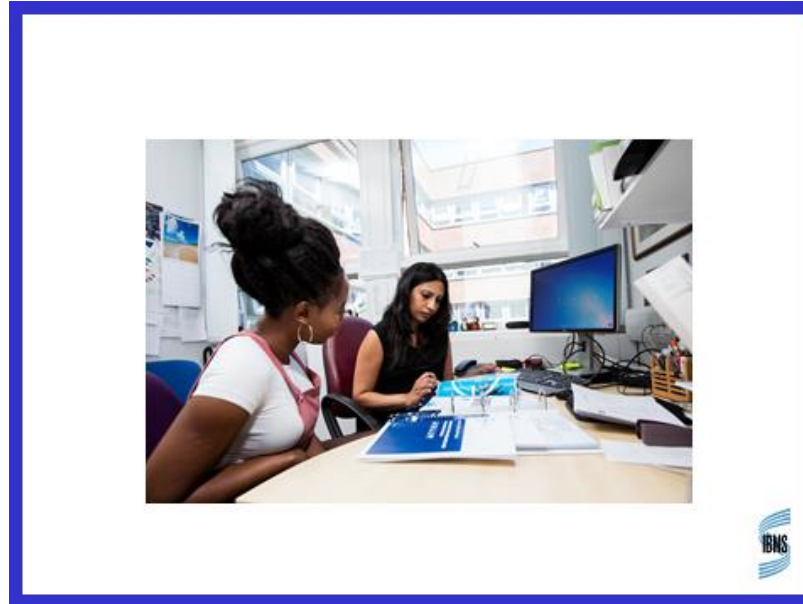


# Evidence



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My first tip is...Don't panic!



# We received feedback from...

- Training updates
- Question and answer sessions
- Email enquiries
- Verifier report forms



# ....And you said...

- V4 was very positively received
- There was still some confusion over the number of pieces of evidence required
- And lots of questions about how the evidence should look.....



# Introduction

- You will probably have many questions and this presentation should answer most of them.
- The most common questions we get asked are about evidence and this is what we will cover first.....



# What is evidence?

- Evidence is the means by which you demonstrate to the verifier that you have met the SoPs.
- It is not a declaration that you understand or have knowledge of the area required by the SoP
- It is an artefact produced which actually shows *how* you satisfy it...

# What is evidence?

- So, for example let's consider the SoP around time management...
- *recognise the need to manage their own workload and resources effectively and be able to practise accordingly*
- It would not be appropriate to simply state that: I manage my own workload and resources and practice accordingly...
- You would need to show *how* you manage your workload and resources and practice accordingly
- And the added value would be to show that you understand what would happen if you didn't do so.

# An example

As Head of Registration and Training, I have responsibility for ensuring that the IBMS continues to meet the requirements as education provider for the Health and Care Professions Council. In order to do this I oversee numerous aspects of the processes involved which allow us to do this. My workload is varied, ranging from degree accreditation, laboratory approval for training, assessment of degrees to more strategic planning to ensure that we are robust in a changing environment.

In order to do this successfully I have to have effective time management skills and a high degree of flexibility. I have to be able to respond to needs quickly and make decisions based on the facts and information at hand. I have a small team here at the IBMS who manage the processes and the decisions I make have to be realistic in order to be actioned by them.....





How many pieces of evidence????

30



# How many pieces of evidence????

- V4 only requires 30 pieces of evidence at verification
- Some training officers redesigned their programmes to only produce 30 pieces in total
- And some continued using the same process they did for V3, produced the same amount of evidence as they always have then chose 30 pieces as a representative sample for verification
- Either approach is fine.
- Each piece should be signed off and dated by the trainer

# How many pieces of evidence????

- One of the 30 pieces must be in support of HCPC SoP 9.3
- It should show evidence of reflective thought around the candidate's engagement with service users
- Most candidates satisfy this with a reflective statement discussing how they have benefitted from interaction with service users and how service users might benefit from the enhanced understanding the candidate now has
- But other approaches are acceptable *as long as they satisfy the standard.*

Think quality...



# Quality

- It should be clear how each piece of evidence addresses the SoPs that you have mapped it to.
- If it isn't clear, it shouldn't be used.

...Not Quantity



## ...Not Quantity

- It doesn't have to be pages long (in fact often it's better if it isn't!)- it just needs to satisfy the SoP(s)
- A single sheet of A4 is fine- as long as it satisfies the SoP(s).

# Variety

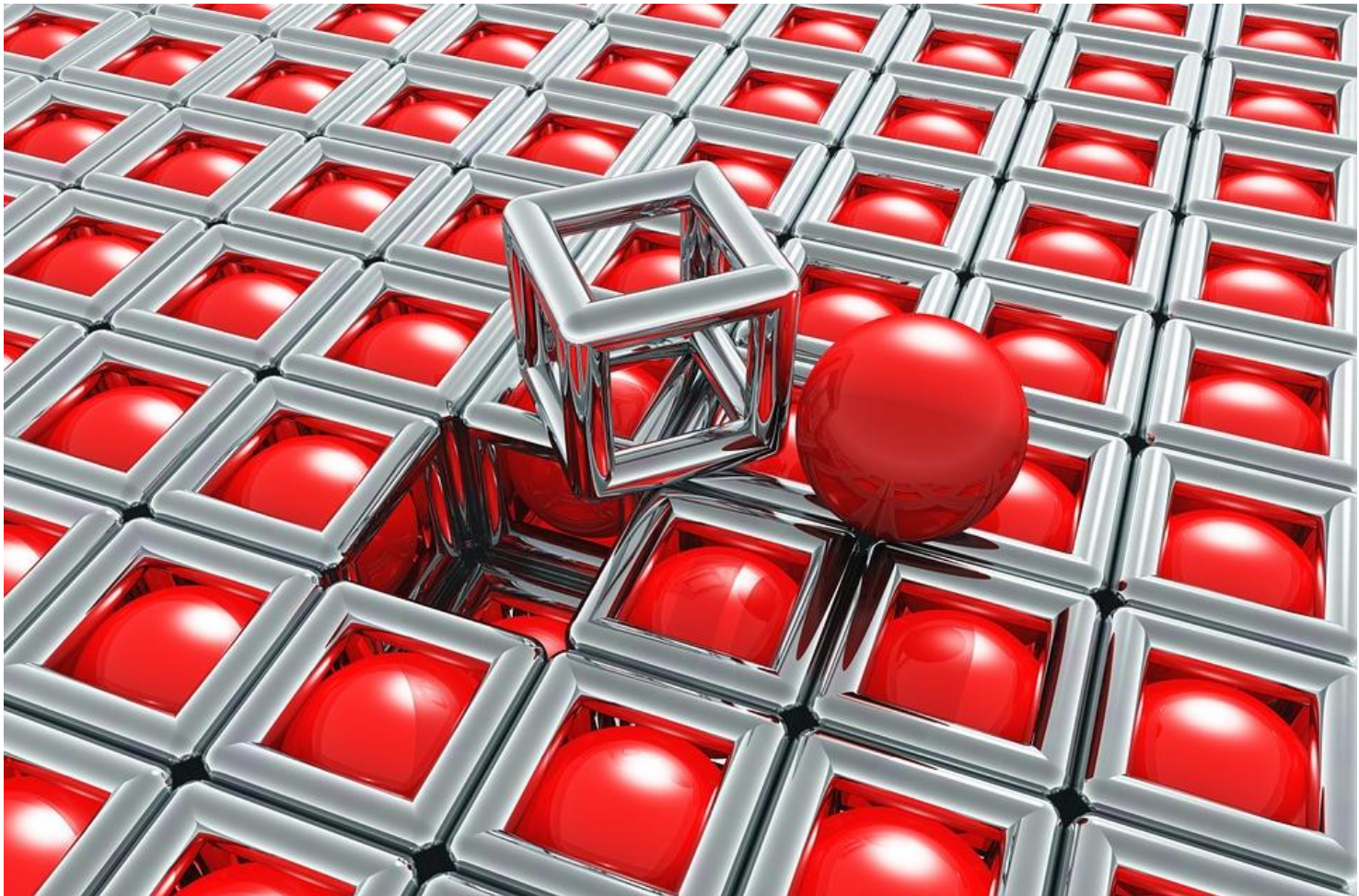




# Variety

- Use a variety of ways to evidence the SoPs.
- Avoid overuse of any one type
- Evidence can be personal statements, reflective pieces, witness statements, questionnaire responses, analyser printouts....

# Think outside the box



# Think outside the box

- Once you become more confident in creating evidence you can be more inventive
- We don't stipulate specific evidence for specific SoPs because we don't want to stifle innovation

# Innovate



# Innovate

- It's ok to approach evidence in a new, exciting way
- But make sure it satisfies the SoP
- And if you do have a great idea, why not share it?

# For example....a presentation



# A presentation

- Many candidates ask if they can include their slides but pages of slides only show that you have mastered powerpoint (or they could even have been produced by somebody else!)
- Good examples of evidence from a presentation might be the results of a questionnaire given to the audience
- or reflection on the questions asked by them.
- With this approach you could cover a number of standards covering some knowledge and also various communication SoPs
- Always think holistically about the evidence you use....can it be used to cover more standards if the approach is changed?
- Remember, think outside the box!

# Valuable evidence

- Personal statements with reflection





# Valuable Evidence

- Personal statements are very valuable
- They are relatively easy to do
- But don't rely on them for everything!
- They can be factual- for example if you have attended a multi-disciplinary meeting- you can talk about the meeting itself from the perspective of its role and your input...
- ...and you could include a reflective section which tells the reader what you took away from the experience.
- Many people struggle with reflection when they first attempt it so do not worry if you find it difficult.

# Valuable Evidence

- Many people use a template for their reflection which asks 'what did you learn?'
- It is a common mistake that people assume that this is asking for an account of the facts- for example, *I learnt to dewax a section, then after 10 minutes I washed the slide....*
- When actually what is being asked is what you learnt, or rather, took away from the session- for example, *I learnt that the PAS stain is a valuable stain which is fairly quick to carry out and can offer some useful information. I realised that this could make it an important part of the staining repertoire and the clinical decision making process.*
- Sometimes it is difficult to step away from the facts and concentrate on what you gained from the experience and practice makes perfect.

# An example of a Personal Statement

On 1<sup>st</sup> April 2017 I was supervised in undertaking a number of special stains in the cellular pathology laboratory. My supervisor was Rose Arbour, a senior biomedical scientist rostered on to that bench. (shows who you were supervised by)

Rose described the rationales behind the stains and then asked several questions about why they would be clinically useful. I was able to answer some of the questions and Rose encouraged me to think about other diseases that I may not have considered otherwise. (clearly a good Q and A session) This part of the session helped me to understand the value of the stains and how they can be used as part of a panel. (shows what you learnt from it- see earlier slide)

I undertook a number of the stains and realised that the planning of them was crucial. This allowed me to ensure that I adhered to the timings given in the SoPs. Unfortunately, at one point I became confused and almost spilt stain in the sink. Luckily Rose stopped me and we then talked about the implications. I am aware that this is contrary to the SoP and, upon reflection, realised that it was caused by my confusion between two slides awaiting washing. I considered this and in future I will place slides requiring different techniques apart from each other so that it cannot happen again. (good reflection and change of practice going forward)

I learnt many things from this experience including honing my technical and time management skills, a greater awareness of the clinical implications and the value and context of using special stains to aid decision making. The most important lesson was that associated with the health and safety implications and this will inform my practice going forward making me a safer biomedical scientist. (good reflection of what you took away from the session)



# Valuable evidence

- Witness statements



# Valuable evidence

- Witness statements are very valuable because witnesses can attest to the fact that you are satisfying the SoP.
- But they rely on goodwill because you are asking for their time, so use them well
- Always make sure that they are written by the most appropriate person. They are not valuable if they are written by somebody who doesn't understand the requirements of the SoP

# An example of a witness statement

'John recently spent an afternoon on the special stains bench of the cellular pathology laboratory. Together we undertook a number of special staining techniques including.....

At the beginning I described the rationale behind the stains and we discussed why they might be requested in the cases they had been. John showed a good understanding of the use of the stains and what clinical information could be gained from them. He was able to contextualise their value in a number of scenarios and offer alternative suggestions with regards to related stains and differential diagnoses. He was also able to answer questions on the use of controls and their importance.

John undertook some of the staining himself and showed a good level of time management. He clearly understood how important planning was when undertaking a number of special stains and managed his time accordingly.

At one point he almost contravened health and safety measures within this lab by... but, as he was being supervised, I stopped him and we discussed the implications of his actions. He acknowledged that he was aware of the policy but had had a lapse of concentration and it would not happen again. John performed this stain again during the week, each time well and without issue. In summary I am happy that John is now competent to carry out the following....'  
(although there was a negative action during the session, it is clear that it was discussed, reflected upon and action taken to prevent it again- therefore a positive outcome. Had this been written in a different way, the health and safety issue could have been very negative and reflected poorly on the trainee)

# Valuable evidence

- Annotated documents



# Valuable evidence

- Annotation is another excellent way of making a piece of evidence relevant.
- By annotating a document you can show your understanding not only about the information shown there but also the bigger picture.
- The following slide shows how a single sheet of A4 can provide valuable evidence



# Valuable evidence

GOOD EVIDENCE

Assessed request form and analysis print out for CARBON MONOXIDE tests

PLEASE USE BOLD PRINT FOR A BLOCK LETTERS  
PLEASE PRINT  
YOU ARE ORDERING FOUR COPIES

**NORTH MIDDLESEX HOSPITAL NHS TRUST**

**HAEMATOLOGY**

Requester: *Dr. [Name]*

**CHEM PATH / IMMUNOLOGY**

Specimen: *Carbon*

**MICROBIOLOGY / SEROLOGY**

Specimen: *Carbon*

formed by the conversion of carbon monoxide into the blood stream. It is rapidly absorbed into the blood stream. It is a gas and is not a solid.

greater affinity for Hb than oxygen. COHb also binds to Fe in Hb, displacing oxygen. Consequently, there is less oxygen being carried to the cells.

**RADIOMETER ABL800 FLEX**

Sample: *CO2A Sample (Circulate Blood)*

performed on *Blood gas*

makeup using *CO2 carrying media.*

Normal range *no CO is used to be slightly greater.*

For a non-smoker with a mild metabolic acidosis a level of 0.05-0.10% is normal.

CO-oximetry determines the concentration of various Hb species by measuring the absorbance of light at multiple wavelengths. The amount of CO used must be equal to or greater than amount of Hb species is sample. Used to test the percentage concentration of reduced Hb, oxy Hb, methaemoglobin & carboxyhaemoglobin.

## Carbon Monoxide Tutorial

- Assessed and dated
- Explanation of CO formation
- Comment on result
- Analyser
- Explanation



# How should the portfolio be organised?

- There are no hard and fast rules but please bear some things in mind...
- Make sure that the justification for use of the evidence is clear to the verifier
- And make sure it is cross-referenced clearly and concisely.
- Some candidates dislike annotated work as they feel that it is 'messy' but, if done well, it can show a great deal of knowledge and understanding...
- ..and be used to cover a number of SoPs.
- Make sure that it has been signed off by the trainer
- But above all, make sure the evidence is appropriate to the SoP it is supposed to address.