

Guide for STP Trainees : Professional Practice



Learning Outcome Subject	Code	Competency	Examples of evidence	Other competencies which may be demonstrated by this evidence
Professional Practice	PP1-C-1	Treat each patient as an individual, respecting their dignity and confidentiality and upholding the rights, values and autonomy of every service user	Evidence of assisting with patient facing related problems such as set up, individual feedback, device for a patient, etc. Trust Information Governance Training (if covers privacy and dignity)	PP1-C-9
	PP1-C-2	Discuss personal values, principles and assumptions, emotions and prejudices, and how these may influence personal judgement and behaviour, and identify how you will practice in accordance with Good Scientific Practice	Difficult to do this one without a reflective learning piece of work, looking at the students own personal values and their impact. Should mention Good Scientific Practice within the NHS Constitution. Workshop-style discussion with examples in media to lead as talking points - could be completed during trainee meeting. Some parts of the multi-source feedback test on OLAT may help - i.e. recognising personal values at the start and end of training and how they have changed/progressed	
	PP1-C-3	Communicate effectively with the public, service users and other healthcare professionals, adapting communication style and language to meet the needs of listeners	Examples such as outreach work for schools/students, feedback to colleague about national meetings, feedback to other staff, posters, preferred papers, internal Trust publications and writing, etc. University presentations to the public	PP1-C-6
	PP1-C-4	Give and receive feedback sensitively to or from a peer or colleague	Complete the MSF tool within OLAT (preferably twice so improvement can be shown), and give examples where feedback has been sought/delivered such giving local seminars, instructing others, etc.	PP1-C-5
	PP1-C-5	Obtain, analyse and act on feedback from a variety of sources and use it to consider personal impact and change behaviour	Using the MSF complete a summary review and action plan on areas of improvement for personal behaviours and impressions. Also react to feedback from assessors of practical and written work	PP1-C-4
	PP1-C-6	Present complex ideas in understandable terms in both oral and written formats	Evidence of presenting Healthcare science to students, school, the public and/or at multidisciplinary team meetings where various different professionals are in attendance	PP1-C-3
	PP1-C-7	Use effective negotiation skills, including influencing colleagues	Evidence of obtaining time on a machine, liaising with a department to share resources, negotiating time frames and resources (could be something done whilst setting up the Elective). Group projects at university	
	PP1-C-8	Work constructively and effectively as a member of a multidisciplinary team	Attendance and participation in team meetings, MDTs, to show professional attitude and demonstrating value of being present (e.g. bringing a case for discussion at a radiotherapy imaging review MDT or department meeting, discussing a research proposal). Must indicate the value of being there rather than just presence	PP1-C-7
	PP1-C-9	Comply with relevant guidance and laws, to include those related to: - your scope of practice - research ethics and governance - patient confidentiality - data protection - equality and diversity - use of chaperones - informed consent	Trust induction training/online resources may have modules to cover some of these. Some University modules on research ethics and governance, any GCP training and equality and diversity modules. Good Scientific Practice and your local Research Ethics Committee should cover other areas	PP1-C-20
	PP1-C-10	Contribute to the education and training of colleagues	Give a training lecture to another staff group, offer to help more junior STPS, take part in NSHCS improvements. Contribute to MR / radiation safety training of staff, present new or updated guidance to peers or other staff groups	

PP1-C-11	Take responsibility for your learning and demonstrate a commitment to continuing professional development	Training plan - normally in spreadsheet form that could be evidence for this. Any specific evidence of showing commitment to certain areas, over and above that required, e.g. additional lectures, additional training to improve skills, wider reading, attending conferences/meetings/workshops etc.	PP1-C-12, PP1-C-14
PP1-C-12	Meet commitments and goals in your professional practice, using a range of organisational and planning tools	Training plan - normally in spreadsheet form that could be evidence for this. Any specific evidence of showing commitment to certain areas, over and above that required, e.g. additional lectures, additional training to improve skills, wider reading, attending conferences/meetings/workshops etc. Evidence of responding to line management requests for work completion, hitting University deadlines, showing how to manage time effectively	PP1-C-11, PP1-C-14, PP1-C-15
PP1-C-13	Reflect on your practice and generate a reflective diary that demonstrates how you utilise the skills required of an independent learner and your commitment to continuing your professional development	Could be completed after each short rotation and periodically during specialism training. Could use a template style for each one including: Initial Aims, What I learned, Reflection on what I learned vs. Initial Aims, Further Actions. Reflective diary in OLAT which can be used for this. CPD log (IPEM have a template)	PP1-C-15
PP1-C-14	Take responsibility for keeping your professional and scientific knowledge and skills up to date	Training plan - normally in spreadsheet form that could be evidence for this. . Background reading/presenting specific topic to staff group/ attending scientific meeting / conference / workshops	PP1-C-11, PP1-C-12
PP1-C-15	Develop an action plan based on your experiential learning and reflection on completion of the STP	This can be done at the end of STP, when the OSFA's are coming up and the final competencies are being uploaded. (see PP1-C-13) Reflective log, comparing results of first MSF with second and documenting improvements (from comments made by assessors). Creating a revision or action plan by identifying individual weaknesses and areas for improvement for future	PP1-C-13
PP1-C-16	Use a range of ICT within the workplace for service delivery, research, audit and innovation, including data filing and archiving: - word processing - databases - statistics packages - PowerPoint - internet - email	Cross reference any competencies which show a particular software used at it's best by the student. Some knowledge of databases and statistics packages may have to be gained in addition if not covered on the MSc or in the work place. Otherwise, it is likely that the trainee has plenty of evidence to show high level skills throughout all the competency submissions	
PP1-C-17	Under supervision, demonstrate that you can obtain and present a patient history from a normal volunteer or consenting patient in order to better understand the clinical decision making process in your clinical practice	Consent a Nuclear Medicine patient (rotation), take part in an MDT and present a patient history for a doctor, shadow a clinical colleague taking consent. Sit in on a Radiotherapy first appointment. Take consent for the CT component of Radiotherapy, e.g. for a contrast CT scan, identifying which answers would prohibit the test from commencing. Evidence which shows an attempt to understand the patient experience with any of the services the host department provides and/or evidence which shows how the department responds to patient's needs could be considered sufficiently in the spirit of this competency to be suitable without actually taking a history	

Clinical Practice	PP1-C-18	Apply current regulations with respect to patient safety and safe systems within the workplace. To include, as appropriate to scope of practice: <ul style="list-style-type: none"> - risk management - biological specimen handling - COSHH - RIDDOR - radioactivity - fire safety - electrical safety - moving and handling - display screen equipment - incident reporting - infection control 	Trust induction training. Any of the competencies covering regulations. Cross reference any specific competencies which address legislation as appropriate to the specialism. Basic Health and Safety legislation should be included, with specifics in the rotations and specialisms. Updating local rules/risk assessments	
	PP1-C-19	Use clinical coding and medical terminology in accordance with stated guidance, as appropriate to scope of practice.	Write up demonstrating understanding of simple clinical coding, coding used for statistics and payment information, medical terminology when doing Case Based Discussions and communicating with clinical staff	
	PP1-C-20	Keep accurate records in accordance with current guidelines and the legal framework for data security.	Show evidence of documentation completed by trainee within the department that has been accurately and securely completed and kept, e.g. patient information, additional calculation forms, patient dose audits, physics optimisation work, clinical or research trial forms which need to go outside of the Trust (e.g. national audit and feedback), departmental quality documentation and the safe upload into digital storage for access and retrieval. Possible tie-in with MSc project	PP1-C-9, RT4-7
	PP1-C-21	Use, in your practice: <ul style="list-style-type: none"> - standard operating procedures - protocols - clinical guidelines 	Refer to any particular competencies which demonstrate the trainee has adhered strictly to the SOP or protocol. Possible to relate this to any documentation that they have reformed as part of their training (i.e. identifying that the SOP needed adjusting and re-writing or changing the format). Development, contribution to or use of safety and/or QA protocols and SoPs. MR safety guidelines for scanning will include consideration of clinical guidelines	
	PP1-C-22	Continuously improve your practice through good practice in: <ul style="list-style-type: none"> - identifying common sources of error - identification of risk - reporting critical incidents 	Incident reporting and Risk Assessments in specialism. Using Datix or other reporting system. A short summary report detailing common errors or risks in the area of work and suggestions and/or implementation of ways of reducing them, e.g. paperless, password protected spreadsheets, double checks, methods of avoiding major errors. If the trainee has written and implemented any check software or consistency feedback loops in other work, this would be good evidence	RT2-10, RP-C-3, INIR-5-2, INIR-5-8
Research and Innovation	PP1-C-23	Participate in innovation, research, service development and audit activities complying with guidance and laws relating to research ethics	Guidance on research ethics during MSc. Participation in any clinical trial work within the department. Evidence of any project where the trainee has added to service development. Cross reference to other specialism competencies	PP1-C-9, RT2-2
	PP1-C-24	Contribute to service and quality improvement and productivity in the work-base and embed evidence-based developments within routine practice	Cross reference to any competencies (likely to be in the specialism) where trainee has reviewed the literature and changed a process of procedure as a result, showing benefit(s) to service from work done, and/or CPD record	RT2-2
	PP1-C-25	Undertake a literature review and prepare and present to peers a critical analysis of a publication from the scientific literature	MSc. Project literature review and/or local journal club. Presenting university coursework (critical appraisal of emerging technology or critical analysis of a publication from the scientific literature) to staff group at local training centre	
	PP1-C-26	Prepare and deliver an oral scientific communication to peers at a local, national or international meeting	MSc Project Presentation. Local seminar clubs, national meetings, MPEC (doesn't always have to be an international meeting, but something outside of the department should be included)	

Clinical Leadership	PP1-C-27	<p>Lead in your clinical role through appropriate application of:</p> <ul style="list-style-type: none"> - self-management - self-development - integrity - self-direction - problem solving - dealing with complex issues - making sound judgements in the absence of complete data 	<p>Cross reference to any specialism competency where the trainee has been signed off for some routine work within the department and which demonstrate elements of self-management. Specific examples of doing something to an SOP, but finding a problem or issue and resolving it. MSc project - resolution of problems encountered. Consideration of safety issues in MR and US, e.g. staff exposure to magnetic fields, health effects of US heating/contrast media use, can constitute making decisions in the absence of complete data</p>	EL-C-1, EL-C-2, EL-C-3
	PP1-C-28	<p>Identify potential areas for change and accept change identified by others, working across different provider landscapes as required</p>	<p>MSF results and discussion with Training Officer. Short report on implementation of new techniques, perhaps enforced upon the department externally, e.g. increase in IMR, new technique or methodology, service improvements which the trainee has been involved in, critical appraisal work within the specialism identifying areas for improvement, visiting other departments to see other ways of doing things and implementing positive change. Any recommendation, or help implementing a recommendation, for changing how a service operates should count</p>	PP1-C-4