**Training Plan**

The CDT cohort will focus around the DHI Experience Labs. An **experience lab** is embedded in a health and care delivery context and brings together all the relevant disciplines together with key stakeholders to provide early experience of an idea in as close to a real context as possible. The DHI will also include an “Exploratory” whose goal is to operate as an institute for advanced studies in Digital Health. All CDT students will attend and contribute to relevant Exploratory activities. The CDT training is based on a 1+3 structure with a first year MRes in Digital Health and Care.

**MRes in Digital Health and Care**

Based on a learning contract approach and using portfolio assessment, the MRes will foster independent learning in research and innovation skills. These are best assessed by a rigorous portfolio approach. The MRes programme diagram appears below and course outlines are:

- **Orientation and Planning** (10 points): The output of the course is an individual learning contract for the year ahead. This 10 point course will be assessed 100% by coursework to create "learning contracts" for three **Experience Lab** courses. For each Lab course the contract will include: learning outcomes, a training plan that identifies training needs and list of deliverables. This will be assessed and given a grade against criteria for the quality of the training plan. The plans will be subject to revision through the year but the assessment will be made on the plans as developed in the first two weeks of the course.

- **Experience Labs** (30 points): The students will undertake three such labs during the MRes. Each Lab will have a different focus. The first will contextualise the work; the second will enable specialisation and the third the development of a dissertation proposal. Each Lab will involve contributing to a live DHI project. Working with tutors, each student will develop a portfolio that captures: their learning gained by accessing course materials (drawn from a portfolio of around 100 advanced Masters courses available across the partners); how they have used that learning in the project together with a reflection on their work in the project. The course output comprises the portfolio plus evidence of contribution to the project, code, papers, evaluation ... The precise list will depend on the project and the student’s contribution. Assessment is on the quality of the portfolio, its match to the learning contract for the Lab, and contribution to the project.

During the course of the year it may be necessary to revise the learning contract to take account of changes in the students’ interests. Significant changes will require the authorisation of the course director and supervisor.

Finally the student will complete an 80 point project assessed by dissertation. This will often be linked to an Experience Lab but in any case should involve NHS or a company or both.

The deliverables for the students over the year will be: (i) their learning contract for the year with details of expected outcomes and objectives; (ii) portfolios of achievement with assessment feedback; (iii) portfolios from the experience lab projects the student has contributed to; and (iv) a dissertation linked to practice. Our goal is to provide students with direct experience of the problem space and to expose them to multidisciplinary, agile, team working with an emphasis on identifying the innovation potential of an idea.

During the first training year the student will decide on their PhD topic and will work with the supervisor to put together a training plan for the three years of the PhD. This will include drawing on the resources of the DHI to provide flexible experimental environments and good connection to the NHS and Social care. Students will also participate in DHI Exploratory Events such as focussed workshops, seminars, and innovation training. Since the DHI has a large number of company partners we envisage that a significant number of PhD projects in the CDT will be linked to industry partners.