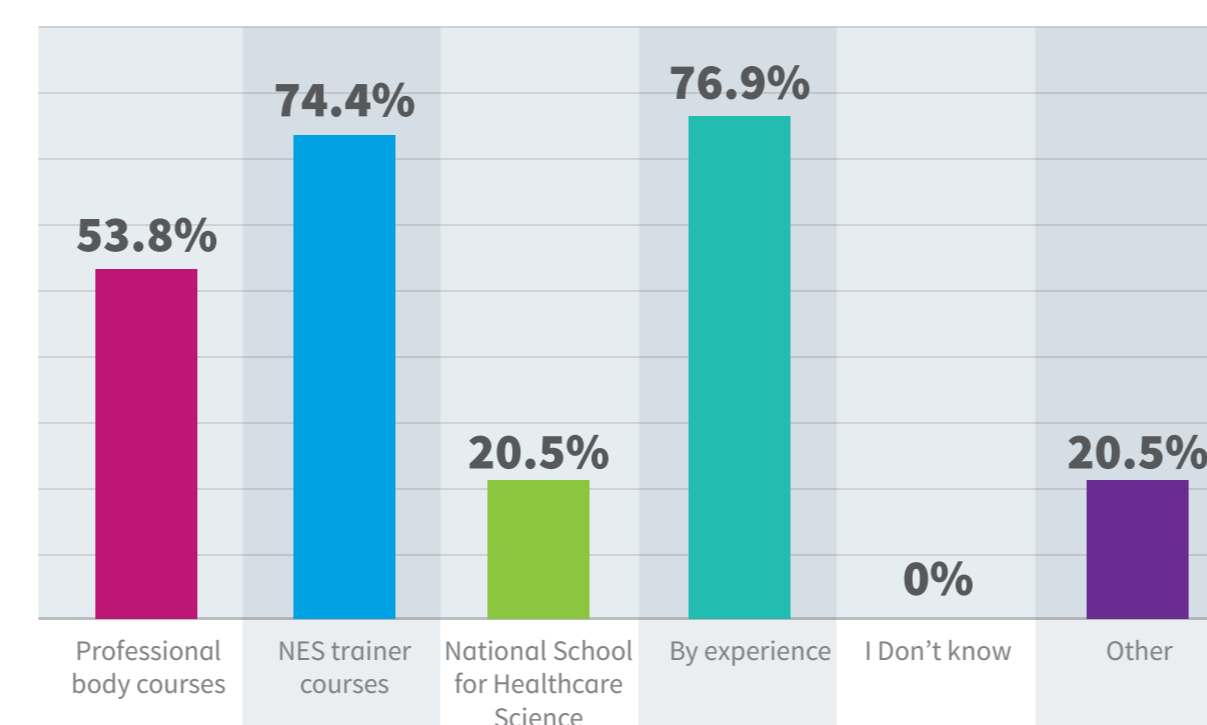
ARE YOU AWARE OF TURAS LEARN AND THE NEW HEALTHCARE SCIENCE eLEARNING ZONE?

In 2019 we established an e-learning zone for Healthcare Science on the TURAS Learn site. This zone includes a facility for service to develop learning content for wider NHS distribution. With only 39% of respondents aware of Turas learning zone for HCS, clearly there is room for improvement in communicating our offer and support of facilitating e-Learning. Guidance is available on our website for next steps to developing learning materials for specific disciplines.



WHAT TRAINING IN SUPPORT OF YOUR SUPERVISOR ROLE HAVE YOU HAD?

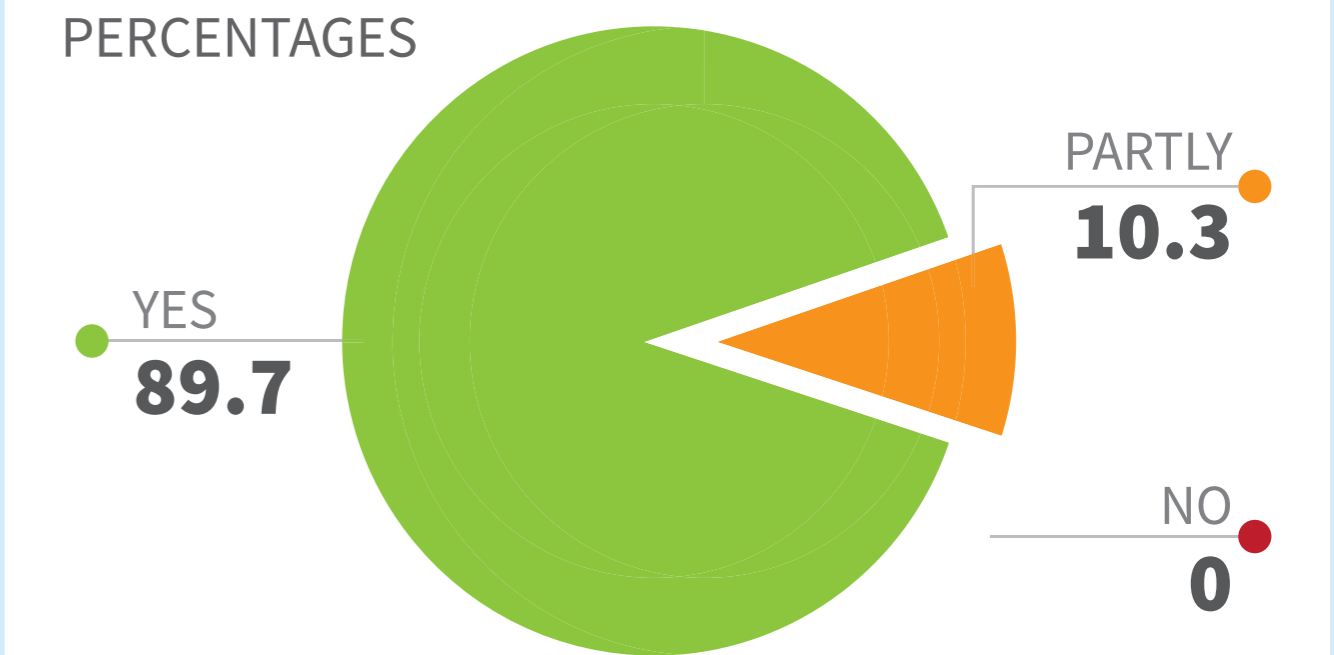
Although many respondents stated that their training for a supporting role was mainly through experience, it is encouraging to note that a large number have received formal training either through NES courses or with a professional body. NES offers face to face training to support supervisors our Train the Trainer and Trainees in Difficulty and we have extended the number of courses delivered throughout Scotland with good feedback and attendance reported.



DO YOU HAVE A CLEAR AND AGREED TRAINING PLAN WITH YOUR TRAINEE(S)?

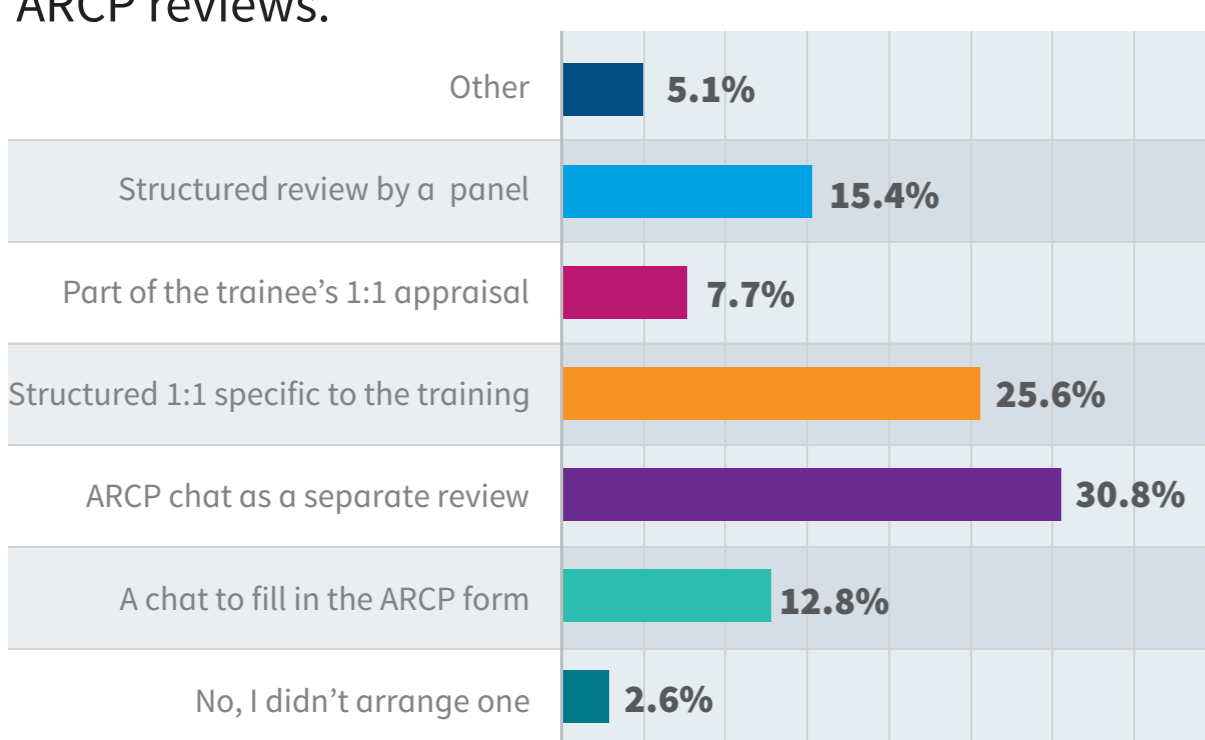
In 2019, NES updated their guidance on how to develop a training plan with working examples as a response to feedback from 2018. This has proved beneficial with 89% of supervisors reporting they are aware of the requirements for a training plan and where to source reliable support. 62% stating it is easy to put together. Having an agreed training plan with the trainee provides structure and clarity for their training programme and development and this is an improvement from 2018 at 82%.

PERCENTAGES



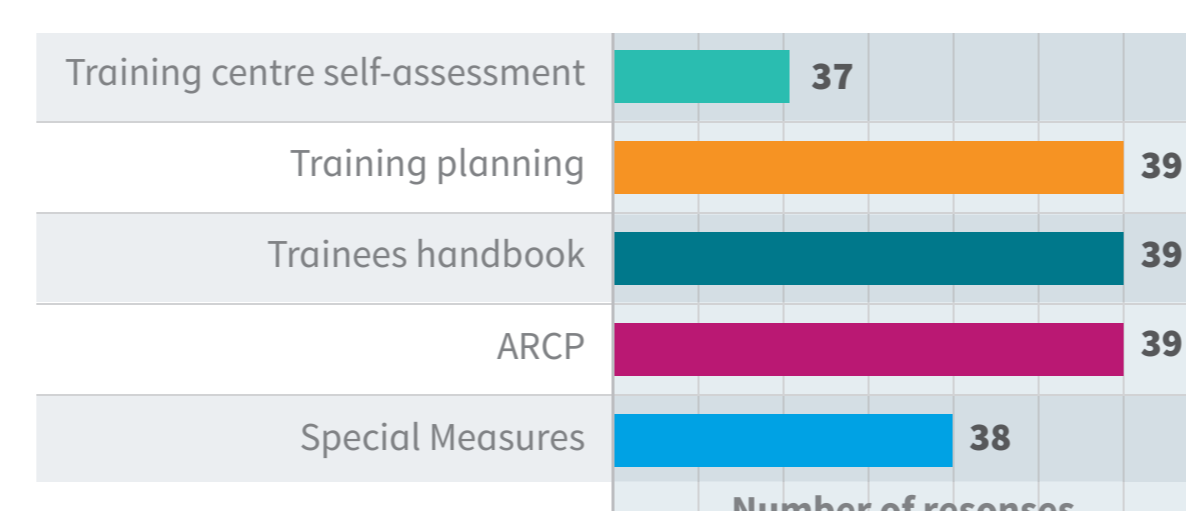
NES ASKS FOR AN ANNUAL REVIEW OF COMPETENCY PROGRESSION. HOW DO YOU DO THIS?

Annual Review of Competency Progression is a process that supervisors and trainees complete for all National training Number Holders from one year into training. Details are at the Healthcare Science Knowledge Network and guidance is now available. From the Supervisors responses, there are a variety of ways ARCP is supported whether a separate chat combined with the PDPR appraisal or a 1:1 chat. Good to report the trainees are supported with their ARCP reviews.



WERE YOU AWARE OF OUR RULES AND GUIDANCE IN MONITORING TRAINING?

Guidance relating to our Quality monitoring role is available at the Healthcare Science Knowledge Network (applies to both postgraduate and practitioner trainees). HCS NES team have been working on improving guidance and communications on our Quality measures. Feedback from the Supervisors reported awareness at 55% in Special Measures, 74% ARCP, 35% Trainee's handbook, 51% for Training Plans and 54% for Training Centre Self-Assessment. This suggests that the team at NES still require to work with the supervisors to improve and develop our guidance to meet their needs and support for their trainees.



SUPERVISORS LAST WORD.. YOUR FEEDBACK FOR IMPROVEMENTS

"The other issue is the different routes for trainee clinical scientists and the requirements of all of the different routes and equivalences, and the expectations of the evidence and portfolios. It is an absolute minefield and impossible to figure it all out"

"More support for trainers and a pathway for career progression for different levels of trainers is required"

"The changes in this process have rather surprised our trainees and some of the NES communications have surprised me! We need some more detailed discussion and information on changes within NES"

"NES is an excellent resource and supporter of training for Scotland. I would quite like some kind of quarterly structured contact re administration of trainees for supervisors. Do feel like we are rather left to get on with it."

"It may be useful to ask if you currently have a trainee in difficulty and if the answer is 'yes' what support are you receiving?"

"A little training in how to use your website would be good. I find it all rather confusing. Not much clear guidance obvious."

"NES, it seems, are now committed to providing funding for Clinical Scientists to train by equivalence. This may be cheaper, but in some areas where the speciality is small, it can put a massive amount more pressure on the supervisor and the clinical dept where there is no structured training programme"