

Metabolic Biochemistry Network BMS Group

Skills for Health: Pathways to Promotion

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To look at:

- Political context
- Institute's qualifications
- Teaching & learning strategy



All Change

- NHS Plan
- Modernisation of pay
- Modernisation of jobs
- Modernisation of professional regulation
- Modernisation of learning and personal development



The New NHS

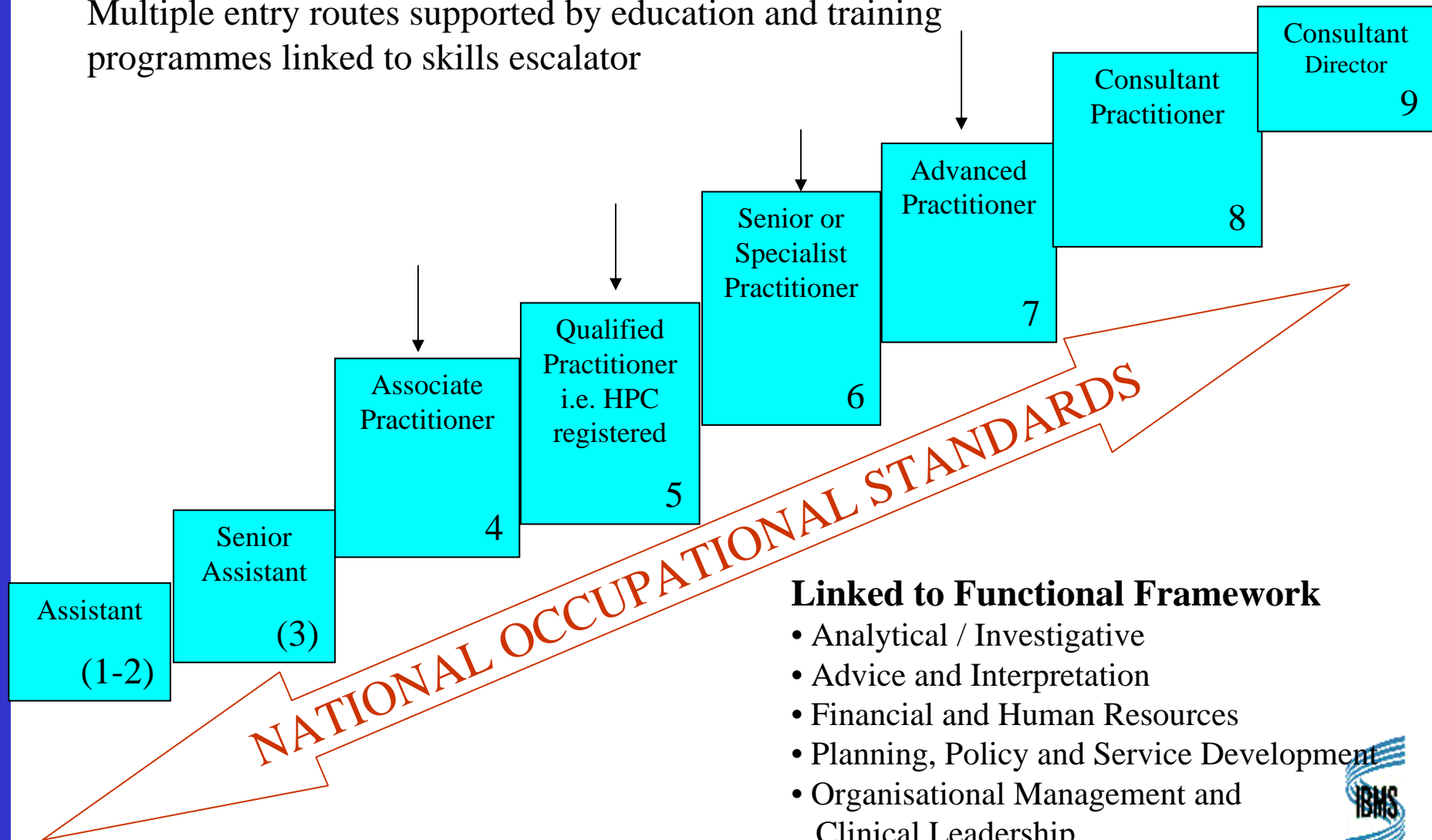
- Agenda for Change
- Knowledge and Skills Framework
- National Occupational Standards for Healthcare Scientists
- Healthcare Scientist Career Pathway
- Skills for Health Project



HCS CAREER PATHWAY

Career Trajectory

Multiple entry routes supported by education and training programmes linked to skills escalator



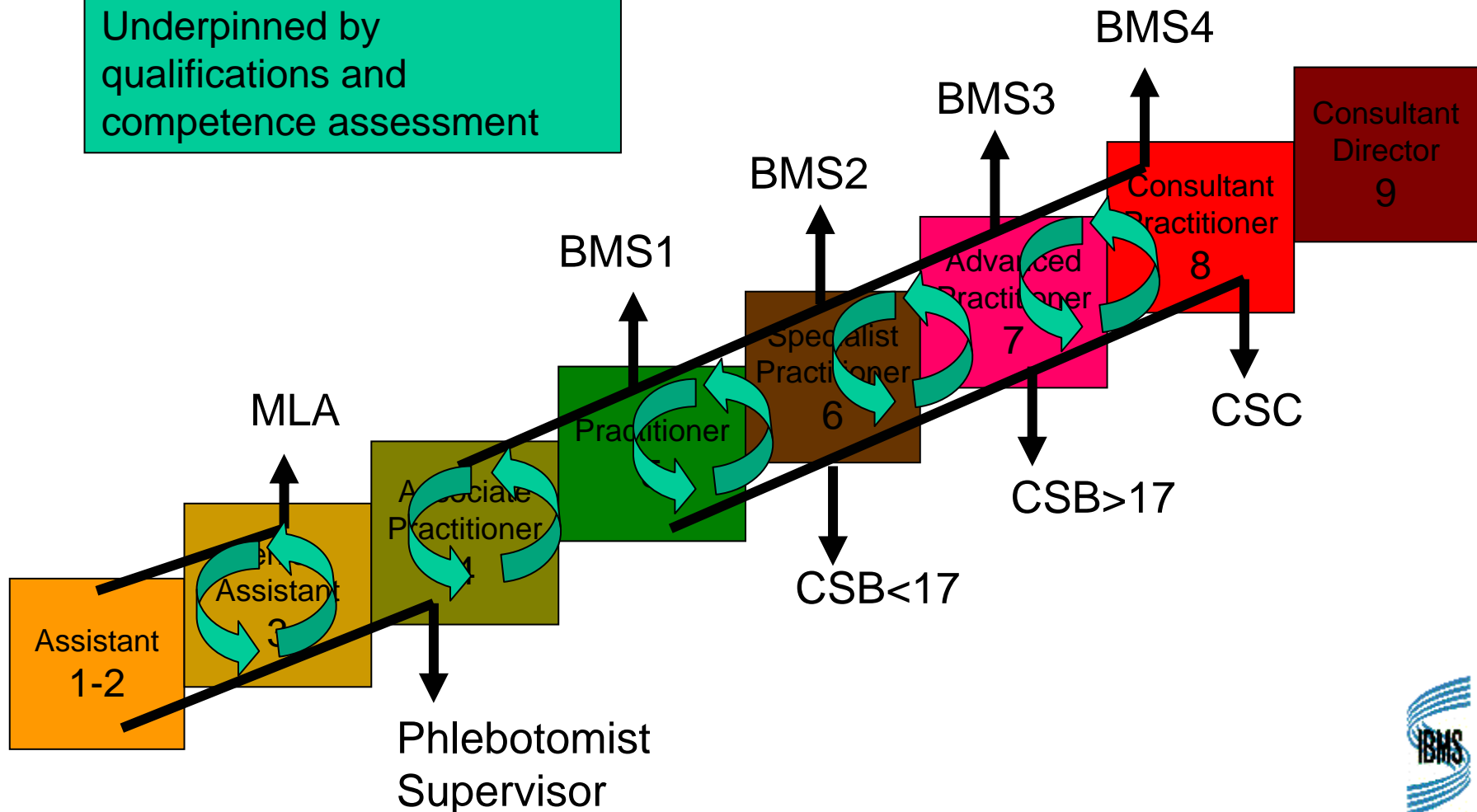
Linked to Functional Framework

- Analytical / Investigative
- Advice and Interpretation
- Financial and Human Resources
- Planning, Policy and Service Development
- Organisational Management and Clinical Leadership
- Research and Development



Facilitates Flexible Careers

Underpinned by qualifications and competence assessment

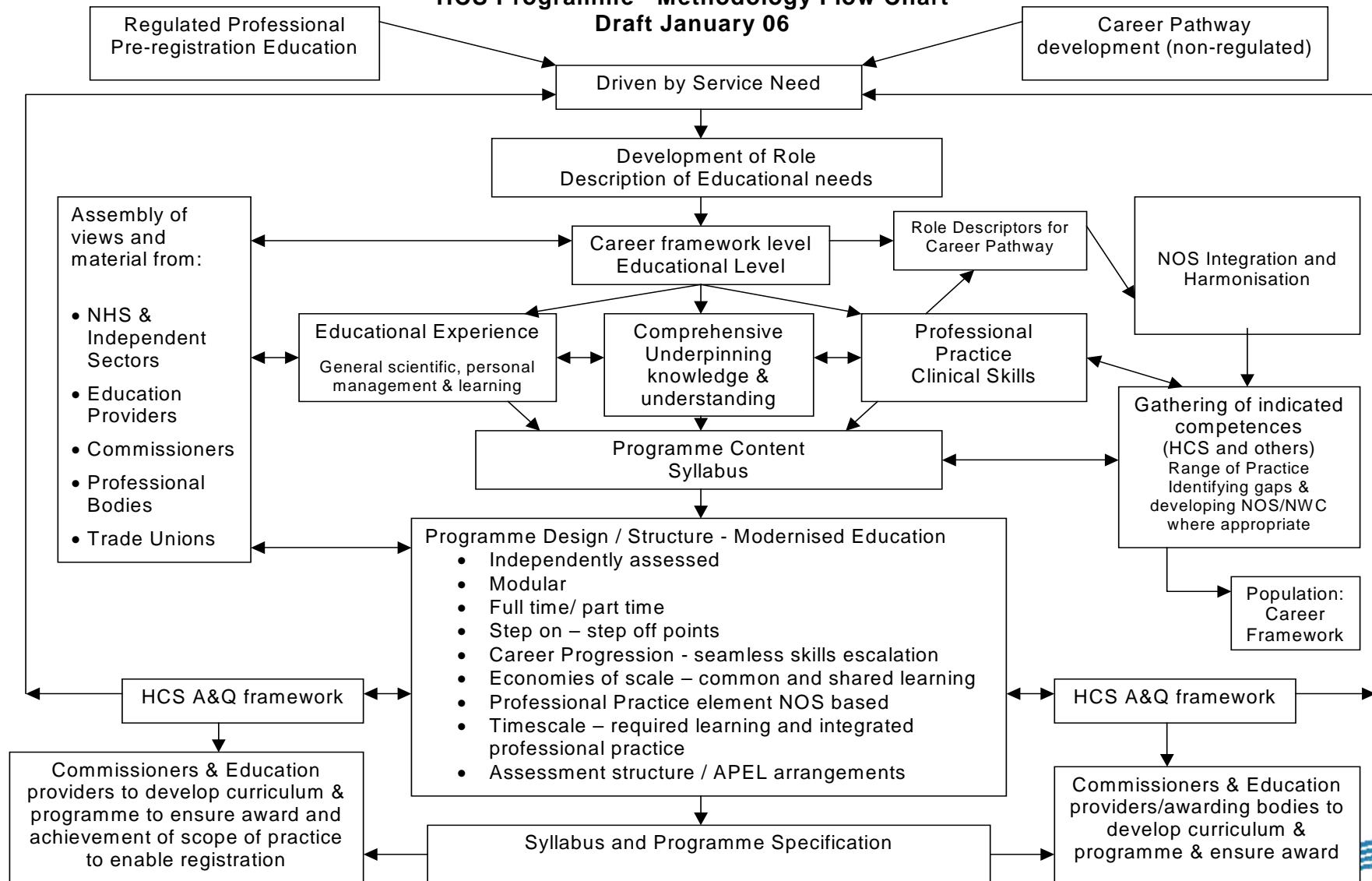


Skills for Health – Key Roles

- Profile the UK workforce
- Identify changes and trends
- Drive forward and manage national workforce competences
- Improve workforce skills
- Influence provision of education, training and development



HCS Programme - Methodology Flow Chart Draft January 06



Def: Curriculum: complete educational process, designed, organised, delivered, assessed & validated

Def: Syllabus: What content is to be included in the curriculum



Delivered by:

- Regulation driven by service needs
- Development of education syllabus
- Develop career frameworks based on Career Framework for Health
 - a guide for NHS and partner organisations
 - implementation of a flexible career and skills escalation
- Programme design
 - Modular
 - Step on/off points
 - Common & shared learning
 - Professional practice NOS based
- Development of awards and qualifications framework
- Commissioning



Examination History

- 1966 – 1990 Special Examination
- 1972 – 1984 Certificate in Medical Laboratory Management
- 1988 -1996 Two Part Examination for Fellowship (Part 1)
- 1989 – 1999 Two Part Examination for Fellowship (Part 2)
- Promoting professional standards and best practice
- Facilitating opportunities for professional development



Examination History

- 2001 Advanced Certificate in Cervical Cytology
- 2003 Certificate of Competence
- 2003 Higher Specialist Diploma
- 2003 – onwards
 Certificates of Extended and Expert Practice
 Diplomas of Extended and Expert Practice
- 2005 Specialist Diplomas
- 2006 Diploma of Expert Practice in Diabetic
 Clinical Chemistry

 Diploma of Expert Practice in Therapeutic
 Drug Monitoring



Institute Qualification Structure



Purpose

- Provide a framework for post-registration E&T
- Provide national standards for specialist and higher specialist training
- Enable structured professional development
- Evidence CPD
- Enable recognition of WBL for higher degrees
- Evidence a higher level of fitness to practice
- Evidence readiness for promotion
- Establish confidence



Fitness for Employment (BSc)

- situations requiring the exercise of personal responsibility, and decision making in complex and unpredictable circumstances
- evaluate, sound judgements, good communication
- BSc (Hons) degree + clinical placement



Basis for Future Development

- Coterminus (integrated) degree programmes
 - flexible workforce
 - graduates (and employers) familiar with evidence-based assessment of fitness to practice
 - partnership between HEIs and employers
 - local training officer networks
 - NHS funding (!)



Career Framework Stage 5

- *Qualified practitioners operating with a knowledge base at honours level normally acquired through a relevant vocational BSc degree.*



Functional Guide (HCS Pathway)

- *Expertise within HCS specialism or discipline underpinned by theoretical or relevant practical knowledge and experience.*
- *Performs broad range of clinical/technical or scientific procedures. Makes judgements requiring analysis, interpretation and comparison of option.*
- *Provides clinical technical services for patients and clients. May provide advice in relation to the care of patients and clients.*



Functional Guide

(HCS Pathway)

- *Plan, organise and prioritise own work. Work is managed rather than supervised.*
- *Responsible for the safe use of expensive/highly complex equipment.*
- *May evaluate equipment, techniques and procedures.*



Scope of Practice (KSF/NOS)

- Core dimensions:
 - communication
 - personal & people development
 - H&S
 - service improvement
 - quality
 - equality & diversity
- Specific dimensions:

HWB8 - biomedical science investigation and intervention (includes equipment preparation and quality control)



Core Dimensions

- **Communication**
 - develop/maintain (with degree of difficulty)
- **Personal & people development**
 - develop oneself and contribute to development of others
- **Health, Safety and Security**
 - promote, monitor and maintain best practice
- **Service improvement**
 - appraise/interpret/apply suggestions, recommendations, directives
- **Quality**
 - contribute to improving quality
- **Equality & diversity**
 - act in ways that support equality and value diversity



Specific Dimension HWB8

- Evaluation and planning
 - investigation/specific procedures to be undertaken
- Selection of methods/techniques
 - in line with resources available/evidence of effectiveness
- Performance and monitoring
 - taking appropriate action
- Evaluating outcomes
- Collate, interpret, report
- Provide information, advice



Post-Registration Education and Training Why and How?



Aim

- Develop practitioners to higher and advanced levels of fitness to practice to enable them to make a significance contribution to the service and engage in critical dialogue with peers.
 - Provide opportunities to develop complex and specialised areas of knowledge and skills.
 - Develop advanced skills to conduct research, or advanced technical or professional activity
 - Develop decision making and supervisory skills
 - Develop research and teaching skills



Registered Practitioners ...

- Work effectively and safely in defined area of practice
- Manage workload and meet deadlines
- Adapt to different work settings and demonstrate accountability
- Apply sound reasoning skills
- Demonstrate proactive evidence-based approach to practice
- Promote/participate in education & training of others
- Demonstrate ability to reflect on practice and promote CPD



Specialist Practitioners

In addition will:

- Demonstrate the application of specialist knowledge and experience in a wide range of areas.
- Evaluate and make judgements based on a range of information
- Adopt a critical and analytical approach to their own and other's performance
- May implement policies
- May supervise team



Career Framework Stage 6

- *Specialist jobs requiring specialist knowledge or breadth of knowledge at PgD level **or equivalent**.*
- *Specialist expertise acquired through **structured development**, involving practical experience with qualified specialists.*
- *Ongoing training and further study*
- ***Application of scientific method in service**, in the development of techniques and in research.*
- *Regular **updating of good practice** for professional purposes (expected)*



Scope of Practice (HCS Pathway)

Specialist practitioner defined as:

Staff with a higher degree of autonomy and responsibility performing complex clinical/scientific/technical role and /or manages and supervises a team.

Will be studying for or have attained a relevant postgraduate qualification or equivalent level vocational /professional qualification or awards appropriate to the role being undertaken.



Functional Guide

(HCS Pathway)

- *Specialist knowledge covering range of procedures and practices underpinned by relevant broad based knowledge, experience and competence*
- *Performs specialist roles/functions. Makes judgements involving a range of complex facts, options, analysis and interpretation.*
- *Plan, organise and prioritise own work activities and tasks. May manage and supervise a team.*



Functional Guide (HCS Pathway)

- *Implement policy and propose changes to working practice or procedures.*
- *May undertake supervision and/or teaching and training as a major job role.*
- *May undertake R&D as a major activity. May regularly undertake clinical trials or research projects*



Accredited MSc

- Chartered Scientist (CSci)
- Eligibility for Higher Specialist Examination
- Institute accreditation
 - discipline specific
 - broader perspective
 - WBL modules



Specialist Portfolio

- Discipline specific
- Linked to NOS and KSF
- Relates to professional regulation
 - reflect, consolidate undergraduate training
- Enables professional development
 - Develop sound judgement, personal responsibility and initiative
- Complements higher degrees



Purpose

- Provide a framework for post-registration training
- Provide a national standard for specialist training in their pathology discipline(s)
- Provide evidence of specialist practitioner level knowledge and skills
- Provide a qualification route to Associate membership



What the portfolio does

- Enables structured professional development
- Establishes confidence
- Evidences CPD
- Enables recognition of WBL for higher degrees
- Evidences a higher level of fitness to practice
- Evidence readiness for promotion by linking to NOS and KSF



Evidenced by

- Application of HPC standards (generic section)
- Undertaking specialist investigations (discipline specific section)
- Presentation (oral support of training)
 - role and responsibilities
 - range of investigations/patient groups
 - recent trends/developments
 - professional activities
- Laboratory Tour
 - discussion of techniques, equipment, quality, H&S



What Next?



Opportunities

- Certificates of Expert and Extended Practice
- Higher Specialist Diploma
- Diplomas of Expert and Extended Practice
- Advanced Specialist Diploma

- MSc, PhD, MBA



Career Framework Stage 7

Advanced specialist practitioner:

- *skills and theoretical knowledge to a very high standard*
- *performing an in-depth highly complex role*
- *continuously developing clinical, scientific or technical practice with a defined field and/or*
- *management responsibilities for a section/small department, or be largely involved in research and development.*



Higher Specialist Diploma

- Builds upon higher degree
 - Self-directed learning
- Relates theory to practice
 - Written examination
 - Case studies
- Evidences readiness for advanced practitioner grade



Advanced Specialist Diploma

- Evidence of competence commensurate with consultant level biomedical scientist
- Limited applicability, e.g.
 - Cervical cytology
 - Ophthalmic pathology
 - Colon cancer screening
- Reflect actual practice
- Vary between disciplines



Cert/Diploma of Expert Practice

- Specialised duties within a distinct subject area of a biomedical science discipline
 - Diabetic Clinical Chemistry
 - Therapeutic Drug Monitoring
 - Metabolic Biochemistry



Theory v Practice!



Learning Strategy

- CPD
- Self-structured reading
- Reflecting on scientific/technical papers
- Lectures/seminars
- Training programmes
- Other forums (MDT)
- Mentors



Professional Portfolio

A broad body of evidence and information that reflects the development and experience of an individual throughout their professional career



Examination Portfolio

A finite and specific piece of work that evidences the acquisition and application of particular knowledge and skills required for a designated qualification.



Purpose of a Portfolio

- Evidence of knowledge
- Evidence of understanding
- Evidence of training
- Evidence of professional skills
- Evidence of the ability to apply the above elements in the laboratory environment



Portfolio Pluses

- A unique record of achievement
- Can be used as basis for PDPs
- Allow creativity
- Reflective practice an integral part of portfolio compilation and assessment
- Opportunity for self and peer evaluation
- Demonstration of skills development



Solutions or problems?

- Biomedical scientists unfamiliar with concept of self directed learning
- Lack of training resources
- Cost and time for formal taught courses prohibitive
- Loss of biomedical knowledge and expertise
- Knowledge not automatically passed on



Teaching & Learning Strategy

- Encourage use of short courses for CPD
- Develop education and training networks
- Encourage greater use of WBL
- Clearly demonstrate academic and skill basis of fitness to practice
 - NOS/KSF
- Academic recognition of Institute qualifications

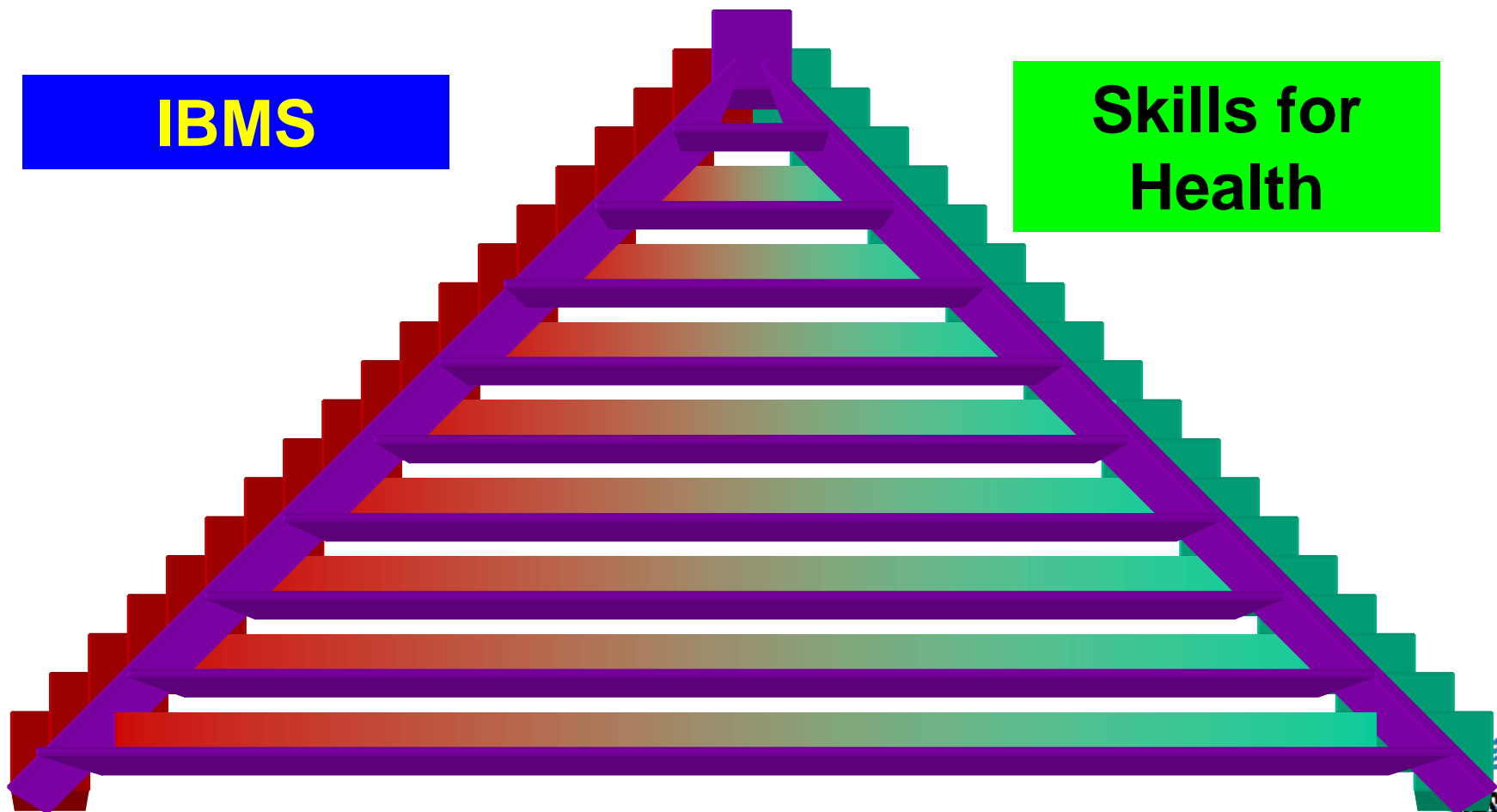
But we need:

- Greater employer involvement
- Greater integration
- Strategy for funding higher specialist training



IBMS

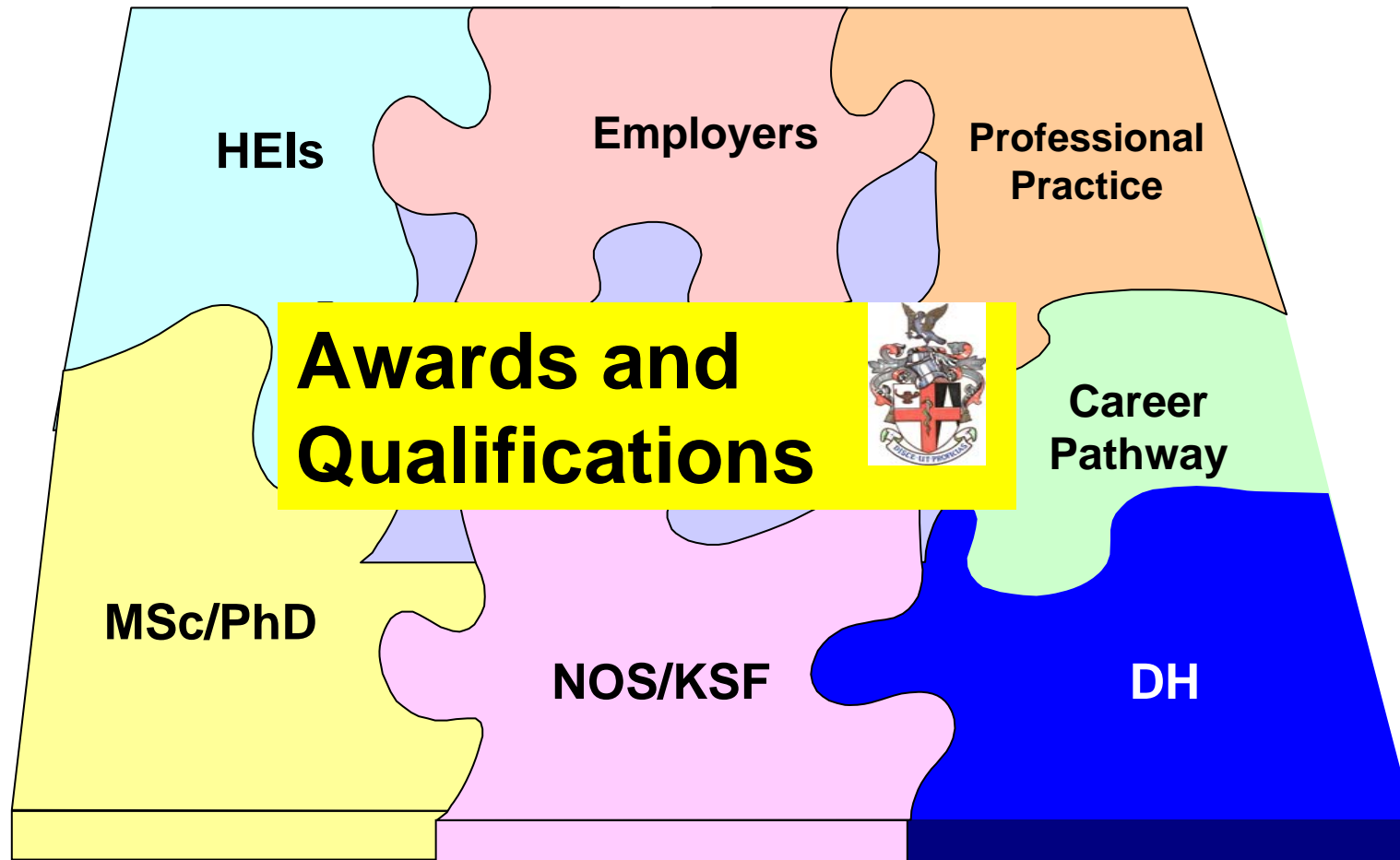
**Skills for
Health**



Underpinning Competence Framework



Fitting it all together!





**“Promoting and developing
biomedical science
and its practitioners”**

