**North Tees and Hartlepool NHSfT - Department of Histopathology**

**IBMS Registration Portfolio Training Plan**

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| **Training period (weeks)** | **Area** | **Learning Outcomes** | **Task** | **Mapping** | **Suggested Evidence** |
| 1 | Trust Induction | Equality and Diversity | E learning | S1M2 | S1M2E1 |
| Infection control & hand washing | E learning | S2M2 |  |
| Information governance | E learning | S1M1, 2, 4 | S1M4E3 |
| Health and Safety | Local policy | S1M1, 4 S2M2 | S2M2E1, E2, E3 |
| Fire | E learning |  |  |
| Manual handling | Course |  |  |
| Prevent training | E learning |  |  |
| Harassment and bullying | E learning | S1M2 | S1M2E3 |
| Investigating incidents | E learning |  |  |
| Spinal awareness | E learning |  |  |
| Safeguarding Children | E learning |  |  |
| Dementia | Workbook |  |  |
| Local Induction | Department structure | Discussion |  |  |
| Introduction and familiarisation with department | Discussion |  |  |
| General Introduction | Observe flow of specimens through department | Observations | S1M1 | S1M1E2 |
| 2-8 | Specimen Reception and Cut Up | Specimen reception / sample sort | Competencies | S1M1, 4 S2M3 | S1M1E3 |
| Discrepancies | Competencies | S1M1, 2, 4, 5 | S1M4E2 S1M5E2 |
| Communication / Telephone enquires | Competencies | S1M3 | S1M3E1, E2 |
| Data input | Competencies | S1M3, 4 | S1M3E3 S1M4E1 |
| Overview of triage and allocation | Discussion & observations |  |  |
| Cut Up – BMS | Competencies | S1M5 S2M1 |  |
| Cut Up – pathologist | Competencies | S1M5 S2M1 |  |
| Fixation | Discussion & observations | S2M2 |  |
| Decalcification | Discussion & observations | S1M2 S2M2 | S1M2E2 |
| Specimen storage and discard | Competencies | S2M2 |  |
| Housekeeping | Competencies |  |  |
| Basics of tissue processing | Competencies | S2M1 |  |
| 9-14 | Embedding and Microtomy | Use of embedding centre | Discussion & observations | S2M1, 4 |  |
| Embedding – large blocks | Competencies |  |  |
| Use of microtome | Discussion & observations | S2M1, 2, 4 |  |
| Section Cutting – practice and large blocks | Competencies |  |  |
| Use of staining machine and coverslipper | Competencies | S2M1, 2 | S2M1E2 |
| H&E automated | Competencies |  |  |
| Block and slide filing | Competencies |  |  |
| Housekeeping | Competencies |  |  |
| 15-20 | Rotation through the above areas | Develop skills learnt in weeks 2-14 |  |  |  |
| 21-23 | Special Stains | Perform Manual H&E | Competencies | S2M2, 3 |  |
| Perform Liver stains | Competencies | S2M2, 3, 4 S2M1 | S2M1E1 |
| Perform Mucin stains | Competencies | S2M2, 3 |  |
| Perform Silver stains | Competencies | S2M2, 3 |  |
| Completion of special competency log | Competencies | S2M2, 4 | S2M4E1, E2, E3 |
| 24-28 | Rotation through the above areas | Develop skills learnt in weeks 2-23 |  | S1M5 S2M1 | S1M5E3 S2M1E3 |
| Embedding – biopsies | Competencies | S2M2 |  |
| Section cutting – levels and biopsies | Competencies | S2M2 |  |
| 29-30 | Immuno-histo-chemistry (IHC) | Overview of principles, methods and equipment | Discussion & observations | S2M1, 3 | S2M3E2 |
| Completion of IHC competency log | Competencies |  |  |
| 31 | QC | Introduction to QC procedures and tissue recognition | Discussion & observations | S2M1, 3 |  |
| 32-40 | Include in rota through the above areas | Develop skills learnt in weeks 2-31 |  | S1M5 | S1M5E1 |
| Overview of andrology | Discussion & observations | S2M1, 3 |  |
| Overview of frozen sections | Discussion & observations | S1M5 S2M1 |  |
| Additional | Visit Departments | Shadowing throughout pathology | Discussion & observations | S1M1, 5 | S1M1E2 |
| POCT Visit | Shadowing POCT | Discussion & observations | S2M3 | S2M3E3 |
| MDT Visit | Attend a MDT | Observation | S2M3 | S2M3E1 |
| Research project | Research project, journal review, data analysis | Lab project | S2M5 | S2M5E1, E2, E3 |
| Notes: - Additional to this there is a histology competency manual issued to all staff which should be completed and countersigned, along with   performance profiles as appropriate throughout the training procedure. (This related to S2M4.)  - Training reviews will be performed on completion of each rotation, additional performance review meetings will be held monthly as required.  - This plan is a guide and is subject to change dependant on service requirements. | | | | | |

**IBMS Registration Portfolio Version 4 Suggested Evidence (v5 mandatory evidence)**

Suggested evidence is as a guideline only, evidence can be from any area of the lab so long as it is not duplicated.

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| **Evidence Assignment** | | **Evidence Type** | **Evidence Title** |
| 1 | S1 M1 E1 | Personal Statement | Witness statement encompassing limit of practice, referring tasks to appropriate staff, manage workload, practice professionally and safely (duty of care using professional judgement to work autonomously), adapt for changing environment. Include how you work to maintain health. | |
| 2 | S1 M1 E2 | Q&A | What is the HCPC and IBMS and what are the requirements for registration?  What is CPA/ISO 15189? What is HTA and what does it govern?  What ethical and legal legislation governs pathology? | |
| 3 | S1 M1 E3 | Q&A including  reflection | What is informed consent?  How does your role impact on service users? Discuss acting with users best interests, dignity, trust and respect. | |
| 4 | S1 M2 E1 | Q&A | What is equality and diversity?  How does equality and diversity affect your role?  What are the local equality and diversity guidelines? | |
| 5 | S1 M2 E2 | Reflection | Discuss how practice has been adapted to meet the needs of service users. | |
| 6 | S1 M2 E3 | Personal statement | Give examples of how you practice in a non-discriminatory manner (equality & diversity) in your working practice. | |

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| 7 | S1 M3 E1 | Q&A including reflection | Discuss the characteristics, advantages and disadvantages of both verbal and non-verbal communication. Include the different ways information is passed on including the outcome of the process. |
| 8 | S1 M3 E2 | Laboratory based evidence | Describe, with 3 pieces objective inclusions (e.g. photo, screenshots) the different ways information is communicated and relayed to groups of staff throughout the department and other service users:   * Huddles * LIMS notes / result flags / ward messages * Handover sheets * Departmental emails * Laboratory meetings * Equipment logs and analyser notices   Items of whiteboard |
| 9 | S1 M3 E3 | Screenshots including  annotations | LIMS screenshots for use of OMNI lab, including a list of commonly used medical abbreviations. |
| 10 | S1 M4 E1 | Witness statement | Witness statement encompassing; adhering and maintaining confidentiality whilst understanding the limits, recognise and respond to safeguarding, follow the data protection act. |
| 11 | S1 M4 E2 | Flow diagram | Produce a flow diagram of the steps you take when labelling samples including the minimum numbers of identifiers and how to deal with inadequately labelled samples. Include the risks involved. |
| 12 | S1 M4 E3 | Q&A | What is information governance?  How are records maintained and stored and for how long?  What protocols govern the retention and storage of records(local and national)?  Why is it important to back up data and how is this done within the trust? |
| 13 | S1 M5 E1 | Q&A | List the different areas of the lab you have worked in, who you work alongside and the task you perform. Include a paragraph about team working and leadership and why this is important. |

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| 14 | S1 M5 E2 | Reflective statement | Reflective statement on how engagement with service users has contributed positively to your professional development.  Generate a questionnaire and provide to users in order to evaluate an aspect of service. (ie transport) |
| 15 | S1 M5 E3 | Reflective statement | List other hospital departments you have contacted in your training, including how their role relates to pathology. Include multi-disciplinary team working. |
| 16 | S2 M1 E1 | Case study | Choose an example of a case study, include scientific investigations. |
| 17 | S2 M1 E2 | Witness statement | Witness Statement encompassing how you monitor lab equipment following SOPs and perform maintenance to the stainer, coverslipper and processors. |
| 18 | S2 M1 E3 | Q&A | List the investigations you have been trained in, include a description of their diagnostic purpose. |
| 19 | S2 M2 E1 | Risk Assessment | Discuss the Health, safety and security risks in the lab environment and the measures taken to manage them. (include the laws and legislation governing health and safety.)  Risk assessment |
| 20 | S2 M2 E2 | Personal Statement | How would you report something you do not deem to be safe? |
| 21 | S2 M2 E3 | Q&A | Give examples of the different types of waste in the lab. (Table)  Discuss the different types of hazard groups and their containment. (Table)  Discuss why infection control is important. |
| 22 | S2 M3 E1 | Q&A including reflection | Discuss the value of MDT’s, and reflect on a MDT that you have witnessed. |

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| 23 | S2 M3 E2 | Q&A including audit | What is the importance of Quality?  How is quality assessed in your department?  What non-analytical factors impact quality?  Include an example of an audit you have performed. |
| 24 | S2 M3 E3 | Q&A | What is point of care testing (POCT)? What are the benefits and what tasks are performed? |
| 25 | S2 M4 E1 | Q&A including flow diagrams | How does your lab evaluate new techniques and validate new reagents? |
| 26 | S2 M4 E2 | Personal Statement | Witness Statement encompassing; working in conformance with SOP’s, accuracy and precision to a reproducible standard. Preparing reagents and buffers, performing calibration and QC checks whilst work safely and effectively. |
| 27 | S2 M4 E3 | Competencies | Copy of competency manual, performance profiles and medical devices to demonstrate you can use equipment and follow SOP’s for one area you have been trained in. |
| 28 | S2 M5 E1 | Journal review including Q&A | What is the importance of critical evaluation?  When performing research, why is it important to understand the range of technologies available?  Include a critical evaluation of a journal article. |
| 29 | S2 M5 E2 | Q&A | What is evidence based practice? |
| 30 | S2 M5 E3 | Project | Project or lab report including statistics |