

The Institute of Maxillofacial Prosthetists & Technologists



Minutes from trainers meeting dated Wednesday 20th March 2024

Venue: via Teams.

Minutes taken by Paramjit Kaur

Attendees:

Yordanka Ihtimanliyska		YI
Paramjit Kaur		PK
Heidi Silk		HS
James Dimond		JD
Siân Campbell		SC
Lindsey McNeil		LM
Anthony Simpson		AS
Keith Winwood		KW
Melanie Bugden		MB
Mark Jagger		MJ
Naomi Pearson		NPE
Brendan McPhillips		BM
Rachael Scarrott		RS
Pauline Paul		PP
Katey Spicer		KS
Stefan Edmondson		SE
Matthew Pilley		MP
Pauline Paul		PP
Amy Davey		AD
Rachel Jenner		RJ
Oliver Burley		OB
Ian Collins		IC
Lily Dewhurst		LD
Charlotte Heath		CH
Robin Thorpe		RB
Paul Smith		PS

Apologies:

Dan Shaw		DS
Karen Boyd		KB
Stephen Hollisey-Mclean		SHM

Subject	Note	Action
Welcome and Introductions	PK welcomed everyone to the virtual trainers meeting and shared the agenda with everybody.	
Apologies for absence	As detailed above	
Minutes	<ul style="list-style-type: none"> • Agenda shared with everybody on screen with attendees. • Minutes from previous meeting are on the website and were shared on screen with attendees. All actions have been completed or are in progress. • PK highlighted that there is a Lead Trainer email that has been set up which links with all heads of units thanks to the help of JD however we have not utilised it yet. This is being used by the Lead Trainer to take further. • Attendees informed regarding STP email contact moving forward. 	
Current Trainees	<p>Competency status</p> <ul style="list-style-type: none"> • A link was sent to the Trainees to upload they're information. YI shared current competency status for trainees. • Current Trainees update was presented by Yordanka and Heidi which was the first part of the agenda. • Yordanka discussed the STP competency figures for last year and this year and the number of competencies completed and signed off. There has been a steady increase in number of competencies signed off. Competencies looked at compared to numbers in progress, signed off and in action across the whole two years. It differs across the two years. • Distinct overall comparison between competencies signed off last April 2023 to March 2024. Good increase in comparison of percentage of competencies being signed off. • The number of competencies which trainees have in progress and signed off was shared. For the year 1 trainees student number 8 only had 2 per cent and student 9 to 11 varied from 12 per cent to 20 per cent. This shows a big difference for Year 1 students in competencies being in progress. • Yordanka requested numbers for completion of mid-term reviews from STP students. For Year 1 this has not been set. • Year 1 exams 9th April STP exam (OSCEs). Keith Winwood will share the May exam dates for Reconstructive Science exam and Integrated studies exam. <p>Year 2</p> <ul style="list-style-type: none"> • All STP year 2 students have completed the mid-term review and all students received their mid-term review results. One student did not share their result but shared their result is known issue. 	<p>Trainers to share this information with their trainees.</p>

	<ul style="list-style-type: none"> • All of the year 2 students have had an increase in competencies being signed off in March 2024 except for student 1 who had majority of their competencies signed off in September. • The number of competencies which trainees have in progress and signed off was shared. • The next slide showed competencies trainees need to action and then competencies Trainers need to action. The actions for the trainers was higher. This needs to be addressed. • The next slide shows the competencies in draft which are quite high for both year 1 and 2. • The majority in Year 2 have 2 to 5 in draft so are always working towards their next competency. If trainers could action on any outstanding submissions this will help them get their figures up as well. • Year 2 Reconstructive Science Exam on 9th May <p>All assignments have been completed for both years. Finally, to conclude there are two STP trainees with extended contracts. The second person will not be continuing on the course.</p> <p>Yordanka only got responses from 11 people when there are 12 people on the course with year 1 and year 2 combined.</p> <p><u>Classification of Training Activities Presented by Heidi Silk End Point Steering Group lead.</u></p> <ul style="list-style-type: none"> • Those involved with the Curriculum Review a few years ago were invited by Christal Fisher, NSHCS/HEE (now NHSE) to a Teams meeting to discuss "Introducing WBA standards to the Reconstructive Science STP" Meeting held on Mon 20/11/2023 14:00 - 16:00. • In the meeting the group was asked to assign the Year 2 & Year 3 TAs to either ETA and DTA. • OTA already assigned to year 1 TA. All training activities are under OTA. <ul style="list-style-type: none"> •Observational Training Activities •Entrustable Training Activities •Developmental Training Activities <p>Observational training activities (OTA)</p> <ul style="list-style-type: none"> • The purpose of the activity:- <ul style="list-style-type: none"> • These activities support trainees to develop an understanding of practice through reflection on observations and experiences. <ul style="list-style-type: none"> • These activities aim to provide trainees with awareness of the wider context and the impact of their practice. <p>The purpose of the evidence:-</p> <ul style="list-style-type: none"> • The evidence submitted should demonstrate that the observation or experience has contributed to the trainee's understanding of practice and expanded, challenged, or reaffirmed the trainee's perspective of practice. 	<p>Trainers to get their 2nd year trainees to focus on signing off their 1st year rotation modules on OneFile</p> <p>Trainers to continue encouraging their trainees to register with the IMPT as MiT</p>
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Evidence submitted for OTAs must include:

- Evidence that the observation or experience has been undertaken by the trainee.
- Reflections on the observation or experience including contextualisation to the trainee's own practice, at two points in time. E.g., a reflection before and after the observation, or reflection one day after an observation and another reflection a week later.

Entrustable training activities (ETA)

The purpose of the activity:-

- These activities support trainees to develop the skills required for routine post programme practice in the specialty.
- These are activities that are undertaken frequently in the workplace and trainees are expected to be able to perform these activities themselves.

The purpose of the evidence:-

- The evidence submitted should demonstrate that the trainee can be 'entrusted' to undertake the task with indirect supervision.
- This includes the concept that the trainee can be 'entrusted' to know when not to undertake the task themselves either because it is not safe to do so, or because they recognise their own scope of practice with respect to the activity.

Evidence submitted for ETAs must include:

- Evidence that the activity has been undertaken by the trainee repeatedly, consistently, and effectively over time, in a range of situations. This may include occasions where the trainee has not successfully achieved the outcome of the activity themselves. For example, it may not have been appropriate to undertake the task in the circumstances or the trainee recognised their own limitations and sought help or advice to ensure the activity reached an appropriate conclusion.
- Reflection at multiple points in time on the trainee's practice of this activity

Developmental training activities (DTA)

The purpose of the activity:-

- These activities support trainees to develop and improve their practice.
- These are usually activities which are undertaken less regularly in the workplace and can be used by the trainee to develop insight into their practice.

The purpose of the evidence:

- The evidence submitted should demonstrate that the activity has contributed to the development of the trainee's own practice and identified areas of practice for continued development.

Evidence submitted for DTAs must include:

- Evidence that the activity has been undertaken by the trainee
- Reflection on the activity at one or more points in time after the event including reflection on what has been learned from the activity and/or reflection on how it can be used to develop the trainee's practice.
- An action plan to implement learning and/or to address skills or knowledge gaps identified by the activity.

Developmental training activities (DTA).

X10 Developmental and x10 Entrustable

- Heidi showed slides with which training activities are Entrustable and which are Developmental.

Year Breakdown

- Year One OTA -All Training Activities x40
- Year Two ETA – x10 DTA – x10
- Year Three ETA - x6 DTA – x24

Classification for years 2 & 3 gives indicators for the number of times the training activity needs to be carried out, along with the level of knowledge and skill required for each.

New Forms for The Assessments OCEs, CBDs and DOPs.

- All work-based assessments **have new forms** to complete and submit for the OneFile sign offs. For all trainees on the new curriculum.
- [Work-based assessment marking forms – NSHCS work-based assessment standards \(hee.nhs.uk\)](https://www.hee.nhs.uk/work-based-assessment-marking-forms)
- Heidi showed slide with comparison of old and new forms. New forms have more detail, structure and tick boxes for reflection and feedback for DOPs and OCEs.

Review of Progression

- Current 2nd years - just completed their mid-term review
- Current 1st years - **New Review of Progression in place is changing.**
- It was mentioned at the End Point Assessment Steering group that NHSE recognises that some specialties may not be completing all TAs in the specified year due to service activity/demands. The TAs need to be spread out.
- The progression requirements — Scientist Training Programme (hee.nhs.uk) –Updated February 2024.

Review of Progression Year 1

Regular contact with the trainees. 6 months check in – March of year - website has details.

- This means having training plan in place, how the trainee is getting on with curriculum, TAs and everything. If there is any issues or problems.

End of year 1 The School will commence progression reviews for both year 1 and year 2 in October, so trainees are expected to have met the requirements no later than 30 September each year.

By the end of year 1 the progress expected will include the following mandatory requirements:

1. The completion of all work-based assessments for phase 1 rotations on the e-portfolio.

Completion means submission and satisfactory sign off following assessment.

2. The completion of an end of year review meeting between trainee and Training Officer that is recorded using the review meeting tool on the e-portfolio.

Review of Progression Year 2

End of year 2

By the end of year 2 the progress expected will be:

Route 1 – Primary route

- 100% Year 2 TA + 50% Prof Foundations + End of year Review meeting.

Route 2 – Alternative route

Where training sites have not been able to deliver the training within the progressive, phased structure of the curriculum design. Departments are encouraged to deliver the training within the phased structure of the curriculum where possible to optimise the training experience and trainee development.

- 60% overall completion of the e-portfolio. Completion means submission and satisfactory sign off following assessment.
- 100% completion of the Research Skills in Healthcare Science module.
- 50% completion of the Professional Foundations of Healthcare and Clinical Science module on the e-portfolio.
- Completion of specialist module content in either phase 2 or phase 3.
- + End of year Review meeting.

Yordanka then discussed exams on 9th May and the assignments and the dates discussed with Keith Winwood.

KW informed the dates as Integrated Studies exam on 9th May and Reconstructive Science exam on 13th May. This is for Year 1 and Year 1 have the new version of OSCEs on 9th April 2024.

Year 2 trainees advancing well and YI shared PowerPoint slides. Nice and steady progression for Year 2 and training activities completed for Year 2 was discussed. Anything above 40 percent was viewed as good, aiming to get to 50

	<p>percent and above over summer to allow the trainees to catch up before going into Year 3.</p> <p>Most of the trainees are where they should be for year 2 and some of them have to do extra work over the summer. YI will be setting up a Teams group named STP collaborative group. Please mention this to your trainees. YI will be sharing information for extra courses, conferences and ask questions regarding assignments.</p> <p>PK shared Minutes from September 2023 and actions discussed from all minutes. YI will send email every month to trainees to collect data from trainees regarding their training activities and send information on the STP collaborative group so more confidential.</p> <p>Competency 'Rebranding'</p> <ul style="list-style-type: none"> • Competencies are being 'rebranded'. They will no longer be called Competences but <u>Training Activities</u>. <p>Encourage all STP trainees to register with the IMPT as a member in training to take advantage of educational resources such as webinars and journals access.</p> <p>Practice Educator Role interest and it was informed Yordanka was taking this on. All the September Minutes had been actioned as verified by PK.</p> <p>Supplementary Workshops</p> <ul style="list-style-type: none"> • Radiotherapy splint workshop discussed that was advertised and Naimisha sent an email out that it clashed with a Webex webinar. KW explained Webex webinar dates was shared on Moodle site with students in start of September. The year 1 students are not interacting with HEIs as much as year 2. • In future to check any future supplementary workshops don't clash with exams, assignments and Webex webinar dates. 	
<p>2024 Reconstructive Science Intake presented by PK</p>	<ul style="list-style-type: none"> • A trainers email is to be set up; stptrainers@gmail.com • 7 units ready for 2024 intake. On the National Healthcare Science School website the intake for 2024 shows as 4 units. This is because x2 units are for deferred students and x1 unit is Wales Swansea. So only x4 units are interviewing presently. • Elizabeth Plumb informed me that we need to ensure we get x7 students as well as having x7 units. There is no guarantee that will get 7 students through for 2024 intake even with assurance that 	

that are 7 units going through the 2024 STP intake process.

**Non-DT progress (Karen Boyd's report read out by PK)
Alternative Entry SLWG meeting Update**

- Brief update from the Alternative Entry SLWG meeting that she attended yesterday on 19th March.
- Discussions were made on progress to date, results from the vote and updating objectives.
- Fundamentals of the group will be working on learning content for the non-DT students pre STP.
- Engagement is to be made with the HEIs and the National Healthcare Science School as their input is required. A draft index of required content is to be produced and the group will then discuss via the team, engagement with recent STPs, also to identify learning that is essential for the course.
- Further information will be shared as we move through the process.

Member in Training Representative Role

- Shivani has stood down now. There is no Members in Training representative.
- It is for all members in training in the IMPT across all training not just for STPs trainees. Only suitable for early year training as too much work in year 3 for members in training.
- This is something for the Education Committee to organise which was discussed in the last meeting.

Heidi Silk presented next part in Agenda

End Point Assessment (EPA)- Update from Steering Group for replacement OSFA/IACC. Please do not to be share with Trainees.

NHSE wants all information to go out once finalised, and not possibilities of what it might be.

Aim to share by end of year 2 so ready for final year.

• Letter to go out to all hospitals with STP Trainees which will share the following:

-To highlight link of training posts to educational workforce strategy.

-To emphasise importance of Trainers to support assessments

Trainers to get in touch with NC if interested with Practice Educator Role.

- To encourage line managers to support time for this Quick summary would be.
- No written reflection submission required.
- Virtual interview of 1/1.5 hours with scenarios-based questions.
- Require two people to lead on this and support assessments - Lead Scenario Writer and a Lead Assessor.

Virtual interview.

1/1.5 hours

- 2/3 assessors on a panel
- Multiple panels at the same time
- All scenarios-based questions (maybe 4-6, in development at the moment).
- When writing, each scenario will be structured into 5 parts (Specialism/Specifications/question, maybe 3 parts/Script/mark scheme).
- After Academic Exams.
- Learning plans – additional time.

Similar

- Reflect Day to Day actions
- Focus on clinical scenarios
- Structured delivery to the Case Based Discussions in IACC

Different

- 4 Panels for 1 Trainee, rotate round, virtually.
 - All scenarios' questions not personal discussions.
 - Immediate marking scheme via virtual platform.
- Two people to lead which are Lead Scenario Writer/Editor.
- Responsible for developing and maintaining a bank of scenarios
 - Appointed for three years. This will lead and co-ordinate writing scenarios. It needs a team to work with – current trainers Lead Assessor.
 - Not the same as current role
 - Responsible for facilitating running the assessments eg. selecting and assigning assessors to scenarios. Work with collaboration with the Health Science School.
 - Appointed for three years. Will lead and co-ordinate. Needs a team to work with current trainers.

Notes from meeting:

- Possible support by NHSE providing a meeting room for face-to-face writing. This will probably be in Birmingham and would probably pay travel expenses to and from that aspect of it.
- Possible funding (business case submitted) for support but unlikely. This is for support and lead assessor and time spent doing this.
- Multi-panel assessments running at coincident times – this is going to be difficult.
- Every Assessor will have to complete the training.
- Conflicts of interest – assessor's responsibilities. HS view there will always be conflicts of interest.

	<ul style="list-style-type: none"> • Alternatives – stay with IACC or no EPA Actions Any feedback for the NHSE EPA Team? • Worst case scenario there will be no end point assessment. <p>• Difficulties in getting numbers for our specialty Concerns for those with Learning Needs, what reasonable adjustments will be in place?</p> <ul style="list-style-type: none"> • Next stages • Education Team/Lead Trainers to recruit two leads for the EPA. • Heads of units/Trainers to check with their line managers to read letter and get support for contributing. • Volunteers for the writing and assessors Please do not share with the Trainees just yet. 	
Pastoral Support	<ul style="list-style-type: none"> • Lindsey McNeil informs attendees what the role will involve and to support the STPs whilst on the course or before they start the course. Low stress support for the students. • Lindsey will be sharing their NHS emails so the students can contact them personally rather than generic email. • Lindsey McNeil and Melanie Bugden to take over this role and Melanie will be leading it and is already in touch with first years on the STP course. As Melanie has gone through the STP course there is greater understanding. • PK mentions that the students always ask what the process is for contacting pastoral support. Lindsey answered that always send a quick email and then the student will be contacted. 	To share Lindsey and Melanie's email via STPtrainers email.
AOB	<ul style="list-style-type: none"> • Sian Campbell informed attendees that Edward Malton has been provided with opportunity to advertise regarding all master's courses for our profession in Dental Technician in September this year for STP applications. SC requested contribution to write article regarding this. This is to attract more applicants for STP course. • PP mentions its Dental and Laboratory magazine which has greater membership. • KW mentioned he is editor for Dental Technology Association. He would be open to advertising in there. • Yordanka shared screen for Open days in Preston Hospital to demonstrate what her unit provides for advertising the STP application process . Two dates were advertised on 18th September 2023 and on 27th February 2024 this year at Bolton University and on Linked In. The Preston Hospital open days were really successful. An introduction to the laboratory is done, Silicone workshop, and 3D workshop for surgical planning design. Yordanka then presents a talk on Specialist Areas of work and entry requirements to the 	

	<p>STP and KCL masters course. Students came from the South of England and Birmingham for interest in STP course. If an open day was provided by each unit once a year this may generate more interest for STP course.</p>	
	<ul style="list-style-type: none"> • Meeting concluded at 13.34 • Next meeting to be in June 2024, date will be shared in early May. Next meeting 27th June. 	

Minutes signed off for the STP Trainers Zoom meeting dated 6th May 2024



Signature of Lead Trainer.....Ms Paramjit Kaur.....

Date of signature.....16/05/2024.....