NSHCS
National School of Healthcare Science

NHS Scientist Training Programme
Trainee Handbook 2015

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Welcome

Hello and welcome to the NHS Scientist Training Programme (STP).

You are privileged to be part of this national programme where you will be trained to become a clinical scientist, applying your scientific and clinical skills for direct patient benefit. When you successfully complete your training you will understand and advise on the most recent advances in science and technology and innovations in patient care. You will also have the flexibility and adaptability to work across many patient pathways, enabling efficient and high quality care.

You have done well to get a place on the STP - it is a highly competitive scheme receiving thousands of applications each year.

The STP is exciting and challenging, and the point of this handbook is to help you plan for your training programme. It is important that you learn to balance your academic work and work based training. You will find in here guidance on how and when you will need to complete different parts of the programme including assessments. This handbook will also help you gain a greater understanding of the programme and what is expected of you.

Although the training programme is challenging, I'm confident you will find your training both rewarding and enjoyable. You have an exceptional opportunity so please make the most of it.

Dr Chris Gibson
Head of the National School of Healthcare Science

Keep this handbook and refer to it for important information about your training.

It is important that this book is read in conjunction with:

- The curriculum and learning guide for your specialism – which you can find on the NHS networks website **www.networks.nhs.uk/nhs-networks/msc-framework-curricula/stp**
- The learning framework for your specialism – it describes the translation of the curricula into the work based training element of the STP and is available on the Online Learning and Assessment Tool (OLAT). You should download this and refer to it while you are progressing through your training
- Your university handbook, which will be issued to you when you start your course
- The user guides which describe how to use the OLAT which you can access from your home page on the tool **https://olat.nshcs.org.uk/** Further instructions on how to access this can be found in Chapter 2, The Scientist Training Programme.

You can contact the School on this email address **nshcs@wm.hee.nhs.uk** and find the School website here **www.nshcs.org.uk**

About the School

Modernising Scientific Careers

Modernising Scientific Careers (MSC) is a UK-wide education and training strategy for the whole healthcare science workforce in the NHS and associated bodies.

Careers and training in healthcare science have been revitalised by MSC. Training is more consistent and patient focused, allowing trainees at all levels to gain practical and engaging workplace experience as soon as they start, coupled with academic learning.

MSC introduces a clear and coherent career pathway and structure for the healthcare science workforce. Aspects of the programme cover every step of the career pathway, and include education, training and workforce planning.

The programme has been informed with leadership and input from the full range of scientists and professional bodies working in this area. Patients, employers and other professionals have also made a substantial contribution to this work.

MSC has introduced training programmes at four main career levels for the healthcare science workforce:

- **Associate/assistant** - NVQs and foundation degrees (or equivalent) underpinned by an awards and qualifications framework
- **Practitioner Training Programme (PTP)** - undergraduate level
- **Scientist Training Programme** - postgraduate level, pre-registration training
- **Higher Specialist Scientific Training (HSST)** - doctoral level.

These are supported by workplace based assessment tools, assessment of equivalent learning and development of academic careers.

The National School of Healthcare Science (the School) was developed to implement and quality manage the modernised healthcare science training programmes in particular training and delivery.

The School is part of Health Education England (HEE) and is hosted within Health Education West Midlands (HEWM). We are governed by the Healthcare Science Implementation Network Group (HCSING) which acts through HEE's delegated

authority with respect to education, training and workforce arrangements for healthcare science.

The group is co-chaired by Professor Sue Hill OBE, Chief Scientific Officer for England and Professor Elizabeth Hughes, Director of Education and Quality, HEE London. Membership of the board consists of a number of key stakeholders with specialist knowledge and experience in education and training.

For more information about MSC read the Modernising Scientific Careers: The UK Way Forward **– www.gov.uk/government/publications/modernising-scientific-careers-the-uk-way-forward**

The main functions of the School are:

- Implementation of the national assessment strategy
  - » Including the maintenance and development of the OLAT
  - » Monitoring of trainee progress
  - » Assisting trainees in difficulty
  - » Arranging Objective Structured Final Assessments (OSFAs) in partnership with professional bodies
- Awarding of the Certificate of Completion of the Scientist Training Programme
- Provision of a national train the trainer strategy
- Responsible for annual national recruitment to the STP and the HSST
- Liaison with universities and NHS departments providing the training to ensure compatible delivery of the programmes
- Accreditation of Higher Education Institutes (HEIs) delivering the academic element of the PTP, STP and HSST including accreditation of the departments delivering work based training
- Advice on curricula development and review
- Working with the national commissioner on workforce planning and provision
- Liaison and working in partnership with the Academy for Healthcare Science (AHCS)
- Delivery of the HEE Genomics Education Programme for all healthcare staff to ensure patients benefit from advances in genomic technologies.

School Clinical Advisory team

The Head of School is supported by a programme director, Angela Daly and a team of professional leads who work part time across the specialisms to ensure high quality training is delivered in the training departments and that trainees complete the programme successfully.

Professional leads have a vital role in helping to solve challenges faced by training departments in delivering the STP.

A key part of their work is monitoring trainee progress by reviewing trainee records on the OLAT regularly. The aim is to work with training departments to get trainees to develop a plan and stay on track with their assessments and competencies.

Through their training officers, trainees can also approach professional leads if they feel they are having difficulties progressing on the training programme.

Meet the professional leads

Short biographies of the professional leads can be seen on the website **www.nshcs.org.uk/about-us/meet-the-team**

A professional lead for clinical bioinformatics will be appointed in due course.

Jennie Bell

Jennie is Professional Lead for Cellular Sciences and Genetics which includes genetics, clinical bioinformatics-genomics, histopathology, cytopathology and reproductive science.

Theresa Fail

Theresa is Professional Lead for CCVRS which includes cardiac science, vascular science, respiratory and sleep sciences, critical care science and gastrointestinal physiology and urodynamic sciences.

Nicky Fleming

Nicky is Professional Lead for the Practitioner Training Programmes (PTP) in all divisions.

Huw Thomas

Huw is Professional Lead for Neurosensory Sciences covering audiology, neurophysiology and ophthalmic & vision sciences.

Claire Hardiman

Claire is Professional Lead for Medical Physics & Clinical Pharmaceutical Science which includes radiotherapy physics, radiation safety physics, imaging (ionising radiation), imaging (non-ionising radiation), clinical pharmaceutical science, clinical bioinformatics and physical sciences and biomedical engineering.

Richard Scott

Richard is Professional Lead for Clinical Engineering & Reconstructive Science covering rehabilitation engineering, clinical measurement and development, medical device risk management and governance, reconstructive science, clinical bioinformatics and physical sciences and biomedical engineering.

Michael Thomas

Mike is Professional Lead for Blood and Infection Sciences including microbiology, clinical biochemistry, haematology and transfusion science, clinical immunology, and histocompatibility and immunogenetics.

Graham Wilson

Graham is Associate Professional Lead for Life Sciences which covers the themes infection sciences, blood sciences, cellular sciences and genetics.

Expertise within the School

The School is supported by a programme office which delivers the management and administrative function of the School. The School is also supported by experts leading on:

- **Education and Assessment**
  led by Suzanne Chamberlain
- **Accreditation**
  led by Andrew Williams
- **Information and Systems**
  led by Stuart Sutherland.

You can see details of all School staff on the website **www.nshcs.org.uk/about-us/meet-the-team**

Your input into the School

The School functions through a series of themed boards and has governance through HEE structures. The themed boards provide expert advice and support for the specialist areas of training across healthcare science.

Trainees are represented on the themed boards and your trainee reps will be contacting you periodically to get your input on different topics about your training programme.

Details of trainee reps are as follows:

Themed Board	Name	Email
Physiological Sciences – CCVRS	Chris Berry	chris.berry@cddft.nhs.uk
Physiological Sciences – CCVRS	Felicity Woodgate	Felicity.Woodgate@ouh.nhs.uk
Physiological sciences – Neurosensory sciences	Saira Hussain	saira.hussain@postgrad.manchester.ac.uk
Physiological sciences – Neurosensory sciences	Lealah Nouri	lealah.nouri@nuh.nhs.uk
Life Sciences - Blood and infection sciences	Hannah Fearon	hannah.fearon@nhs.net
Life Sciences - Blood and infection sciences	John Wadsworth	john.wadsworth@rlbuht.nhs.uk
Life Sciences - Cellular sciences	Rebecca Haines	Rebecca.Haines@nuh.nhs.uk
Physical Sciences	Jessica Johnson	jessica.johnson1@addenbrookes.nhs.uk
Clinical Pharmaceutical Sciences	Shazmeen Hansrod	s.hansrod@nhs.net

Trainee Representative Group

We have developed the Trainee Representative Group (TRG) to provide a platform for better communication between the School and healthcare science trainees.

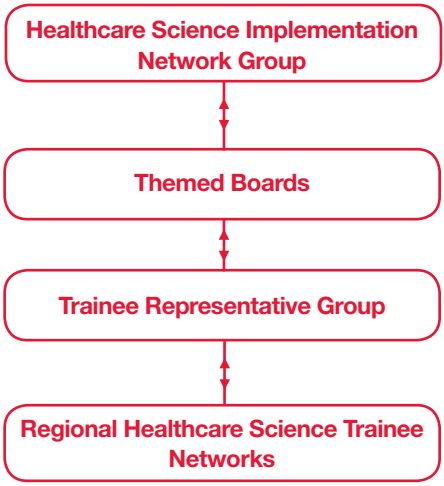
Membership of the TRG includes trainee representatives on our themed boards (see page 10) and the Healthcare Science Implementation Network Group. The remit of the group includes the STP and HSST, with extension to other training pathways where appropriate. You can find out more about the TRG on our website **http://www.nshcs.org.uk/trainee-representative-group**

Representatives from the Regional Healthcare Science Trainee Networks are also members of the TRG. You are advised to get involved with your regional network as they provide a great opportunity for networking and professional development. They also hold events throughout the year.

To find out how to get involved with your regional network visit **http://www.nshcs.org.uk/regional-healthcare-science-trainee-networks**

We are always keen to receive your feedback (good or bad) about the training programme. Find out who your reps are and communicate with them.

Feedback process



Trainee surveys

Throughout your time on this programme we will be contacting you and asking for your opinion on how your training is progressing. It is important that you respond to these surveys as your opinions are very important.

The School website

The School website can be accessed at **www.nshcs.org.uk**
The site navigation is as follows:

- **Home** – the landing page is regularly updated with the latest news and information about events
- **For trainees** – this is a key area for all trainees and includes information on the training programmes, assessment and curricula and the TRG
- **Links and resources** – this section contains useful information for training where you can find handy tips about rotations and the OLAT.

A full site map is available here **www.nshcs.org.uk/site-map**

Become a healthcare science ambassador

NHS healthcare science ambassadors help to:

- Run science and engineering clubs
- Provide careers guidance and mentoring to interested students
- Facilitate NHS work based placements for both teachers and students.

STEM NHS healthcare science ambassadors give as little as half a day a year to promoting their profession and sharing their enthusiasm about a science career in the NHS. It's not a big time commitment but it can make a big difference in your area, particularly to young people in schools and colleges. To register, visit the Science, Technology, Engineering and Mathematics network (STEMnet) website **www.stemnet.org.uk** and look through the information under the 'Ambassadors' heading.

Induction programmes

The School

As part of the induction process with the School there is a national induction event in Birmingham. The aim of the day is to bring all trainees together and provide them with the key information they need to start the training programme. Many of the School staff are in attendance along with the Chief Scientific Officer for England, Professor Sue Hill OBE.

The induction event highlights the importance of patients in healthcare science. It is also a fantastic opportunity for trainees from the various specialisms to meet and create networks.

The training department

You will have an induction in your training department. Induction processes may vary from one department to another but, you would expect to meet the training officer, key members of the department and get an overview of what is expected of you and how the work based training will be delivered. The induction will also include health and safety information and a more general introduction to the employing NHS Trust.

The university

You will get a further induction with your university. Induction processes and timings will vary from one institution to another so you must ensure you are aware of when your university induction is planned.

Memorandum of Understanding

All trainees joining the programme must complete a Memorandum of Understanding (MOU). The MOU sets out an agreement for trainees to allow the university providing the master's course, the NHS employer, the education commissioners, the Academy for Healthcare Science and the National School of Healthcare Science to share performance information about trainees, which may include sensitive personal data as defined in the Data Protection Act (1998).

As a trainee on the STP it is important that you recognise this and agree to the sharing of your data. It will help all parties to ensure that you make good progress through the training programme.

You would have received a copy of the consent form to sign at the induction day. If you haven't already done so, please sign it and email it to the School at **nshcs@wm.hee.nhs.uk** An example of the form is included in Appendix 3.

Change of personal information or circumstances

It is very important that the School is informed of any change of personal information such as change of name, contact details or change in circumstances that impacts on the training e.g. long term sickness and maternity leave. If your details need updating please notify the School as soon as possible or ask your department to get in touch. The School keeps a database of trainees that have completed the programme and we therefore encourage all trainees to keep in touch with the School post training.

Contact the School
You can contact the School by email at **nshcs@wm.hee.nhs.uk** or telephone **0121 695 2529**.

The Scientist Training Programme

Overview

The aim of the STP is to develop world class performance in clinical science. The training programme provides the clinical scientist with:

- Strong science based, clinical training across all aspects of their specialism
- Opportunities to acquire an appropriate level of underpinning scientific knowledge
- An assessment programme that emphasises the professional behaviours and attitudes required of trainees across all specialisms.

These curriculum themes provide the knowledge and skills that will enable you to perform effectively in a range of healthcare settings.

The STP has two elements to it – a work based programme and an accompanying academic programme which is set at master's level. Successful completion of the academic programme will lead to the award of an MSc in Clinical Science. It is **essential** that you dedicate sufficient time to both the work based and academic aspects of the programme as they are equally important.

The School recommends that while in the workplace approximately **80%** of time is spent on work based training and approximately **20%** of time is spent on academic work (see the Employment Guidance for the Scientist Training Programme on the website at **www.nshcs.org.uk/images/NSHCS_Employment_Guidance_for_STP_v1.5_-_final.pdf**

The work based learning outcomes are interpreted further into specific competencies which are described in the learning guide for each specialism. The competencies detail all the skills and attributes that are needed to work safely and effectively as a clinical scientist in the NHS.

The specialism specific learning frameworks are available to view on the OLAT. Learning guides can be accessed on the School website at **www.nshcs.org.uk** and on the NHS Networks website, along with the curricula **www.networks.nhs.uk/nhs-networks/msc-framework-curricula/stp**

The structure of the STP

The STP consists of:

- Four work based rotations, each of approximately three months in duration
- Specialist training lasting approximately 18 months
- An elective placement of approximately four to six weeks.

Rotational training periods

You will complete four rotations; each of approximately three months duration. One of the rotations will be in the specialism that you will pursue in your specialist training. The rotations are designed to provide a breadth of knowledge and skills in different but related areas of a chosen specialism.

They may also enable you to gain experience of working in another department or Trust to see how different service providers operate, helping you to understand the whole patient pathway.

During the rotational training a number of competencies and assessments will need to be completed that provide evidence to the School that you are making progress and are achieving the relevant learning outcomes. **It is very important that the work based assessments for the rotational period are carried out while you are in the rotational department.**

Rotations also encourage new learning to be brought back into your own area of practice, are useful for expanding professional networks outside of your specialism and help you develop new skills and different ways of working.

Your training officer should have a plan for your rotational year at the beginning of the programme. If you do not have one in place please speak to your training officer. You may be asked to help with contacting the relevant trainers in the rotational departments.

Specialist training

You will complete your specialist training over a period of approximately 18 months. This will be in a single healthcare science specialism (except for gastrointestinal physiological and urodynamic science which will share learning in the early part of specialist training). During specialist training you may be based in a single department/ laboratory or may be required to undertake training in other training environments to ensure you achieve the learning outcomes of the programme.

Training departments may develop consortia arrangements to facilitate these links. If the host department is unable to provide all of the training required to enable you to complete all of the learning outcomes it will need to arrange training in other training units. The host department will plan the detailed time table for specialist training for you. See the learning guides for further details for each of the STPs with the specialist outcomes.

The elective training period

To enhance learning and development, trainees are able to complete an elective placement of four to six weeks. This is a valuable opportunity to expand knowledge, broaden experience in your specialist field, and gain insight into how different services function in a context and setting of your choosing.

Electives offer an opportunity to do something completely different, for example by choosing to complete an elective:

- Gaining hands on experience that might not otherwise be possible on the STP
- Exploring in depth areas of particular interest (scientific, social, economic) that are beyond the scope of the STP
- In a different setting such as Europe or North America to experience advanced healthcare systems or to experience healthcare in a developing country, or an academic setting to conduct research.

It is important that you are able to apply your elective experiences to your own area of practice. This would include critically reflecting on the elective and developing an action plan as part of your continuing personal and professional development, and preparing and delivering a presentation on the elective to colleagues and other healthcare science trainees.

Timing and content

Electives can be arranged for any time during specialist training. The elective can consist of a single four to six week period, or a series of shorter periods, dependent upon availability and other factors that should be discussed with the training officer.

It is, of course, essential that the timing and content of the elective is discussed with the host institution or department, and that the host department can ensure that sufficient resources and locations are available.

Trainees may look for independent sources of funding dependent upon the location of the elective placements. It is also important to think about the cost implications of different elective options.

Examples of trainee electives are available on the School website **www.nshcs.org.uk/useful-information-for-training/elective-rotation**

Assessment

The work based assessment programme comprises a number of assessment tools:

Case Based Discussion (CBD)

CBDs are used to assess the trainee's knowledge and understanding of any aspect of a clinical 'output' for which they have been wholly or partially responsible. This can range from discussion of the science behind the clinical 'output' to ethical and communication issues arising in context.

Direct Observation of Practical Skills (DOPS)

DOPS assess the performance of a skill or procedure. Feedback is generated, learning needs are identified and an action plan is agreed. Each specialism will have a core list of skills with documentation of what is expected at the relevant stage of training.

Observed Clinical Event (OCE)

A clinical event is any occasion when the trainee is present with a patient as part of the clinical team. This is true for all patient-facing occasions whether the trainee only observes, or communicates with, touches, positions or examines a patient. OCEs are used to assess the trainee's professional attitudes and behaviours, communication and clinical skills as relevant.

There are also a set of competencies for each module that need to be completed.

In order to achieve the Certificate of Completion of the Scientist Training Programme, you must also successfully complete the School's OSFA (which is the exit assessment) and all of the assessments for the work based learning. It is important that these assessments are planned at the beginning of each module.

It is a requirement for the programme that you take responsibility to engage with the assessment process and to complete the prescribed minimum number of the different types of assessments within each module. The School has produced a document specifying the number of assessments required per module which is provided in Appendix 2. It is also available on the School's website **www.nshcs.org.uk/for-trainees/assessment**

It is important to look at this guide at the beginning and throughout your training.

Objective Structured Final Assessment

The OSFA is held in the final year of the STP and consists of several stations which can be different practical tasks, clinical scenarios, scientific and patient interactions. Further information will be available as you progress through your course. The School works in partnership with the professional bodies to deliver the OSFAs.

Entry to the OSFA is dependent on successful completion of assessments and competencies throughout the training programme. Details about your OSFA will be provided at a later date. Trainee progression is monitored throughout the programme and you and your training officer will be informed if you are at risk of not meeting the OSFA entry requirements.

Recording and monitoring trainee progress: the OLAT

The OLAT is used by you, your training officer and trainers and the School to manage and record all on going work based assessments and reflections on learning. It is customised for all specialisms and the content is taken directly from the learning guides for the STP. It is an electronic portfolio but must not be used to replace face to face assessments and in particular discussions and feedback from trainers and assessors.

There are short films on the home page of the OLAT, which explain the purpose and how to undertake the different types of assessment. You should also discuss this with your training officer. There are also user guides on the OLAT, which show the functions on each page and how to complete a particular kind of assessment online.

Trainees are responsible for maintaining their portfolio and keeping an up to date record of all assessments and competencies and information relating to their progression through the programme.

The OLAT is used for various purposes, including to:

- Enable and inform decisions about progression of individual trainees and provide a means of identifying trainees in need of support
- Facilitate communication with trainees (who will often be working at other sites during their training)
- Maintain quality and consistency across the healthcare science programmes and inform quality assurance of training programmes and training environments
- Support continuing professional development.

At the start of your training you will be given a security key access code and a link to the OLAT.

Plagiarism of evidence on the OLAT

You are reminded to avoid plagiarism when uploading documents on the OLAT. Plagiarism is defined as taking

someone else's work and passing it off as your own. You must ensure that all your work is referenced as appropriate.

Evidence that is uploaded to the OLAT will be checked by your training departments and where cases of plagiarism are identified, departments will implement penalties according to local NHS Trust policies. In some cases it may mean disciplinary action.

The OLAT training system

There is a training system available to both trainees and training officers that can be used to become familiar with the features and functions of the OLAT. Guidance and details on how to access this system are available in Appendix 4. You **must not** use the training version of the OLAT to complete assessments or competencies or upload any evidence as it is intended as a training tool only and the data will be wiped periodically as the system is updated with new functionality. The training site also contains training videos with guidance on how to use the OLAT.

You should use the live site to update your accounts and record progress throughout your training.

Components of the OLAT

The OLAT is used to record the completion of each work based assessment (CBDs, DOPS, OCEs and Multisource Feedback (MSF)). In addition, the OLAT requires you to complete:

Work based competencies: You are required to complete a competency log within the OLAT in line with the overall delivery of the relevant modules. The competencies are taken directly from the learning guide for each specialism. Competencies are linked to learning outcomes and each must be signed off by training officers or reviewers once satisfactory evidence of competency has been provided. Completion of the competency log is essential for progression and exit from the programme. The expectation is that as you progress, the competency log will demonstrate an evidential base of achievement. The competencies are listed in the learning guides and may include:

- Demonstrating awareness of, and adherence to, relevant Standard Operating Procedures (SOPS)
- Providing advice – verbal, written or by telephone to a response or query
- Management of referrals in an appropriate manner i.e., brought to the attention of an appropriate member of staff
- Accurate management of patient data and sample information
- Peer observation
- Abstracts from relevant reports/journals.

Evidence can be uploaded as a separate document or provided as text directly in the system or even as a link to a relevant document or article. Evidence should be

specific and concise, demonstrating that you have undertaken, and understood that work activity. Extensive theoretical background is not required.

Reflective log: The OLAT is designed to offer you the opportunity to create reflective logs to support your learning. The logs are for formative purposes only (i.e. they are not assessed in any way) and you are encouraged to develop a range of reflective logs to record and critically reflect on your training experiences. These might include case details or important procedural information, problem solving experiences, or how you managed your workload, or challenging or stressful situations.

Multisource Feedback (MSF): All STP trainees are required to undergo two MSF assessments during their training: at 18 months and again towards the end of the programme after about two and a half years. You can only initiate the MSF tool on the OLAT if you have discussed and agreed to proceed with your training officer. In the MSF process you complete a self-evaluation of performance and then select 10-12 'raters', who provide anonymised feedback on multiple aspects of professionalism and behaviour. The responses are then averaged and compared with your own perceptions. Feedback to you will be given by the training officer or, a suitably trained nominated trainer who will assist in interpreting the results, and, where necessary, help design constructive action plans to remediate for aspects of personal or professional development that have been flagged during the MSF as requiring attention.

Clinical Experiential Learning: This is the learning activities that will facilitate learning and achievements of stated outcomes. It is not an assessed part of the training but will enhance your learning. You must consider providing a table of the clinical experiential learning and to identify by cross reference to evidence already provided in assessments and competencies. At the same time it may be useful to view the professional practice competencies to identify any clinical experiential learning activities that may appear in this module. There is also the opportunity to use the reflective practice log to record clinical experiential learning activities if they do not fit easily into an assessment or competence.

Supporting information and guidance
The number of assessments required for each module varies for each specialism. This information is detailed in Appendix 2 and online at **www.nshcs.org.uk/for-trainees/assessment**

Successful completion of the online assessments will form the main body of evidence to demonstrate that the learning outcomes for the programme have been met by you and for the School to award the Certificate of Completion of the Scientist Training Programme. Successful completion of the work based training and academic master's programme will enable the AHCS to award the Certificate of Attainment which is required for application to register with the Health and Care Professions Council (HCPC) and employment as a registered clinical scientist.

Professional responsibilities on the OLAT

There are a number of professionals who have a role in assessing and monitoring trainee progress on the OLAT. Their roles and responsibilities are outlined below.

Trainees

Trainees are provided with the details of the number of assessments they must complete across their training on the system and must also complete all competencies outlined in their learning guide. If you are experiencing difficulties in completing your assessments and competencies for any reason you should discuss this with your training officer in a timely manner and aim to resolve the issue at a local level. If this is not possible then you or your training officer should contact the School for further advice.

All technical queries regarding the OLAT should be relayed to the helpdesk which is accessible from the 'About us' section of the system or by emailing **support@olat.org.uk**

You should note that your OLAT accounts must be completed in full to a satisfactory level in order for you to successfully exit the training programme and receive your Certificate of Completion of the Scientist Training Programme from the School.

You are strongly advised to ensure that you plan your training effectively and that you complete your assessments and competencies in real time and do not leave a significant number of assessments or competencies for completion towards the end of a module or the end of your training.

Note the terms and conditions set out on the OLAT when you register and familiarise yourself with your roles and responsibilities at the outset of your training.

Training officer

The training officer has overall responsibility for supporting trainees over the term of their training. As well as general support, pastoral care and oversight of the training, their role includes the management of the information used and stored within the OLAT by the assessors/raters/reviewers and trainees in their department. This should include:

- Agreeing with the trainee the assessor/reviewer for each assessment in advance of the assessment taking place
- Identifying the trainees' daily supervisor/mentor for each learning outcome of the module
- Monitoring and management of user access to the system within the department.

The training officer will be expected to meet regularly with you and your assessors to ensure you are progressing through the training programme appropriately and to pick up any issues in a timely manner.

Supervisor

Supervisors will oversee individual rotational modules. If you are away from the host department for a period of time, for example on rotation, a local supervisor will be identified by the head of department and/or the training officer. The supervisor will undertake the support role for you while you are within their department and take overall responsibility for:

- Agreeing with you the assessor/reviewer for each assessment in advance of the assessment taking place
- Monitoring and management of user access to the OLAT within the local department.

Training co-ordinator

Training co-ordinators have oversight over a group of trainees across a number of organisations for a particular specialism or specialisms. Where this role applies, the training co-ordinator will be identified by the host department and the trainee will nominate them on the system.

The School

The School will maintain oversight of trainee progression through the OLAT and will regularly review trainees' accounts so it can be assured that trainees are progressing as planned. The School will keep in close contact with trainees and departments to ensure that any issues are identified as early as possible and to offer its support or advice if there are any barriers to completion that cannot be resolved locally.

The OLAT system is continuing to be developed. You will be notified of any updates to the system via your OLAT homepage the tool's messaging functionality, the School e-bulletins, or directly by the School via email.

A note on terminology: Assessors, Raters and Reviewers
Assessors are responsible for assessing the performance of trainees during DOPS, CBDs, OCEs and the OSFA.
Raters are nominated by the trainee to complete an MSF for the trainee. Reviewers review and sign off as completed the trainee's competencies.

What we expect from you

Trainees on the STP take responsibility for their own training and importantly behaviour. Throughout your training programme there is a professional practice curriculum that you will enjoy and hopefully understand why it is there. In addition we recommend that you:

- Read and understand the principles and values described in the NHS Constitution www.england.nhs.uk/2013/03/26/nhs-constitution/
- Take responsibility for your own learning and for finding out what is expected of you as a trainee
- Remember you are an employee of the Trust in which you are based. You must ensure you follow the guidelines outlined in your contract of employment
- As a scientist and emerging leader in healthcare, you should learn to observe good scientific practice and professional behaviour in all aspects of your role, including conducting yourself in an appropriate, respectful and considerate way with patients, staff and colleagues
- Complete all assessed elements of the programme in a timely manner
- Familiarise yourself with and abide by the Terms and Conditions for using the OLAT, found in the 'About Us' section of the OLAT
- Talk about your progress and training programme with your training officer
- Sign and hand in your MOU
- Familiarise yourself with the programmes – if in doubt ask!
- If you don't know who to talk to or who to ask – start with your training officer. Seek help early and remember that we are here for you. Also look out for latest news and updates in the School e-bulletin
- We will often communicate with you via email. It is essential that you regularly monitor your email and provide the School with your most up to date contact details
- Enjoy learning how to become a clinical scientist in the NHS in one of the most exciting times in the delivery of patient care.

Registration and regulation

Registration of healthcare workers is the process by which a healthcare worker joins the relevant register for their profession or role i.e. by lodging information about themselves in accordance with the registration authority's requirements.

Regulation is the process by which the employer or regulator sets standards for their employees' or registrants' practice and/or education and training and/or conduct, and monitors adherence to these. Usually regulation includes disciplinary procedures when a registrant or employee is found to have breached the standards in some way.

Trainees that successfully complete the work based training and the academic master's programme will be awarded a Certificate of Attainment from the AHCS and will be able to apply for registration with the HCPC as a clinical scientist.

Professional bodies

The STPs are supported by individual discipline specific professional bodies. These bodies work closely with the School to review curricula and support trainee progression and assessment. Professional bodies work with the School in numerous ways including:

- Leading on the development of the curriculum of the training programmes
- Providing expert support and advice to the School for the successful delivery of the STPs
- Providing strategic oversight and recommendations for their specialist area via the themed boards
- Supporting the national recruitment process for the STP by developing interview questions, short listing and interviewing
- Providing strategic support to the development of an OSFA strategy and provision of assessors
- Supporting the School in the quality assurance of training delivery including training environments by providing expert advice to both the School and to individual departments.

For professional development it is a good idea to become a member of a professional body as soon as possible. They hold many conferences and educational days that will enhance your learning experience. A list of the professional bodies can be found in Appendix 5.

Appendix 1 - STP specialisms

Division	Professional Lead		Theme	Specialism
Physiological Sciences	Theresa Fail		Cardiac, Vascular, Respiratory & Sleep Sciences	Cardiac Science
				Vascular Science
				Respiratory & Sleep Sciences
				Critical Care Science
				Gastrointestinal Physiology
				Urodynamic Science
	Huw Thomas		Neurosensory Sciences	Audiology
				Neurophysiology
				Ophthalmic & Vision Sciences
Life Sciences	Graham Wilson	Mike Thomas	Infection Sciences	Microbiology (including: infection control & epidemiology, virology, bacteriology, mycology, parasitology)
			Blood Sciences	Clinical Biochemistry
				Haematology and Transfusion Science
				Clinical Immunology
				Histocompatibility & Immunogenetics
		Jennie Bell	Cellular Sciences	Histopathology
				Cytopathology
				Reproductive Science
			Genetics	Genetics
Physical Sciences and Biomedical Engineering	Claire Hardiman		Medical Physics	Radiotherapy Physics
				Radiation Safety Physics
				Imaging (ionising radiation)
				Imaging (non-ionising radiation)
				Clinical Pharmaceutical Science
	Richard Scott		Clinical Engineering	Rehabilitation Engineering
				Clinical Measurement & Development
				Medical Device Risk Management & Governance
				Reconstructive Science (Maxillofacial Prosthetics)
Informatics	To be appointed		Clinical Bioinformatics	Genomics
				Physical Sciences & Biomedical Engineering
				Health Informatics

Appendix 2 - Number of Assessments per Module

The assessment strategy and learning guides outline the need for consistency between programmes and consequently each trainee should undertake a comparable number of assessments.

This document sets out, for both trainees and training officers, the number and balance between the different types of assessment.

Requirements of the Scientist Training Programme

There should be 8 assessments in the rotation phase and 20 in the specialist phase.

The intention is that assessments should be undertaken in a measured way throughout the training programme. To achieve this, a minimum of two assessments should be completed within each of the rotational modules, i.e. 8 across the rotation phase. Within each module this would be a CBD and either, a DOP or an OCE. Of the 20 assessments within the specialist programme, the table outlines the number required for each of the specialist modules. Half should be CBDs and the remainder should be split as follows; 6 DOPs and 4 OCEs.

Where there are odd numbers suggested within the table the trainee should undertake a further CBD.

Multisource Feedback (MSF)

Trainees are required to complete two MSFs during their training. The first should be undertaken about 18 months into the training programme and the second towards the end of the training so a comparison can be made in terms of progression and ongoing development.

Competencies

Trainees are required to complete all of the competencies defined in each learning framework in line with the overall delivery of the relevant modules.

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
Physiological Sciences	Cardiac, Critical Care, Vascular, Respiratory & Sleep Sciences Modules for Critical Care Science	Introduction to Cardiac Science	1	1	Cardiac Science	Diagnostic Approaches and Current Treatment of Cardiac Disorders – Non-Invasive Diagnostics	2	2
		Introduction to Vascular Science	1	1		Diagnostic Approaches and Current Treatment of Cardiac Disorders – Invasive Diagnostics	2	2
		Introduction to Respiratory & Sleep Science	1	1		Diagnostic Approaches and Current Treatment of Cardiac Disorders – Therapeutic Interventions	2	2
		Clinical Assessment & Investigation	1	1		Ultrasound Imaging in Cardiac Disease	4	4
		Critical Care Science	1	1		Diagnosis and Management of Cardiac Rhythm Disorders – Arrhythmia Management and Patient Follow-Up	4	4
		Device Risk Management & Governance	1	1	Vascular Science	Ultrasound Science, Haemodynamics and Instrumentation	4	4
						Extracranial Arterial (Imaging)	2	2
						Peripheral Venous (Imaging)	2	2
						Peripheral Arterial (Screening and Microvasculature Diagnostics)	2	2
					Respiratory & Sleep Science	Respiratory and Sleep Science 1	5	5
						Respiratory and Sleep Science 2	5	5

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
					Critical Care Science	Respiratory and Sleep Science 2 for Critical Care	2	3
						Life Support and Emergency Resuscitation	2	3
						Monitoring and Supporting Critically Ill Patients	4	4
						Diagnostic and Therapeutic Techniques in Critical Care	1	1
	Neurosensory Science	Introduction to Audiology	1	1	Audiology	Adult Audiological and Vestibular Assessment	2	3
		Introduction to Ophthalmic & Vision Science	1	1		Adult Audiology and Rehabilitation	2	3
		Introduction to Neurophysiology	1	1		Paediatric Audiology and Habilitation	2	3
		Clinical Assessment & Investigation	1	1		Epidemiology and Public Health	2	3
					Ophthalmic & Vision Science	Patient Assessment	1	1
						Psychophysical Assessment of Vision	1	2
						Ophthalmic Imaging with Light and lasers	1	2
						Ultrasonography of Eye and Orbit	1	2
						Ocular Measurement, Refration and Biometry	1	2
						Ocular Movement and Binocular Function	1	2
						Visual Electrophysiology	1	2
					Neurophysiology	Electromyography and Nerve Conduction Studies and Evoked Potentials	2	3

DIVISION	THEMES	ROTATIONS	ASSESSMENTS DOPS/ OCEs	ASSESSMENTS CBDs	SPECIALISMS	MODULES	ASSESSMENTS DOPS/ OCEs	ASSESSMENTS CBDs
						Paediatric EEG	2	3
						EEG in the Intensive Care Setting	2	3
						Sleep and Long-term Monitoring	2	3
	Gastrointestinal Physiology & Urodynamic Science	Introduction to Gastrointestinal Physiology	1	1	Gastrointestinal Physiology	Lower Gastrointestinal Physiology and Endoanal Ultrasound	2	3
		Introduction to Urodynamic Science	1	1		Urodynamic Science 1	2	3
		Clinical Assessment & Investigation	1	1		Upper Gastrointestinal Physiology	5	5
		Introduction to Cardiac Science	1	1	Urodynamic Science	Lower Gastrointestinal Physiology and Endoanal Ultrasound	2	3
		Introduction to Respiratory & Sleep Science	1	1		Urodynamic Science 1	2	3
						Urodynamic Science 2	5	5
Life Sciences	Blood Sciences	Clinical Biochemistry - Investigation of Major Organ Function	1	1	Clinical Biochemistry	Clinical Disorders of the Major Organs and Cancer	2	2
		Haematology & Transfusion Science	1	1		Endocrinology and Diabetes	2	2
		Immunity & the Principles & Practice of Clinical Immunology	1	1		Nutrition	2	2

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
		Genetics & Molecular Science	1	1		Drug Investigation	2	2
						Pregnancy, Neonatology and Paediatric Clinical Biochemistry	2	2
					Haematology & Transfusion Science	Disorders of Red and White Blood Cells	2	2
						Core Transfusion	2	2
						Haemostasis	2	2
						Haematological Malignancy	2	2
						Specialised Transfusion	2	2
					Clinical Immunology	Immunology and Infection	2	2
						Immunodeficiency & Immunotherapy	2	2
						Hypersensitivity and Allergy	2	2
						Haematological Malignancies and Transplantation	2	2
						Autoimmunity	2	2
					Clinical Immunology with Histocompatibility & Immunogenetics	Histocompatibility	2	2
						Immunodeficiency & Immunotherapy	2	2
						Hypersensitivity and Allergy	2	2
						Haematological Malignancies and Transplantation	2	2
						Haemopoietic Stem Cell Transplantation	2	2
	Genetics	Genetics & Molecular Science	1	1	Genetics	Infertility; Sexual Differentiation	2	2

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
	Choose 3 from	Clinical Biochemistry - Investigation of Major Organ Function	1	1		Genetics of Learning Disabilities	2	2
						Genetics of Neuromuscular Disorders	2	2
		Haematology & Transfusion Science	1	1		Population Screening	2	2
						Cancer	2	2
		Immunity and the Principles and Practice of Clinical Immunology	1	1				
		Introduction to Principles and Practice of Histopathology	1	1				
		Principles and Practice of Cervical Cytology and Diagnostic Cytopathology	1	1				
		Principles and Practice of Reproductive Science and Diagnostic Semen Analysis	1	1				

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
	Infection Sciences	Introduction to Clinical Bacteriology	1	1	Clinical Microbiology	Infectious Disease in the Community and Hospital Setting	2	2
		Introduction to Clinical Virology	1	1		Antimicrobial Therapy	2	2
		Molecular Pathology in Infection Science	1	1		High-Risk Groups	2	2
		Epidemiology & Health Protection	1	1		Mycology and Parasitology	2	2
						Public Health Worldwide – Implications for Clinical Microbiology	2	2
	Cellular Sciences	Introduction to Principles and Practice of Histopathology	1	1	Histopathology	Pathological Basis of Disease	2	2
		Principles and Practice of Cervical Cytology and Diagnostic Cytopathology	1	1		Systematic Investigation of Pathological Specimens	2	2
		Principles and Practice of Reproductive Science and Diagnostic Semen Analysis	1	1		Major Organ Histopathology excluding Cancer	2	2
		Genetics & Molecular Science	1	1		Cancer	2	2
						Specialised Histopathology	2	2

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
					Cytopathology	Pathological Basis of Disease	2	2
						Systematic Investigation of Pathological Specimens	2	2
						Major Organ Histopathology including Cancer	2	2
						Gynaecological Cytopathology	2	2
						Non-Gynaecological Cytopathology	2	2
					Reproductive Science	Infertility, Treatment and Role of Regulation	2	2
						Gametes and Fertilisation	2	2
						Culture of Gametes and Embryos	2	2
						Micromanipulation and Cryopreservation	2	2
						Embryology	2	2

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
Physical Sciences & Biomedical Engineering	Medical Physics	Radiotherapy Physics	1	1	Radiotherapy Physics	Dosimetry and Treatment Equipment	2	3
		Radiation Safety Physics	1	1		Treatment Planning	2	3
		Imaging with Non-Ionising Radiation	1	1		Brachytherapy	2	3
		Imaging with Ionising Radiation	1	1		Computing Related to Radiotherapy	2	3
					Radiation Safety Physics	Risk Assessment and New Facilities	1	2
						Diagnostic Radiology: Equipment Performance	1	2
						Patient Dose Assessment and Optimisation	1	2
						Laser and Ultraviolet Equipment	1	1
						Non-Ionising Sources: Radiation Risks, Safety and Bioeffects	1	1
						Assess, Audit and Interpret Radiation Dose Monitoring	1	2
						Radiation Governance Framework	1	1
						Information and Communication Technology	1	1
					Imaging with Non-Ionising Radiation	Ultrasound Imaging	1	2
						Magnetic Resonance Imaging	1	2
						Exposure Measurement	1	2
						Risk, Safety and Bioeffects	1	2
						Diagnostic Equipment Performance	1	2

DIVISION	THEMES	ROTATIONS	ASSESSMENTS DOPS/ OCEs	ASSESSMENTS CBDs	SPECIALISMS	MODULES	ASSESSMENTS DOPS/ OCEs	ASSESSMENTS CBDs
						Emerging Technology	1	2
						Information and Communication Technology	1	1
					Imaging with Ionising Radiation	Radionuclide Imaging	1	2
						Non-Imaging Radionuclide Tests	1	1
						Radionuclide Therapy	1	1
						Radiopharmacy	1	1
						Radiation Protection	1	2
						Diagnostic Radiology: Equipment Performance	1	2
						Diagnostic Radiology: Image Optimisation and Patient Dose Measurement	1	2
						Information and Communication Technology	1	1
		Quality Assurance and Quality Control 1	1	1	Clinical Pharmaceutical Science	Production 2	2	3
		Aseptic Services 1	1	1		Quality Assurance and Quality Control 2	2	3
		Production 1	1	1		Radiopharmacy 2	2	3
		Radiopharmacy 1	1	1		Aseptic Services 2	2	3

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
	Clinical Engineering	Rehabilitation Engineering	1	1	Rehabilitation Engineering	Assistive Technology	3	4
		Clinical Measurement & ICT	1	1		Clinical Gait Analysis	3	4
		Design & Development	1	1		Medical Engineering Design	3	3
		Device Risk Management & Governance	1	1	Clinical Measurement & Development	The Project Life Cycle	3	4
						Advanced Information and Communication Technology Skills	3	3
						Clinical Measurement	3	4
					Medical Device Risk Management & Governance	Medical Device Management Strategy	1	2
						Optimisation of Medical Device Effectiveness and Efficiency	1	2
						Equipment Acquisition, Acceptance Testing and Installation	1	1
						Planned Maintenance and Repairs to Devices	1	1
						Patient Safety	1	2
						Medical Device Information System	1	1
						Expertise in Medical Device Risk Management	1	2
						Professional Advisory Services	1	1

DIVISION	THEMES	ROTATIONS	ASSESSMENTS		SPECIALISMS	MODULES	ASSESSMENTS	
			DOPS/ OCEs	CBDs			DOPS/ OCEs	CBDs
		Introduction to Reconstructive Sciences	1	1	Reconstructive Science	Medical Devices for Maxillofacial Trauma and Craniofacial Deformities	5	5
		Clinical Assessment, Investigation & Planning	1	1		Prosthetic Rehabilitation for Head and Neck Cancer and Soft Tissue Injuries	5	5
		Biomedical Materials and Engineering	1	1				
		Introduction to Biomedical Prosthetics & Rehabilitation	1	1				
Informatics	Clinical Bioinformatics	Introduction to Clinical Bioinformatics & Genetics	1	1	Genomics	Programming	2	2
		Computing for Clinical Scientists	1	1		Advanced Clinical Bioinformatics	2	2
		ICT in the Clinical Environment	1	1		Whole Systems Molecular Medicine	2	2
		Introduction to Health Informatics	1	1		IT for Advanced Bioinformatics Applications	2	2
						Applied Next Generation Sequencing	2	2
					Physical Sciences	The Project Life Cycle	4	3
						Advanced Information and communications technology skills	3	3
						Database Management, Data Mining and Modelling	3	4
					Health Informatics	Policy, Strategy & Operational Management	2	2
						Co-Production of Health	3	3
						Systems Development and Design	2	3
						Information & Knowledge Management	3	2

Appendix 3 - Memorandum of Understanding

CONFIDENTIALITY, PROFESSIONALISM AND INFORMATION SHARING AGREEMENT FOR ALL TRAINEES UNDERTAKING THE SCIENTIST TRAINING PROGRAMME

I understand that the Scientist Training Programme involves both academic and work based learning.

I understand and agree that my employer, the University providing my masters course, the Education Commissioners in Local Education and Training Boards, the Academy for Healthcare Science, and the National School of Healthcare Science will share my personal information, which may include sensitive personal data as defined in the Data Protection Act (1998), when required for the following purposes:

- Assessing my progress, both academically and in the workplace including assessments and competencies completed as part of the Online Learning and Assessment Tool (OLAT)
- Determining my knowledge, skills and abilities
- Supporting effective teaching and learning and practice
- Administering the Scientist Training Programme
- Recording the overall outcome of the programme
- Maintaining my ongoing health and wellbeing.

I understand that each organisation may access and share my personal information for varying purposes and in principle these would include;

Employer
- Assessment results, progression and performance in the workplace and at university
- Absence information when outside of the host employing organisation
- Where trainees identify issues of significance that are likely to impact on the training programme.

University
- Academic progress and attendance
- Where trainees identify issues of significance that are likely to impact on the training programme.

Education Commissioners
- Overall progress and attendance.

Academy for Healthcare Science
- Outcome of the training programme.

National School of Healthcare Science
- Assessment results, progression and performance in the workplace and at university
- Where trainees identify issues of significance that are likely to impact on the training programme.

Personal information held by all these organisations will be held securely and in accordance with the Data Protection Policies of each organisation.

Signature .....

Print Name ..... Date .....

Appendix 4 - OLAT training platform guidance

A training platform has been developed in order to support trainees and training departments in familiarising themselves with the functionality and processes required to complete the Online Learning and Assessment Tool (OLAT). It is a copy of the live system and includes all of the same functions and content so users can get a real feel for how the system works prior to accessing the live system. The training platform is available to all trainees and staff participating in the education and training of scientist trainees under the modernised training programmes. The training platform is separate to the live version of OLAT and has been made available for training purposes only.

Access to the training platform is available via the link below. Users are able to create new accounts in order to view the full functionality of the system. This means that trainers can register as trainees and vice versa etc. However, the structure of the training platform is exactly the same as the live site and will function using email addresses. If an individual wishes to see both trainee and training officer/assessor/reviewer functionality then they will need to use different email addresses to do so (one for trainee and a different one for the training officer/assessor/reviewer).
Trainers who have attended train the trainer sessions run by the School or in partnership with professional bodies should use this version of the system to disseminate training locally.

Terms of Use

Prior to accessing the training platform we would be grateful if all users could take note of the following terms of use:

- The training platform is available for training purposes only and is clearly labelled on all screens. The training platform will periodically be updated and all accounts wiped therefore you may need to re-register if you wish to go back into the system at any point.

- Trainees and trainers should not at any point use this system to record trainee progress as this should be done on the live system only. Any evidence uploaded or activity undertaken on the training platform that relates to trainee progression will need to be copied to the live system by the trainee or trainers. It will not be the responsibility of the system provider or the National School of Healthcare Science to do this.

- Registration processes on the system will be exactly the same as the live site. Terms and conditions as well as privacy, data protection and confidentiality restrictions will apply to this version of the system. Activity on this site will be monitored.
- Trainers who create multiple accounts in this system (i.e., trainee and trainer accounts) must not do this in the live system. Access in the live system is only available when nominated to undertake an assessment or competency by the trainee and trainers should only hold one account for all different roles that they are nominated to undertake.
- Users should review the videos, user guides and FAQs available on the training platform to support navigation and other activity.
- Technical or other issues with this version of the system should be reported via the helpdesk using the live site – there is no separate helpdesk specifically for the training platform available.

Access

To access the site please use the link below:

http://stage-msc.dlsdev.co.uk

username: **bluesky**

password: **sunshine**

We hope you find this a useful addition to your training. Other developments are in progress to support train the trainer programmes in the future and the School will be in touch when further materials become available.

Appendix 5 - Useful information

Important School contacts

- **Jennie Bell**, Professional Lead for Cellular Sciences and Genetics - Jennie.Bell@wm.hee.nhs.uk
- **Theresa Fail**, Professional Lead for Cardiac, Critical Care, Vascular and Respiratory and Sleep Sciences (CCVRS) - theresa.fail@port.ac.uk
- **Nicky Fleming**, Professional Lead for the Practitioner Training Programme (PTP) - Nicky.Fleming@wm.hee.nhs.uk
- **Chris Gibson**, Head of School - chris.gibson@nhs.net
- **Claire Hardiman**, Professional Lead for Medical Physics & Clinical Pharmaceutical Science - claire.hardiman@nhs.net
- **Richard Scott**, Professional Lead for Clinical Engineering & Reconstructive Science - richard.scott@sfh-tr.nhs.uk
- **Michael Thomas**, Professional Lead for Blood and Infection Sciences - Mike.Thomas@wm.hee.nhs.uk
- **Huw Thomas**, Professional Lead for Neurosensory Sciences - huw.thomas@porthosp.nhs.uk
- **Graham Wilson**, Associate Professional Lead for Life Sciences - Graham.Wilson@wm.hee.nhs.uk
- **Programme Office** - nshcs@wm.hee.nhs.uk

Visit the School website for the latest news and events **www.nshcs.org.uk** or telephone **0121 695 2529**.

Professional Body Contacts

Blood and Infection Sciences

Professional Body	Website
Association for Clinical Biochemistry and Laboratory Medicine (ACB)	http://www.acb.org.uk/
British Society of Histocompatibility and Immunogenetics (BSHI)	http://www.bshi.org.uk/
Institute of Biomedical Scientists (IBMS)	http://www.ibms.org/
British Blood Transfusion Society (BBTS)	https://www.bbts.org.uk/
British Society of Haematology	http://www.b-s-h.org.uk/

Cellular and Genetic Sciences

Professional Body	Website
Institute of Biomedical Science (IBMS)	http://www.ibms.org/
Royal College of Pathologists (RCPath)	http://www.rcpath.org/
Association of Clinical Embryologists (ACE)	http://www.embryologists.org.uk/

Physical Sciences

Professional Body	Website
Institute of Physics and Engineering in Medicine (IPEM)	http://www.ipem.ac.uk/
British Nuclear Medicine Society (BNMS)	http://www.bnms.org.uk/
UK Radiopharmacy Group	http://www.bnms.org.uk/ukrg/general/ukrg-homepage.html

CCVRS, GI Physiology and Urodynamic Science

Professional Body	Website
The Society for Cardiological Science and Technology (SCST)	http://www.scst.org.uk/
Association of Gastrointestinal Physiologists (AGIP)	http://www.bsg.org.uk/sections/agip-committee/index.html
British Sleep Society	http://www.sleepsociety.org.uk/
Society of Critical Care Technologies	http://www.criticalcaretech.org.uk/
British Society of Echocardiography	http://www.bsecho.co.uk/home/
British Heart Rhythm Society	http://www.bhrs.com/
Association for Respiratory Technology and Physiology (ARTP) Sleep	http://www.artp.org.uk/en/sleep/

Neurosensory Science

Professional Body	Website
British Academy of Audiology	http://www.baaudiology.org/
Association of Neurophysiological Scientists	http://ansuk.org/
British Society for Clinical Electrophysiology of Vision (BriSCEV)	http://www.briscev.org.uk/
Ophthalmic Imaging Association	http://www.oia.org.uk/

University Contacts for STP 2015

University	Specialism	Contact Name
Aston University	Audiology Neurophysiology	Amanda Casey
Barts and the London University	Microbiology	Lucinda Hall
King's College London	Medical Physics Imaging with Ionising Radiation Radiotherapy Physics Radiation Safety Physics Clinical Engineering Rehabilitation Engineering	Slavik Tabakov
Manchester Metropolitan University (MAHSE)	Reconstructive Science Respiratory & Sleep Sciences Vascular Science Reproductive Science Critical Care Science Histopathology Cardiac Science	Sarah Williams
Newcastle University	Medical Physics Imaging with Ionising Radiation Radiotherapy Physics Radiation Safety Physics Vascular Science GI Physiology Cardiac Science Reconstructive Science Respiratory & Sleep Science	John Kirby
University of Birmingham	Clinical Biochemistry	Magdalena Skrybant
University of Liverpool	Medical Physics Radiation Safety Physics Radiotherapy Physics Imaging with Ionising Radiation Imaging with Non-ionising Radiation	Helen Boston

University	Specialism	Contact Name
University of Manchester (MAHSE)	Clinical Pharmaceutical Science Haematology and Transfusion Science Histocompatibility & Immunogenetics Audiology Clinical Biochemistry Clinical Immunology Genomics Clinical Immunology with H&I Health Informatics Physical Sciences & Biomedical Engineering	Sarah Williams
University of Nottingham	Microbiology Genetics	Sally Chappell
University of Salford (MAHSE)	Critical Care Science	Sarah Williams
Swansea University	Medical Physics	Richard P. Hugtenburg

Useful Resources

- Curricula and learning guides for all the healthcare science training schemes are available on the NHS Networks website: **www.networks.nhs.uk/nhs-networks/msc-framework-curricula**
- Information about the Good Scientific Practice is available in your learning guides at: **www.networks.nhs.uk/nhs-networks/msc-framework-curricula** You can also read the full document on the Academy for Healthcare Science website: **www.ahcs.ac.uk**
- For general information about registration and equivalence see Academy for Healthcare Science website: **www.ahcs.ac.uk**
- Contact the Chief Scientific Officer's team at: **england.cso@nhs.net** You can register for the CSO Bulletin by visiting **www.england.nhs.uk** or **www.england.nhs.uk/publications/bulletins/cso-bulletin/**
- For information about Modernising Scientific Careers read the Modernising Scientific Careers: The UK Way Forward – **www.gov.uk/government/publications/modernising-scientific-careers-the-uk-way-forward**
- Information about quality improvement and clinical leadership is available at **www.england.nhs.uk/ourwork/qual-clin-lead/**
- Information about registering as a clinical scientist is available from the Health and Care Professions Council: **www.hpc-uk.org/**
- For the NHS Constitution visit: **www.england.nhs.uk/2013/03/26/nhs-constitution/**
- Sign up to the Healthcare Science NHS Network: **www.networks.nhs.uk/nhs-networks/healthcare-science**
- Further information about Health Education England can be found at **www.hee.nhs.uk**

Appendix 6 - Acronym Buster

AHCS	Academy for Healthcare Science
CBD	Case Based Discussion
CCVRS	Cardiac, Critical Care, Vascular, Respiratory and Sleep Sciences
CSO	Chief Scientific Officer
DOPS	Direct Observation of Practical Skills
HCPC	Health and Care Professions Council
HCSING	Healthcare Science Implementation Network Group
HEE	Health Education England
HEI	Higher Education Institute
HEWM	Health Education West Midlands
HSST	Higher Specialist Scientific Training
MOU	Memorandum of Understanding
MSC	Modernising Scientific Careers
MSF	Multisource Feedback
NHS	National Health Service
NSHCS	National School of Healthcare Science
OBE	Order of the British Empire
OCE	Observed Clinical Event
OLAT	Online Learning and Assessment Tool
OSFA	Objective Structured Final Assessment
PTP	Practitioner Training Programme
SOPS	Standard Operating Procedures
STEMnet	Science, Technology, Engineering and Mathematics network
STP	Scientist Training Programme
TRG	Trainee Representative Group

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NSHCS
National School of Healthcare Science