

## STP Train the Trainer Webinar 3: Training Support

### Training Support – Role of NSHCS (National School of Healthcare Science)

- Training support on NSHCS website
- Pastoral support, midterm review of progression
- Completion of training
- Accreditation of training providers
- Curriculum management/review
- Independent assessment of professional skills
- Annual review of progression
- Transfer of training
- Final assessment
- Issues w/training delivery/quality
- Recruitment to programmes
- Extensions to training
- E-portfolio
- Training management and clinical performance.

Provide advice and support changes to training

### Podcasts for trainees

- Exceptional Extenuating Circumstances Policy – extensions (final year only), deferrals (health reasons), step off (service requirements), career breaks – funding stopped for an agreed period for deferrals, step off, and career break
- Transfer Policy – transfers of training due to early employment or exceptional circumstances – school must be notified b4 transfer made
- Completion Policies – supports the completion of the programme

Support should start w/Self Care – clinical or medical advice (GP)

Employer should be responsible for day to day wellbeing of trainee, regular open and honest conversations

University supports academic wellbeing

EDUCATION CONTRACT W/UNIVERSITY

### Trainer Wellbeing:

- Be aware trainees need to balance multiple tasks – Academic, Work Based, Assessments
- Protect time for meetings w/trainee to discuss progress and getting to know each other
- Familiarise yourself with the curriculum library to be aware what they have to achieve
- Support your trainee
  - o Assess each individually
  - o Hold regular 1:2:1s w/trainee
  - o Assign mentors w/knowledge of the programme (seek out from other depts/hospitals)
  - o Seek help/guidance from Trust HR/OH dept (EARLY!)
  - o Create structured learning plans/goal setting
  - o Offer emotional support/signposting where necessary
  - o Seek help/guidance from NSHCS and keep informed of issues

### Help for your trainee:

- You are trainee's 1<sup>st</sup> point of call – they should feel that they can come and talk to you. Understand who they are.
- Uni supervisors/tutors available for help
- Other work-based trainers, mentors in your dept can help w/workload
- Local Lead Healthcare Scientist
- Regional trainee networks
- Human resources / occupational health
- NSHCS website

### Other sources of support:

- Counselling
- GP
- Adjustments / changes to academic programmes – through University Programme Director
- Financial support (contact local HEE office)

### Review training delivery:

- Are you providing the right level of support?
- Ask for feedback from trainees / support staff – know if the trainee understands
- Reflect on what went well / what can you do differently

Equality / Diversity – NSHCS as established an equality and diversity committee, collaborating w/BAME scientist training committee – on website

Take care of your own health and wellbeing – training can take its toll – set boundaries

Intensive programme for both trainee and trainer – ask for help when you need it – make sure not struggling in silence

TAKE TIME OFF

New trainers may need more time dedicated to being a training officer – a couple hours per week? – will vary over the 3 years

A Trainee's Perspective:

[stpperspectives.com/221/02/24/stp-support-hey-how-are-you/](https://stpperspectives.com/221/02/24/stp-support-hey-how-are-you/) - support blog post

Communication important – hard to talk about mental health – can you recognise any early warning signs? – know who to signpost to – OH, NSHCS wellbeing support

Create a team environment – trainees may be far from home/friends/family – rotations difficult, perpetually feeling like the new person

Other STPS's in trust? Teams chat?

Tailor training for your trainee – what is their learning style/ hands on or book study – is there some task they could become competent in to help feel a part of the team?