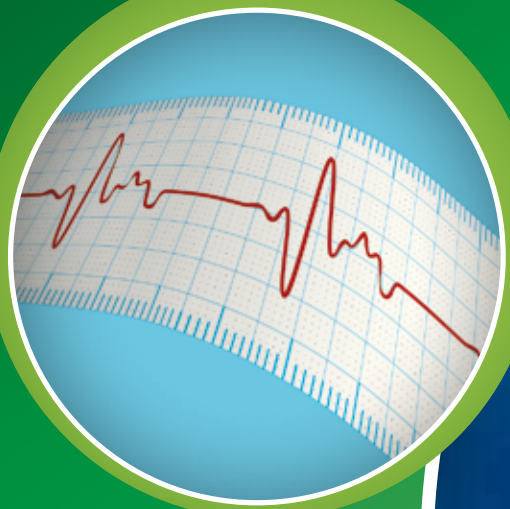
NHS

Health Education North West

The North West Healthcare Science Trainee Network Board

Welcome Pack

PRACTITIONER TRAINING PROGRAMME



North West
Healthcare
Science
Network
www.nwhcs.nhs.uk

Foreword: The NHS Constitution

The NHS belongs to the people. It is there to improve our health and wellbeing, supporting us to keep mentally and physically well, to get better when we are ill and, when we cannot fully recover, to stay as well as we can to the end of our lives. **It works at the limits of science** – bringing the highest levels of human knowledge and skill to save lives and improve health. It touches our lives at times of basic human need, when care and compassion are what matter most.

The following forms an introduction to the NHS Constitution. A full, electronic version can be found at:
https://www.gov.uk/government/publications/the-nhs-constitution-for-england

All NHS bodies and private and third sector providers supplying NHS services are required by law to take account of this constitution in their decisions and actions.

The NHS is founded on a common set of principles and values that bind together the communities and people it serves – patients and public – and the staff who work for it. This Constitution establishes the principles and values of the NHS in England. It sets out rights to which patients, public and staff are entitled, and pledges which the NHS is committed to achieve, together with responsibilities, which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.

Principles that guide the NHS

Seven key principles guide the NHS in all it does. They are underpinned by core NHS values which have been derived from extensive discussions with staff, patients and the public.

1. The NHS provides a comprehensive service, available to all.
2. Access to NHS services is based on clinical need, not an individual's ability to pay.
3. The NHS aspires to the highest standards of excellence and professionalism.
4. The NHS aspires to put patients at the heart of everything it does.
5. The NHS works across organisational boundaries and in partnership with other organisations in the interest of patients, local communities and the wider population.
6. The NHS is committed to providing best value for taxpayers' money and the most effective, fair and sustainable use of finite resources.
7. The NHS is accountable to the public, communities and patients that it serves.

Foreword: The NHS Constitution

NHS values

Patients, public and staff have helped develop this expression of values that inspire passion in the NHS and that should underpin everything it does. Individual organisations will develop and build upon these values, tailoring them to their local needs. The NHS values provide common ground for co-operation to achieve shared aspirations, at all levels of the NHS.

1. Working together for patients.
2. Respect and dignity.
3. Commitment to quality of care.
4. Compassion.
5. Improving lives.
6. Everyone counts.

As a prospective healthcare science practitioner, you no doubt already have several of the skills required to uphold the NHS constitution, and take pride in working “at the limits of science”. However, rather than becoming less important as you become more confident in your role, we hope that the values which guided you to a job in the NHS develop and flourish alongside your knowledge and skills. In order to support you in this, this booklet pulls together several resources which should help you get the most out of your new training course, and which we hope will stay with you throughout a long and prosperous career.

Contents

Welcome

... to the world of Healthcare Science and to the North West of England!

At this point in your learning journey you may not yet realise how lucky you are to be based in this part of the country. In anticipation of this, and to set the scene as you begin life as a healthcare science trainee, allow us to indulge in a little trumpet-blowing. As well as boasting great teaching hospitals and conscientious supervisors, the North West is unique in having an entire team (the North West Healthcare Science Network) dedicated to ensuring that you feel supported, appreciated and involved with science and healthcare delivery beyond the NHS.

This was the first region in the country to establish a trainee network designed exclusively to help students through their training and run entirely by healthcare scientists. As a trainee healthcare scientist in the North West, you automatically become a member of this network with access to free events, resources and support from other trainees in a whole host of different specialisms.

The purpose of this pack is both to welcome you to your training programme, introduce the wider North West Healthcare Science 'network' that you'll be part of and make you aware of the materials available to support you as you find your feet in the first, hectic few weeks. Over the next few pages you'll be able to access some excellent resources.

- The North West Trainee Network Board; who we are & how we can help you
- An outline of the Modernising Scientific Careers (MSC*) courses
- A jargon buster to get you familiar with the acronyms you'll come across
- Useful contacts and links
- FAQs and tips for navigating your portfolio and assessments
- How to get involved with schools, science festivals, engage with the general public or represent trainees in your own specialism

On behalf of scientists across the North West, enjoy getting stuck in, and good luck!

The North West Healthcare Science Trainee Network Board

***Please see the Jargon Buster for full definitions of any underlined words or phrases.**

The North West Trainee Network

What is the North West Healthcare Science (NWHCS) Trainee Network Board?

The board is a collection of STP and PTP trainees who meet four times a year to discuss issues around training and healthcare science in the North West. To try and represent the interests of trainees across the whole region, the board has members from different scientific disciplines, universities, hospitals, year groups, and backgrounds.

Why do we need a trainee network?

During your training, there may be occasions when problems arise which bother you and other trainees but are not apparent to supervisors or the National School of Healthcare Science (NSHCS). The network board aims to provide a link between individuals and regional or national bodies (e.g. NSHCS) so that common problems can be identified and solved. Besides this, we serve to encourage and support trainees at the early stages of their careers, provide opportunities for networking and raise the profile of healthcare scientists by representing trainees at a variety of events in the NHS and beyond.

What does the Trainee Network Board actually do?

Last year the network held a welcome evening for new trainees, conducted a survey amongst North West trainees and presented feedback to the Head of the NSHCS, highlighting difficulties with the STP and proposing solutions. At Christmas, we held a successful networking event with talks from the Chief Scientific Officer, Professor Sue Hill (OBE) and Ran Mackay (Head of Medical Physics at the Christie Hospital). The network board collaborated with MAHSE to support the showcasing of trainee research projects. Network members represented trainees at events, authored articles, established a webpage, provided information for interviewees and produced this welcome pack!

How can trainees get more involved with the network?

Simple - anybody who is a trainee can join the network board by getting in touch with a chair (see contacts and links). Of course, there's a limit on the numbers that can be accommodated at meetings, so if your specialism is already represented you'll be put on a reserve list until a place is available. We are especially keen to recruit trainees in **cellular sciences, genetics, clinical bioinformatics** (genomics, physical sciences, health infomatics science), **gastrointestinal physiology and urodynamic science**.

The Gist

What can I expect of the PTP?

The PTP is a 3-year degree programme in one of a number of BSc (Hons) Healthcare Science courses including: Life Sciences; Physiological Sciences (Cardiovascular, Respiratory & Sleep); Physiological Sciences (Neurosensory Sciences); Physical Sciences & Biomedical Engineering (Medical Physics) and Physical Sciences & Biomedical Engineering (Clinical Engineering).

The following gives the gist of what you can expect each year. However, total placement weeks, placement hospital and the time of year that placement occurs all may vary depending on university and programme choice (remember placements will be rotational, so you may find yourself in a different hospital department/laboratory each year):

Year 1: Primarily university based covering generic modules & laboratory projects. Some fundamental specialist content may be taught on specialist block weeks. First year also includes an observational 10-week placement in a clinical department/laboratory within your chosen specialism and perhaps an associated specialism (e.g. if specialising in Cardiac Physiology, you may rotate a small number of weeks within Respiratory Physiology during this time also). Throughout this time on placement you will need to complete a reflective logbook.

Year 2: Involves both specialist modules and other generic modules, followed by two specialist exams. Completion of a 15 week placement will allow you to get hands on, applying fundamental skills in a clinical environment. Alongside placement you will need to keep a logbook of evidence and record what is expected of you.

Year 3: Effectively a clinical year, involving a 25 week placement within another different clinical department/laboratory, allowing you to put the skills you've learnt as a Healthcare Science Practitioner into practice for a six month period. During this time on placement, you will undertake a piece of dissertation project/research in the department/laboratory. At university you will also undertake the last of your specialist modules, which will be followed by two final exams encompassing all areas taught over the degree. Lastly, you will have to collect the final evidence needed to complete your logbook for the year.

Throughout the three years you will also be assessed on your clinical and professional skills. This will take place through the following:

- Direct Observations
- Observed Clinical Events
- Competencies
- Case Based Discussions
- Logbooks
- Project/dissertation

On completion of the PTP, you will be eligible to register with a professional body (see FAQs section for advice on finding out more information). Now qualified, you may find that you want to apply for a job. Alternatively, you may want to further your education and apply for the STP. Either way, as a Healthcare Science Practitioner you will ensure that your department or laboratory provides an accurate, relevant and accessible service to clinicians and patients, keeping up to date with the latest research and technological developments.

FAQs

Who can sign off competencies and assessments in my evidence logbook?

Your placement work based assessor (WBA) or a particular person that your WBA has agreed has an appropriate level of experience in the area of skill that the competency is designed to test.

Is there any funding to cover travel expenses when I'm on placement?

Your university will provide details of the processes they may, or may not, operate for the reimbursement of travel and accommodation costs incurred as a consequence of undertaking clinical placements. In some cases limited support might be available from the university.

I'm having problems with my training officer - how do I get help?

The actions to be taken depend somewhat on the nature of the problem. If you are concerned about the standard of teaching at your hospital, the first step (where appropriate), is to speak to your WBA. If this proves unfruitful, then assistance should be sought from one of the Practice Education Facilitators (PEFs) within your employing organisation (see page 10).
In the event that matters are not resolved, you can contact your university link and they will advise you accordingly.

Issues surrounding training in the North West can also be taken to any member of the Trainee Network Board, or to the North West Healthcare Science Network via Helen Liggett (see contacts and links). General problems relating to particular specialisms or themes should be taken to the National School of Healthcare Science, via themed board reps (see contacts and links).

How do I submit feedback about my course?

Through a member of the Trainee Network Board (see contacts and links). These sources will feed any persistent problems back to the National School of Healthcare Science, and keep you updated with any responses they receive.

FAQs

What happens after I graduate from my PTP programme?

Provided you have completed all parts of the programme successfully, you will be able to apply for Healthcare Science Practitioner jobs – remember that placement is a long interview process and references you use to apply for jobs will generally come from university tutors or your WBAs from placements. Alternatively, you may consider continuing your education by applying for the STP programme (see appendix 2 for list of specialisms or NHS Careers for more details).

What is a placement?

A large part of the PTP is placement time as it is highly important to gain clinical experience. This is to allow you as a trainee to get hands-on and apply the techniques you have been taught within a clinical setting. You will experience three rotational placements over the training period – this will allow you to experience a variety of hospitals and departments. Your placements may vary based on the programme and university (see 'The Gist' section for more information).

Which professional body should I register with when I graduate from the PTP?

On completion of the PTP you should be able to register or join a voluntary register as a Healthcare Science Practitioner. The state registration process is dependent on your specialism, so please refer to individual professional bodies for specific information..

What is a CPD folder and what should I put in it?

As a trainee and part of your progression you should try to keep a CPD (continuing professional development) folder, in order to show your development and improvement throughout the course. This folder will also allow you to show employers (when you go for your first job) what you have completed throughout your course, and how you have developed.

CPD folder evidence may include:

- keeping a record of any tasks you complete which don't come under other areas of the PTP programme
- logging any time spent attending other conferences or meetings (this is handy for displaying continual professional development)
- logging any time spent on courses that the department have put you on
- drafting timetables or 'objectives' before starting a new year of the PTP; what do you hope to learn? When do you intend to carry out different tasks?
- logging any feedback you have received and detailing how you will act on any constructive criticism that has been offered.

FAQs

What is a PEF (Practice Education Facilitator)?

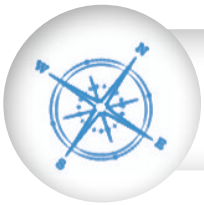
The role of the PEF is to ensure a high quality learning environment within their trust for all learners on NHS supported programmes. They aim to ensure that all students/trainees receive an outstanding experience while on placement and that their training will meet quality assurance standards and regulatory body requirements.

The educational support offered includes:

- on site support for educational queries
- advice on completion of relevant paperwork
- support for trainees requiring reasonable adjustments
- support for mentors
- information on supervisor-mentorship courses
- information on general interest lectures within the trust.

PEFs will introduce themselves to you at the start of the programme or placement. If you do not have their contact details they can usually be found on your trust intranet or at: http://www.nwhcs.nhs.uk/resources/msc-resources

(log in to the North West HCS website > 'Resources' tab>select 'Modernising Scientific Careers Resources' from the drop-down menu> scroll down to 'North West Practice Education Facilitators' and follow the 'Practice Education Facilitators' link to bring up a table of PEFs.)



Survival Tips... from Existing Trainees

Collect everything - it's much better to have too much evidence and end up not using some than to have too little. In some cases you might not need that particular piece of evidence for that year; however you may be able to use it for the next year ahead. Refuse to walk away from a single lab technique or tutorial without some hard evidence of having been there, be it some data, a photograph or a diary note to say you attended something!

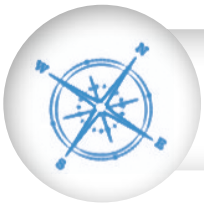
Keep a running record of any meetings or conferences you attend, plus presentations you give and 'extra-curricular' activities you are involved with - **this will help in completing your CPD folder**.

Set your own goals and deadlines for completing assessments and stick to them or get one of your peers to hold you to account - senior managers are often pressed for time and won't be able to manage the details of your day-to-day training. It's good to have a realistic plan of how everything will fit into a year to stop you from falling behind, and realising that you're learning and developing is very motivating. If you have no idea where to start planning, ask an older trainee or TNB member how they structured the year you are about to complete and begin by timetabling in fixed events and university blocks.

Push through the awkward barrier - the initial observational period of watching techniques and shadowing other people can feel pretty odd at times, but will be useful in the long-run, so stick with it [even if it involves following one person round a lot]!

Make friends with other PTP trainees - they don't have to be of the same specialism, or even at the same hospital - as long as you have somebody you can email with questions, problems or for general support. You'll meet plenty of other healthcare scientists at university, local meetings and conferences or events run by the Trainee Network Board. Second or third years can be particularly valuable in helping you settle, knowing who to speak to about different aspects of your course and providing examples of work.

Keep a notebook handy at all times – this is invaluable for recording passwords, phone numbers or details of procedures and techniques. You may also want to jot down reference numbers of any interesting cases or anything you don't understand and want to look up later (remember to keep patient details totally confidential).



Survival Tips... from Existing Trainees

Figure out how you learn best to help you study for your university course. Some people love practical work, others swear by pictures, tables or flow charts, and others still find case studies very memorable (the author is personally very big on tables and case studies). In any case, assigning the months before your university exams to completing assessments en masse can be a really smart way of combining time on placement with academic revision.

Look smart on placement - Make sure you always look professional, even if you are in a uniform, including appropriate footwear. Strong first impressions are important!.

Before placements begin, go and introduce yourself or email your WBA - Introducing yourself and making the effort to meet the department before you start placement will help you familiarise yourself not only with the department, finding the department within the hospital but will be useful to review how long it takes to travel there so you are not late on your first day!

Remember placement is a long interview process - it is vital that you make the most of your rotational placements. Having a positive impact and good impression on departments you visit will only help you when acquiring references for job applications or in other lucky cases where a vacant post in a hospital you have been on placement arises.

Roles and Responsibilities

As a trainee in the North West, both you and your placement organisation come under the 'NHS Placement Charter,' which is shown in the table below (or can be found at http://nw.hee.nhs.uk/wp-content/uploads/sites/480/2013/06/HENW-Placement-Charter-Poster1.pdf).

This is a set of agreements, developed in the North West, which outlines the responsibilities that you have towards your employer as a PTP, and those that they have towards you. Together, adherence to the charter ensures that trainees can learn in a safe environment of high-quality, and that they are prepared to uphold the NHS constitution and for a career as a Healthcare Science Practitioner, in a multi-professional team.

Placement Pledges	Rights, Roles and Responsibilities of learners
Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience.	Prepare adequately for the placement, including contact with the placement in advance. Disclose any health or learning needs that may impact on the placement, or the achievement of learning outcomes.
Promote a healthy and 'just' workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or 'risk', including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity. Respond appropriately when concerns are raised.	Raise any serious concerns about poor practice or 'risk', including unacceptable behaviours and attitudes observed at the earliest opportunity. Be clear who to report any concerns to in order to ensure that high quality, safe care to patients / service users and carers is delivered by all staff.
Provide all learners with a named and appropriately qualified / suitably prepared mentor / placement educator to supervise support and assess all learners during their placement experience.	Actively engage as an independent learner, discuss learning outcomes with an identified named mentor / placement educator, and maximise all available learning opportunities.
Provide role modelling and leadership in learning and working, including the demonstration of core NHS 'values and behaviours' of care and compassion, equality, respect and dignity, promoting and fostering those values in others.	Observe effective leadership behaviour of healthcare workers, and learn the required NHS 'values and behaviours' of care and compassion, equality, respect and dignity, promoting and fostering those values in others.
Facilitate a learner's development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team.	Be proactive and willing to learn with, from and about other professions, other learners and with service users and carers in the placement. Demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team.
Facilitate breadth of experience and inter-professional learning in placements, structured with the patient, service user and carer at the centre of care delivery, e.g. patient care pathways and commissioning frameworks.	Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to learn with and from patients, service users and carers.
Adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment across the placement circuit in order to support the achievement of placement learning outcomes for all learners.	Ensure effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level.
Offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation.	Comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations.
Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners.	Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner.

- 'Learner' refers to all health, education and social care students, trainees, hosted learners.
- 'Placement' relates to all learning environments / work based learning experiences.
- 'Mentor'/ 'placement educator' relates to all trainers / supervisors / coordinators appropriately qualified / suitably prepared to support learners.
- 'Professional and regulatory body and organisation' relates to standards required to ensure patient and public safety, and professional behaviours.

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Section 1: The Training Course

MSC – Modernising Scientific Careers: Modernising Scientific Careers (MSC) is a UK-wide education and training strategy for the whole healthcare science workforce which aims to standardise entry routes into healthcare science careers, training programmes and assessment methods. The consultation began in 2008 and was followed by a pilot programme in 2010 with full implementation across England commencing in 2011. Aspects of the MSC strategy cover every step of the career pathway (from assistant to consultant) forming a wide career framework, of which the PTP programme is one part. For more information, see: http://www.nhsemployers.org/~/media/Employers/Documents/Plan/ExplainingTheFacts_Br0935_6a%20as280114.pdf

PTP – Practitioner Training Programme: An accredited undergraduate training programme which (upon successful completion) will qualify students to work in the NHS as Healthcare Science Practitioners within a chosen specialism (e.g. Cardiac Physiology, Renal Technology or Genetics Science). The PTP programme involves completion of generic and specialist university modules over three years alongside work-based placements, culminating in a research project, written dissertation and synoptic examination. Please see 'The Gist' for further information.

STP – Scientist Training Programme: A graduate programme which (upon successful completion) will qualify participants to work in the NHS as a Healthcare Scientist in a specific specialism such as Medical Physics, Clinical Biochemistry or Audiology. For information on the STP structure, please see the STP Welcome Pack.

HSST – Higher Specialist Scientific Training: A doctorate level training programme which (upon successful completion) will qualify participants to work in the NHS as a Consultant Healthcare Scientist. HSST programmes are competitive and rigorous, lasting up to 5 years. Though the programme has a general framework (e.g. a work-based portfolio, written and practical exams, research project and viva), the programme of learning will be designed around the individual's learning needs.

DOP – Direct Observation of Practical Skills: A mini practical, in which you choose a supervisor to watch you perform a technique and score your laboratory skills and understanding of the procedure.

OLAT – Online Learning Assessment Tool: An electronic portfolio, consisting of competencies, assessments (DOPs + CBDs + OCEs) and a reflective log. Used for storing and submitting work, receiving feedback, logging any meetings attended or lessons learnt etc.

CBD – Case-based Discussion: A mini tutorial, in which you learn about a specific problem or treatment by looking at a single case in detail, and discussing it with your supervisor. Different supervisors may choose to conduct CBDs in different ways; some will assign students one or two cases to read over, followed by a question session whereas others may expect you to select your own case studies and prepare a short presentation around each case.

OCE – Observed Clinical Event: A mini clinical-skills assessment in which students are scored on their interaction with patients or clinicians.

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CPD – Continuing Professional Development: A professional development folder which presents an individual's progression, development and improvement throughout a period of time, i.e. from year 1 to year 3.

WBA - Work Based Assessor - The individual nominated to oversee completion of your PTP logbook throughout each placement.

Section 2: On Placement

SOP a.k.a 'Work Instruction' – Standard Operating Procedure: A document outlining how a particular procedure is performed. SOPs may cover diverse topics, ranging from experimental methods to clinical procedures, statistical exercises or operation of a particular piece of equipment.

BMS – Biomedical Scientist: Skilled members of staff who carry out or manage laboratory procedures on a day-to-day basis. Depending on the discipline, equivalent staff may have slightly different names e.g. a 'GT' (genetic technologist) in genetics labs.

AP / MLA – Associate Practitioner / Medical Laboratory Assistant: Trained technicians who support the daily running of a hospital laboratory by assisting with a wide range of tasks such as I.T. or paperwork, practical work, maintenance of equipment and provision of consumables.

EQA - External Quality Assurance: A programme or scheme designed to aid hospitals in assessing clinical or laboratory performance, relative to other centres enrolled on the scheme. Generally this involves receiving sample material, testing it, submitting a result and receiving a report which outlines the target result and the results obtained by each participating centre. Schemes may be local, national or international, depending on the popularity of the test in question.

IQC – Internal Quality Control: procedures which allow the precision of a particular task to be assessed regularly. The use of IQC allows all of the variables which may be affecting an experiment to be monitored and increases confidence that accurate patient results are being obtained.

IR – Incident Report: A report submitted to local or hospital-wide risk departments detailing the nature of any adverse incident (e.g. accidents, misdiagnosis or mistreatment, breaches of confidentiality). Reports are logged and monitored in order to identify any common risks or trends, which may be prevented to improve the safety of employees or patients.

MDT – Multidisciplinary Team Meeting: A session in which members of staff from different areas of expertise collaborate to discuss particular patients, results, patient management or other topics relating to clinical practice.

OP – Outpatient: A patient who attends clinics under the care of a named doctor or professional associated with a particular hospital (unlike GP patients), but are not resident within the hospital itself (unlike inpatients).

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HCA – Healthcare Assistant: Ward staff who assist nurses in providing patient care by carrying out tasks such as washing patients, distributing drinks and meals and listening to patient concerns.

F(Y)1 / F(Y)2 – Foundation Year 1 / 2: the programme undertaken by newly-qualified doctors, in the years following graduation from medical school. Often used interchangeably as a job title (in the same way as 'STP' or 'PTP' are).

CCG – Clinical Commissioning Group: Groups which arrange the provision of healthcare services (e.g. urgent and emergency care, community health services, mental health and disability services) in a particular area of the country, and discuss the need for new services. Every GP practice in a specific region must belong to a CCG, and GPs play a major role in CCGs, assisted by nurses and specialists from hospitals and other secondary care centres.

Section 3: Professional Networks

Different healthcare science specialisms are associated with a variety of different professional bodies, which provide representation for professionals in a specific area at all stages of their career and influence training and employment opportunities. You will become familiar with the body that is most relevant to you when you begin training, but as examples these include: **IPEM (physics),** the **ACB (biochemistry, haematology and immunology), BSHI (Haematology, Immunology, Histocompatibility and Immunogenetics), BSA/BAA (audiology)** and the **IBMS (Biomedical Sciences)**.

MAHSE – Manchester Academy for Healthcare Scientist Education: A partnership between the University of Manchester, Manchester Metropolitan University, University of Salford, other north west universities and healthcare scientists from affiliated NHS trusts. Any trainees studying the academic components of PTP or STP programmes in Manchester are members of MAHSE, and all trainees in the North West have access to MAHSE events, such as the project and research showcase, through the Trainee Network Board.

AHSN – Academic Health Science Network: These are large collectives that exist across the UK and are designed to enhance collaboration between scientists working in the NHS, universities and industry. AHSNs aim to promote innovation and accelerate the adoption of new technologies into the fields of healthcare science or outside the NHS. There are two AHSNs in the North West: The North West Coast AHSN, and Greater Manchester AHSN.

PEF – Practice Education Facilitators: Designated trainers, who are responsible for ensuring a high quality of teaching for students employed by NHS trusts (for further information, see FAQ).

AQuA – Advancing Quality Alliance: A body with membership from foundation trusts, mental health trusts, clinical commissioning groups and local authorities across the North West, aiming to improve the quality of healthcare in the region.
See: http://www.advancingqualityalliance.nhs.uk/

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CLN - Clinical Leaders Network: a body of professionals working in all fields of healthcare who meet regularly to discuss key topics facing the medical and scientific industries.

Themed Board – Each set of specialisms comes under a specific 'theme' e.g. blood and infection sciences, neurosensory sciences. Students within each 'theme' are represented by a nominated individual at regular 'themed board meetings' hosted by the National School of Healthcare Science. These provide a useful route for feedback about education and training.

(NW HCS) TNB – (North West Healthcare Science) Trainee Network Board: A set of trainee volunteers and members of the NW HCS workforce board who meet every 3 months to try and improve training, raise the profile of PTP and STP trainees and encourage them across the north west of England (for more information, see 'The Trainee Network' on page 4).

North West HCS Workforce Board: A team of healthcare scientist staff, working to improve MSC implementation, encourage networking and raise the profile of healthcare scientists across the North West.

National School of Healthcare Science – The working group involved in establishment and day-to-day running of STP and PTP programmes. The National School set curricula and assessments, liaise with universities and workplaces to ensure training programmes are in place, deal with problematic areas of training and educate training officers and other professionals about MSC courses.

Academy of Healthcare Science – The professional body of healthcare scientists which award a certificate of PTP or STP completion to trainees, enabling them to apply for registration as a Healthcare Science Practitioner or Scientist.

HCPC – Health and Care Professionals Council: A body which holds and maintains registers of qualified health, psychological and social work professionals in the UK, and outlines codes of practice for different jobs. This prevents fraudulent use of protected titles, provides public assurance that their healthcare is being provided by a trained individual and ensures that registered scientists keep their knowledge and skill up to date. Please see the 'FAQ' section for further information on registering with the HCPC or another professional register.

HEI – Higher Education Institution: A university or learning establishment that delivers the academic component of a PTP programme.

HEE – Health Education England: a body responsible for the education, training and personal development of every member of staff employed by the NHS. HEE work with the National School and North West HCS Workforce Board to ensure that scientific training is being delivered according to national standards and strategies.

STEMNET – Science, Technology, Engineering and Mathematics Network: an educational charity which promotes science, technology, engineering and maths in schools and colleges across the UK. STEMNET relies on volunteers to enthuse children and young adults about science and encourage them to become the next generation of Healthcare Scientists! For more information, please see the section titled 'Get Involved.'

Contacts and Links

Although not exhaustive, we hope this list of contacts and websites will help you to address any topics which are not covered in this welcome pack. If you can't find what you're looking for, please email us at **northwesttnb@gmail.com** and we'll do our best to sort it out or point you in the right direction.

Trainee Network Board – STP MEMBERS:

Name	Role	Specialism, Year	Email and Base Hospital
Suzanne Armitage	STP Member	Clinical Biochemistry, 2011 - STP	suzanne.armitage@nhs.net University Hospital of South Manchester
Natalie Abbott	Regional Chair (Mersey & Cheshire)	Radiotherapy Physics, 2012 - STP	natalieabbott@nhs.net Royal Liverpool University Hospital
Maria Flenley	Secretary	Clinical Biochemistry, 2012 - STP	maria.flenley@lthtr.nhs.uk Royal Preston Hospital
Kia Langford-Smith	Webmaster	Clinical Biochemistry, 2012 - STP	kia.langford-smith@aintree.nhs.net Aintree University Hospital
Craig Portsmouth	STP Member	Clinical Biochemistry, 2012 - STP	craig.portsmouth@nhs.net Salford Royal Foundation Trust
Tanjina Choudhury	STP Member	Reconstructive Science, 2013 - STP	tanjina_hc@hotmail.co.uk Whiston Hospital
Rushana Hussain	STP Member	Microbiology, 2013 - STP	rushana.hussain@boltonft.nhs.uk Royal Bolton Hospital
Saira Hussain	Communications Lead	Audiology, 2013 - STP	saira.hussain@postgrad.manchester.ac.uk University Hospital of South Manchester
Samantha Shannon	Regional Chair (Cumbria & Lancs)	Critical Care, 2013 - STP	samantha.shannon@cmft.nhs.uk Manchester Royal Infirmary
Abdul Khalid	STP Member	Medical Physics, 2013 - STP	Abdul.Khalid@christie.nhs.uk The Christie Hospital, Manchester
Chris Daft	STP Member	Medical Physics, 2013 - STP	christopherdaft@gmail.com Merseyside Training Consortium
Michael Gornall	STP Member	Imaging with Ionising Radiation, 2013 - STP	Michael.Gornall@christie.nhs.uk The Christie Hospital, Manchester

Contacts and Links

Trainee Network Board – PTP MEMBERS:

Name	Role	Specialism, Year	Email and Base Hospital
Samantha Thorn	Regional Chair (Greater Manchester)	Cardiac Physiology, 2010 - PTP	samantha.thorn@uhsm.nhs.uk University Hospital of South Manchester
Rabia Afzal	PTP Member	Life Sciences, 2013 - PTP	rabia.afzal@stu.mmu.ac.uk Manchester Metropolitan University
Saadiyah Patel	PTP Member	Life Sciences, 2013 - PTP	saadiyah_patel@live.co.uk Manchester Metropolitan University
Ikra Majeed	PTP Member	Cardiac Science, 2013 - PTP	ikra_majeed@hotmail.co.uk Manchester Metropolitan University
Maimona Baig	PTP Member	Audiology, 2013 - PTP	maimona.baig@student.manchester.ac.uk University of Manchester
Ambreen Ahmad	PTP Member	Audiology, 2012 - PTP	ambreen.ahmad@student.manchester.ac.uk University of Manchester

Contacts from the North West Healthcare Science Workforce Board

Helen Liggett: North West Healthcare Science Workforce Lead
Email: Helen.Liggett@srft.nhs.uk

Contacts and Links

Themed Board Reps

These individuals represent trainees from across the UK within a particular specialism to the National School of Healthcare Science. They rely on your feedback in order to influence and inform proceedings at the school and are responsible for preparing feedback reports after themed board meetings. Look out for these as they often contain crucial updates from the National School!

Themed Board	Name	Specialism	Contact
Physiological sciences – CCVRS	Richard Clements	Cardiac Science 2012	Richard.Clements@porthosp.nhs.uk Portsmouth Hospitals NHS Trust
Physiological sciences – CCVRS	James Pearson	Gastro and Uro 2012	James.Pearson@manchester.ac.uk University Hospital of South Manchester
Physiological sciences – Neurosensory sciences	Saira Hussain	Audiology 2013	saira.hussain@postgrad.manchester.ac.uk University Hospital of South Manchester
Physiological sciences – Neurosensory sciences	Claire Thwaites	Audiology 2013	Claire.thwaites@gwh.nhs.uk Great Western Hospitals NHS Foundation Trust
Life sciences – Blood and infection sciences	Hannah Fearon	Clinical Biochemistry 2013	hannah.fearon@nhs.net King's College Hospital NHS Foundation Trust
Life sciences – Blood and infection sciences	John Wadsworth	Clinical Biochemistry 2013	john.wadsworth@rlbuht.nhs.uk Central Manchester University NHS Trust
Life sciences – Cellular sciences	Rebecca Haines	Genomics 2013	Rebecca.Haines@nuh.nhs.uk Nottingham University Hospitals NHS Trusts
Physical sciences	TBC		

Contacts and Links

Websites (1) Course Information and Resources

North West Healthcare Science network:
http://www.nwhcs.nhs.uk/
For information about events in the North West, trainee reports and resources

OLAT (Online Learning and Assessment Tool):
https://olat.nshcs.org.uk/
Outlines curriculum including competencies, professional practice modules, assessments and reflective log.

The National School of Healthcare Science:
http://nshcs.org.uk/
Curricula, learning guides, information about assessments, general course info.

Trainee Handbook:
http://nshcs.org.uk/images/sciencehandbook_FINALWEB2.pdf

MAHSE:
http://mahse.co.uk/
For information about applications and contact details for University of Manchester course administrators.

Academy for Healthcare Science:
http://www.ahcs.ac.uk/
For information on professional qualifications and registration.

Websites (2) Professional Bodies

To find the professional body that is relevant to your discipline, please visit:
http://www.nwhcs.nhs.uk/resources/useful-links
Scroll down the page for a full list of professional healthcare science bodies.

The Health and Care Professions Council
http://www.hcpc-uk.org.uk/
For codes of practice and information on registration.

Health Education England
http://hee.nhs.uk/
For news and details of loacal and national educational provision.

NHS England
http://www.england.nhs.uk/
News, reports and resources for NHS employees.

Contacts and Links

Websites (3) Technical Information

Department of Health:
https://www.gov.uk/government/organisations/department-of-health
For information on NHS structure, reports, reforms and publications detailing disease prevalences, outbreaks, lifestyle factors and medical guidance.

Lab Tests Online:
http://labtestsonline.org.uk/
For information on laboratory testing and diagnosis.

Medscape
http://www.medscape.com/
Information for medical professionals on prescriptions, diagnosis and treatment of specific conditions and current topics in healthcare.

NHS choices:
http://www.nhs.uk/Pages/HomePage.aspx
For information about disease, tests and services offered by the NHS.

NICE (National Institute for Clinical Excellence):
http://www.nice.org.uk/
For guidelines on treatment and management of different conditions and links to the BNF (British National Formulary) for information about medications and prescriptions.

Public Health England
https://www.gov.uk/government/organisations/public-health-england
Information on protecting and improving health and wellbeing in the UK.

WebMD
http://www.webmd.com/
Information for the public on pharmaceuticals, diagnosis and treatment of specific conditions and current topics in healthcare.

WHO (World Health Organisation) UK
http://www.who.int/countries/gbr/en/
For statistics on health and disease in the UK, news and current topics.

Get Involved

Completing the PTP course is a not just about learning in clinical and educational settings, but provides a fantastic opportunity to get involved in a wider range of events and activities. These do not necessarily have to be directly related to your specific specialism and are a chance to help improve your skills.

As mentioned in the FAQ section, different supervisors may have different requirements when it comes to allowing their students to participate in activities during work time, however, according to Health Education North West, voluntary activities outside the workplace should be recognised and encouraged.

(For more information on the 'Ambassador Promise,' follow the link and contact address at: http://nw.hee.nhs.uk/wp-content/uploads/sites/480/2013/12/@HENorth-West-Issue-1.pdf)

Examples of activities include:

Volunteering:

Become a STEM Ambassador

A STEM (science, technology, engineering and maths) Ambassador is any professional from the mentioned backgrounds to inspire children and young adults in portraying the possibilities of studying STEM subjects. You don't have to teach a class, but just assist teachers in interactive lessons or workshops. You could even be asked to a careers 'speed dating' event or to judge talent shows or competitions. For more information and to sign up, visit: http://www.stemnet.org.uk/

The Big Bang Fair

This is an annual national event where different scientific and technological sectors are able to showcase their field in innovative and exciting ways. Next year's event will be held at the NEC, Birmingham, 11th - 14th March 2015. Volunteers are always needed and this is a chance to improve organisational and team working skills, with networking opportunities also. This is a fantastic way to highlight the importance of healthcare sciences, and can also help develop your own confidence and professionalism. Information can be found at: http://www.thebigbangfair.co.uk/

Get Involved

Representation:

University course representative

Each course at the various universities will require a course representative to act as the point of contact between the trainees on your course and staff. As a rep you'll need to help raise any concerns and help disseminate information. You do not necessarily have to act as the representative for all three years of the course, but it can help demonstrate leadership skills (and always looks great on a CV!)

NW Trainee Board representative

The trainee board is looking for PTP and STP trainees to ensure that a wide range of disciplines are represented. Visit http://www.nwhcs.nhs.uk/contact-us/nw-hcs-trainees-network-board to see the current list of specialisms covered. Help us voice trainee opinions; there are four meetings each year (so it does not take too much of your time)!

Networks:

As mentioned, the North West Healthcare Science Trainee Network board is here not only to provide support for trainees, but to also provide a series events over the year (see below). These events are an opportunity to network and meet fellow PTP /STP trainees from across the different disciplines. The Clinical Leaders Network has regular meetings that as a healthcare science trainee you are able to attend. For meeting information, sign up on http://www.cln.nhs.uk/

Another network to look out for and to get involved is the Academic Health Science Network (AHSN). There are specific regional networks that have a range of research into innovative approaches in healthcare.

North West Coast AHSN:

http://www.nwcahsn.nhs.uk/index.php

Greater Manchester AHSN:

http://www.gmahsn.org/index.php

These are just a few of the events you can get involved in. They do not take up much time, and can help get a few professional practice competencies signed off!

Watch This Space...

As well as a host of seminars and conferences by professional healthcare science bodies or individual specialisms, the TNB supports three trainee events each year. We are currently hard at work planning future events, but always welcome suggestions and contributions from trainees. Don't hesitate to get in touch with your own ideas. To get you started as you begin to explore the opportunities open to PTP and STP trainees, here are some dates for your diary:

PTP and STP Welcome Evenings - September 2014

Join trainees from across the North West for an informal evening of networking and an introduction to training in the healthcare sciences!

For more information, details of past events and to sign up, please visit: http://www.nwhcs.nhs.uk/

Trainees' Christmas Networking Event - Thursday 11th December, 2014

Come along to learn about life in other scientific disciplines, exciting developments in the NHS and new opportunities for trainees.

For more information, prespectives and pictures of last year's event, please visit: http://www.nwhcs.nhs.uk/

North West Healthcare Science Network Introduction to Leadership - Feb 2015

For more details, please visit http://www.nwhcs.nhs.uk/

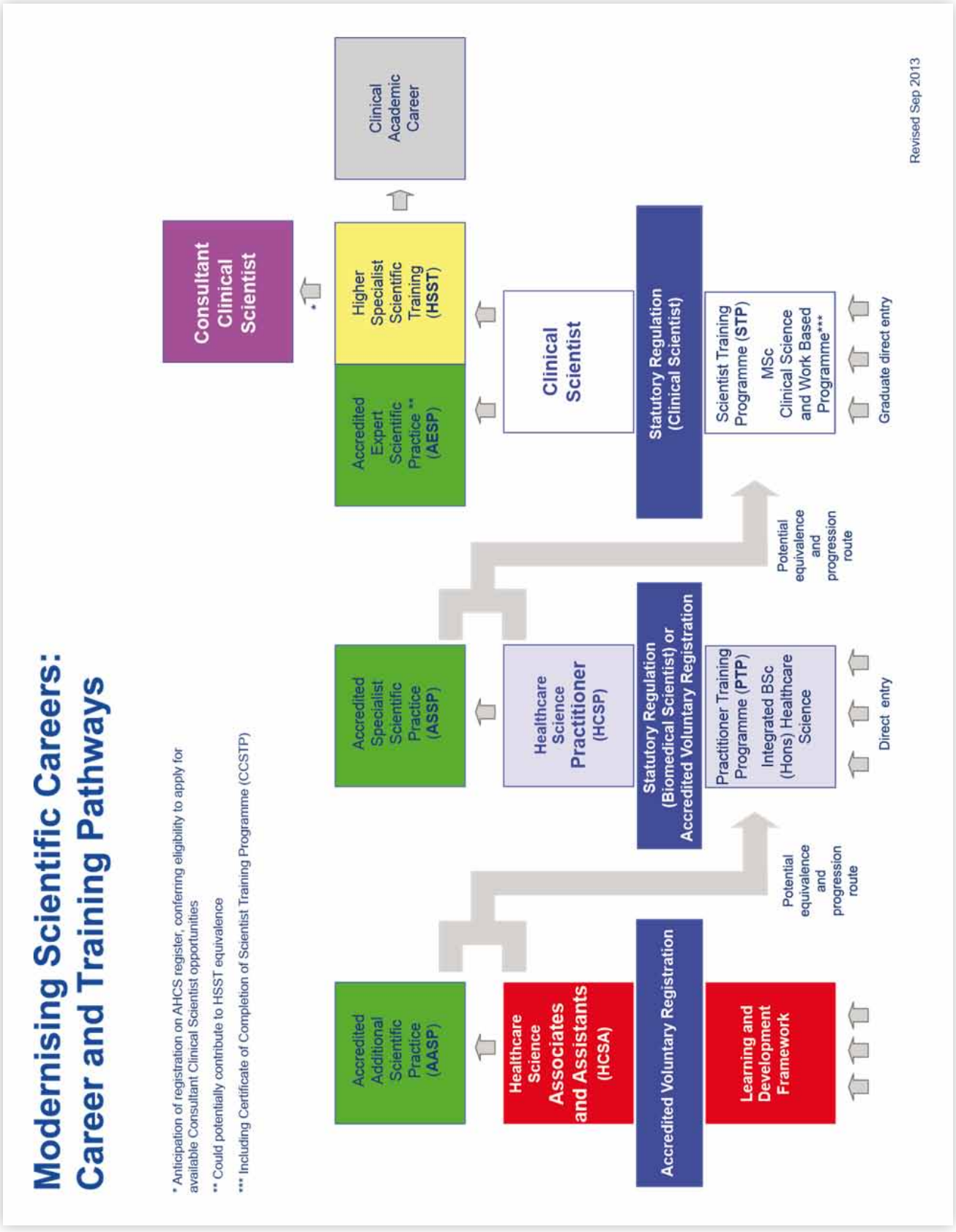
MAHSE Research and Electives Showcase - Thursday 7th May, 2015

An annual celebration of trainee research and innovation hosted by the Manchester Academy of Health Science and Education with the TNB.

For more information, please see: http://mahse.co.uk/

See you there!

Appendix 1 – MSC Career Framework



Appendix 2 – Table of Healthcare Science Specialisms; STP

The NHS Networks website provides a full list of available and accredited programmes at:

http://www.networks.nhs.uk/nhs-networks/msc-framework-curricula/ptp-1/accredited-bsc-hons-healthcare-science-programmes

STEM AMBASSADORS ILLUMINATING FUTURES

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