

Promoting shared attributes for NHS Scotland postgraduate scientist trainees using a Common Core List (CCL)



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Aim / Objective:

NHS Education for Scotland is a major commissioner of postgraduate healthcare scientist training. In spring 2011 we explored the concept of shared attributes for any postgraduate scientist in the life sciences, resulting in the Common Core List (CCL). This has been extended across the HCS postgraduate trainee workforce. It is central to our aim of complementing the healthcare science modernisation by consolidating the identity of postgraduate-level scientist trainees - regardless of training pathway, destination, professional identity or specialty.

Method:

CCL identifies shared attributes for NHS scientists, across four broad domains: scientific practice; leadership and management; safety and improvement; the future. CCL does not specify the format, level or content of development within the domains. Instead, it challenges trainees to consider their wider development as a future scientist-leader.

The trainees' view

...do training course in HPLC. Participate in lab review, do core training in clinical haematology. Participate in MDT's with Consultant Gastro Surgeon and get consent for MSc project; observe at Consultant Biochemist's osteoporosis clinic. Biomedical Scientist

work shadowing clinical scientists, participation in case-based integrated learning Biomedical Scientist

attend NHS Board leadership and management courses Biomedical Scientist

NES train the trainer, local management training, mentoring Biomedical Scientist

visit other specialised sleep services to gain insight into administration and other aspects of service development. Clinical Physiologist

further understanding of analysis and management of risk. Develop knowledge of SOP compilation including health and safety, risk assessment, quality audit and CPA compliance Biomedical Scientist

Secondment to QA manager to manage incident reporting Biomedical Scientist

involvement in tendering for cardiac devices. Contribute to strategy for equipping emergency cardiac care centre. Self-improve by running service audits. Apply learning to shape service Clinical Physiologist

Delivery:

CCL is consistent with Modernising Scientific Careers in terms of shared development. NES uses credible engagement with CCL as criteria for Practitioners seeking postgraduate support. For Practitioners, we competitively select around 30 in-service Practitioner staff for NES awards annually to ensure that NHS Scotland has a pathway for able HCS Practitioners to progress to advanced scientific practice. In 2014 we had over 170 postgraduate scientist trainees on our national register and engaged with CCL. We offer shared early-career leadership and management development to build trainees' CCL attributes. CCL development has been instrumental in readying postgraduate scientist trainees for Academy for Healthcare Science clinical scientist equivalence assessment. Our annual survey of postgraduate scientist trainees includes CCL as a common denominator for all types of trainee. Our postgraduate scientist work: <http://ow.ly/CyuCc>

CCL Attributes

Category	Serial	Common Core List (CCL)
Delivery of the science	1	Fundamental science: acquaintanceships beyond specialist area
	2	Case studies, multi-disciplinary case-based review opportunities
	3	Multidisciplinary work experiences, partnering and shadowing allied groups.
	4	Frontline service / lab awareness skills / practical skills
	5	Clinical / interpretive skills
People and Organisation	6	The patient perspective
	7	Train-the-trainer / HCS as teacher skills
	8	Leadership, management preparation, communication skills
	9	Teamwork, (in the discipline, in the HCS division, the wider HCS workforce, other groups)
	10	Planning and business skills / budget skills / procurement skills
	11	Clinical governance, corporate governance
Safety and Improvement	12	Health and Safety
	13	Regulation and compliance, (e.g. CPA, GMP, CE rules)
	14	Risk Analysis and Risk Management
	15	Incident management – Significant Event, Root Cause, Failure Modes.
	16	Quality Improvement and Quality Control tools
The Future	17	Ethics, forming a research proposal
	18	Commercial development, intellectual property, income generation
	19	Foresight, new technologies, service and workforce re-profiling