

## Themed Boards

# Terms of Reference and Membership



# National School of Healthcare Science Themed Boards

## Purpose

Themed boards have been developed to support the delivery of healthcare science training within specialist areas.

## Function

To support and oversee the implementation of the training programmes in specialist areas and support the development and implementation of the healthcare science training programmes.

In the first instance three themed boards have been convened for:

- Physical Sciences (medical physics, clinical engineering, reconstructive science and clinical pharmaceutical science);
- Life Sciences (infection sciences, blood sciences, genetics, bioinformatics and cellular sciences);
- Physiological Sciences (cardiac, critical care, vascular, respiratory and sleep sciences including gastrointestinal and urodynamic sciences and neurosensory sciences).

The boards may have a combined morning agenda followed by two focused themed agendas in the afternoon.

Themed Board Objectives	
Implementation	Support the implementation of the healthcare science training programmes and development of the National School of Healthcare Science (NSHCS).
	To problem solve for the specialism and make recommendations.
	Provide regular oversight for each specialist area and raise issues to the Head of School.
	Ensure that all arrangements within the specialism maintain the integrity of the training programme, and that the training meets required standards.
	Facilitate strategic discussion about the specialist areas.
	Provide timely advice on curricula and innovation in the training programme to the appropriate body so that the benefits can be

	adopted by the theme or the full healthcare science training programmes.
Assessment	Ongoing review and oversight of trainees progression and use of the Online Learning and Assessment Tool (OLAT).
	In conjunction with Professional Bodies, provide advice on the Objective Structured Final Assessments (OSFAs) and any other assessment processes.
Quality Assessment	In partnership with Professional Bodies and Local Education and Training Boards (LETBs), provide the framework for managing quality assurance of training delivery including training environments.
	In conjunction with the appropriate Professional Body, identify panel members for NSHCS Quality Assurance Accreditation visits for training centres and HEI's.
	Receive reports about quality management of training departments and provide advice to training departments and the relevant Professional Bodies.
	Provide oversight of policies that impact on the quality of trainee support.

## Governance arrangements

Themed boards report to the Head of School, through their chairs.

### Membership

1. Professional Lead (Chair)
2. Head of School (Co Chair)
3. Representation from participating departments (1 for each LETB cluster)
4. Representation from Professional Bodies
5. Representation from the Higher Education Institute (HEI) providers
6. Trainee representation
7. Patient representative
8. Four Nation representation

Members of the National Modernising Scientific Careers (MSC) team and NSHCS operational support team will be in attendance. The NSHCS will provide administrative support to the board.

All members should nominate a deputy who can attend meetings in their absence.

Trainee representatives will be required to be members of the Trainee Representative Group.

Roles of themed board members are outlined in Appendix 1 and details of current membership for each themed board are included in Appendix 2.

### Frequency of meetings and terms of office

Meetings will take place in February, June and November.

Continued membership will be reviewed on an annual basis. Patient and employer representatives will serve a 2 year term, which will be renewable for a maximum of a further 2 years. Trainee representatives will serve a 2 year term which will normally start at the beginning of their 2<sup>nd</sup> year. The term of office of the Professional Body representatives will normally be for a 2 year term renewable for a further 2 years, but their term and period of office can be determined by the Professional Body and may be in line with the position that they hold within that Professional Body.

The NSHCS operational support team will coordinate meetings. It is important to note that some actions may be by email.

# Appendix 1

## Roles of themed board members

### Purpose

The themed boards have been established by the National School of Healthcare Science (NSHCS) to support delivery of healthcare science education and training within specialist areas. Three boards have been established in the first instance:

- Physical Sciences (medical physics, clinical engineering, reconstructive science and clinical pharmaceutical science)
- Life Sciences (infection sciences, blood sciences, genetics, bioinformatics and cellular sciences)
- Physiological Sciences (cardiac, critical care, vascular, respiratory and sleep sciences including gastrointestinal and urodynamic sciences and neurosensory sciences).

The boards have a combined agenda followed by two focused themed agendas in the afternoon.

### Functions of the themed boards

The themed boards provide a forum for all Professional Bodies, employers and HEIs to work closely together to ensure successful implementation of all of the modernised training programmes in healthcare science.

Functions and roles of the themed board members are summarised below. It is expected that members will contribute to as many of the functions outlined as possible with recognition that contributions may vary depending on the organisation that each member represents.

Function	Activity
Implementation	Support the implementation of the healthcare science training programmes and champion the programmes within own organisations and with own stakeholders as appropriate.
	Ensure smooth delivery of blended learning by collaborating with all providers involved in education and training.

	Problem solve and make recommendations for specialisms, raising issues as appropriate to the chair for escalation to the Head of School as appropriate.
	Ensure that all arrangements within the specialism maintains the integrity of the training programme and the training meets required standards.
	Contribute to strategic discussions about the specialist areas.
	Provide timely advice on curricula and innovation in the training programme to the appropriate body so that the benefits can be adopted by the theme or the full healthcare science training programmes.
	Support the development of an educational programme for genomics.
	Support the activities of the NSHCS as and when required, for example, attend Train the Trainer sessions, help with organising specialism rotations, and participation in national recruitment.
Assessment	Undertake ongoing review and oversight of trainee progression and use of the OLAT.
	Oversee the development of the content and assessment of the OSFAs.
Quality Assurance and Management	Collaborate to provide the framework for managing quality assurance of training delivery including training environments.
	Receive reports about quality management of training departments and provide advice to training departments and the relevant Professional Bodies.
	Take part as a panel member in NSHCS Quality Assurance Accreditation visits in partnership with Professional Bodies and LETBs for training centres and HEI's.
	Provide oversight of policies that impact on the quality of trainee support.