



Blackpool Teaching
Hospitals
NHS Foundation Trust

LEARNER GROUPS

2022 / 2023





Useful Information

Please use the contents page to navigate to any relevant sections, each option is a clickable link to that learner group page.

On each page you will also find a home icon that will return you to the contents page.

If there are any Learner's that you feel are missing from this Resource, please get in touch with the team at bfwh.practice.educationfacilitators@nhs.net

Thank you to all who have contributed to the creation of this resource.

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Work Experience

Who are They?

Work experience candidates are often learners from local High Schools and Further Education (FE) Colleges. Candidates will often request work experience opportunities to support their University UCAS applications. The Trust also supports Registered Charities and Local Authorities with requests for work experience through its Widening Participation programmes.

Work experience candidates usually spend 1-5 days at the Trust. Work experience gives the candidate the opportunity to develop and demonstrate the values, attitudes and behaviours necessary to work in the NHS.

Where are They From?

-Local High Schools, year 10 and 11 exploring NHS career options as part of their Schools work experience week.

-Local Sixth Form Colleges or FE College

-Local Authorities/Charities

-Ad-hoc requests for the over 16's seeking NHS experience.

What Level is Their Programme (if applicable)

N/A

Where Do They Work in the Trust?

Those who complete work experience at the Trust will have the opportunity to complete their placement in a variety of both clinical and non-clinical areas.

Employee or Learner?

Learner

Type of Duties During Their Role:

Work experience is fully observational/work shadowing at the Trust. Those completing work experience will be fully supervised at all times by an appropriate member of staff.



Work Experience

Qualification Upon Completion:

N/A

Potential Destination Upon Completion

Candidates that complete work experience at the Trust may wish to apply for employment at the Trust, or may be enrolled or planning to enrol in further or higher education.

What Support Do They Need from Their Department Around Supervision?

Services have a responsibility to identify an appropriate mentor or 'buddy' during their work experience. The mentor will be responsible for the local induction and day-to-day management and guidance of the work experience candidate. This is to ensure the candidate has a positive experience at the Trust.

Other relevant information:

The Trust has a Work Experience policy in place which can be accessed on Sharepoint. All work experience requests, or if you would like to host work experience placements, must be directed to the Widening Participation and Apprenticeship Team in the first instance so the correct onboarding process is followed:

bfwh.apprenticeandworkexperience@nhs.net



T Level Health - Adult Nursing Pathway

Who are They?

T Levels are rigorous, classroom-based, technical study programmes at level 3 for 16–18-year olds. T Level learners must complete an industry placement; this is designed to support entry to skilled employment in technical occupations at Level 3 and above upon completion of the programme. The Trust is working with Blackpool and the Fylde College who are delivering the Health T-Level (Adult Nursing pathway).

Where are They From?

Blackpool and the Fylde College

What Level is Their Programme (if applicable)?

Level 3

Where do They Work in the Trust?

T Level learners currently complete their industry placement in a variety of clinical, acute adult areas.

Employee or Learner?

Learner

Type of Duties During Their Role:

Below are just some of the duties that the candidates can assist with while on placement:

- Support housekeeping duties*
- Making up a clean bed*
- Assisting patients in completing menus & collecting menus*
- Replacing yellow/black waste bags*
- Putting away linen/stores*
- Accompanying patients escorted by a Nurse or other health care professional to observe treatments or procedures, with patient consent*
- Personal care to meet hygiene needs including bathing, showering, washing hands and face, hair and nails care, dressing and undressing*
- Assisting patients to mobilise*
- Assisting in the recording of height, weight and clinical observations, if appropriate.*

Qualification Upon Completion

Level 3 technical level qualification - equivalent to 3 A Levels



T Level Health - Adult Nursing Pathway

Potential Destination Upon Completion?

Upon completion, the learner should meet the entry requirements for a number of different clinical vacancies/roles at the Trust, via the normal recruitment process. The achievement of the T Level qualification can support progression onto the Assistant Practitioner Apprenticeship Standard, Nurse Associate Apprenticeship Standard or 4-year Registered Nurse Degree Apprenticeship (pending appropriate experience once in-post).

What Support do They Need from Their Department Around Supervision?

During clinical placements, the T Level student should receive a local induction and be supervised in the work area. Learners must have a named Senior Manager assigned to them and a Mentor or 'buddy' to work with each day. Experienced Health Care Assistants/non-registered professional staff can supervise T Level students under the delegated authority of a Registered Practitioner.

Other Relevant Information?

This is a new qualification. The Adult Nursing T Level will replace the Trust's 'Cadet' programme. Programme start dates for new cohorts will begin towards the end of January each year and will run through to June of the same year (academic year). The learners will be on-site completing their placement 2 days per week. Existing learners who require further placement time will complete any remaining hours from September to December of the same year, 2 days per week.



Princes Trust - 'Get Into' Programme

Who Are They?

The Programme supports young people between the ages of 16-30 who are unemployed or otherwise able to undertake a work experience placement and potentially enter full time employment. The Programme provides young, often marginalised people with the opportunity to gain skills and experience in the Health & Social Care sector and to enable them to progress into training and/or employment in this sector. Candidates will go through a selection process and if successful will then be matched to various work experience opportunities at the Trust, both clinical and non-clinical.

Where are They From?

The young people are from our local community. The Trust works in partnership with Princes Trust colleagues to recruit the young people to this programme.

What Level is Their Programme (if applicable)

N/A

Where do They Work in the Trust?

Those on programme have the opportunity to complete a placement in a variety of both clinical and non-clinical settings.

Employee or Learner?

Learner

Type of Duties During Their Role:

Example - Non-Clinical

- Printing, photocopying and scanning*
- Filing and archiving documents*
- Updating documents using Microsoft Applications*
- Sort and distribute incoming mail, dispatch outgoing mail*
- Ordering of stationery as required*
- Complete room booking for meetings and training upon request*
- Letter writing and distribution*
- Support social media updates*
- Keeping the office tidy*
- Answering telephone queries and taking messages*
- Assisting with setting up rooms appropriately for teaching and training events*
- Assisting with ensuring IT equipment in rooms is ready for use*



Princes Trust - 'Get Into' Programme

Qualification Upon Completion?

N/A

Potential Destination Upon Completion?

Those that complete the Get Into programme in full and receive positive feedback from their placement will gain access to Bank opportunities with a view to supporting their employability and earning potential. Candidates also have the opportunity to apply for vacancies as they arise.

What Support do They Need from Their Department Around Supervision?

Candidates must have a named Senior Manager assigned to them. Services have a responsibility to identify an appropriate mentor for the young person during their placement. The mentor will be responsible for local induction and the day-to-day management and guidance, to ensure they have a positive experience at the Trust.

Other Relevant Information

If you would like to support the Princes Trust and Blackpool Teaching Hospitals by offering a work experience placement, please email bfwh.apprenticeandworkexperience@nhs.net The work experience usually last for 3-4 weeks and provides teams with an opportunity to meet and work with local individuals who are actively looking to secure employment in a Healthcare setting (clinical and non-clinical). Supporting this programme can support your recruitment needs and/or challenges.



Health Academy

Who are They?

Health Academy candidates are learners from St Mary's Catholic Academy in Blackpool. All learners are studying a Science or Health and Social Care A Level and wish to pursue a career in the NHS. The learners will complete an on-site placement at the Trust, 1-day per week. The industry placement gives the students an insight into working at Blackpool Teaching Hospitals and can prepare the candidates for employment, or a health-related degree at a Higher Education Institution.

Where Are They From?

Health Academy students are from St Marys Catholic Academy, St Walburgas Road, Blackpool.

What level is their programme (if applicable)

N/A

Where do They Work in the Trust?

Health Academy Students will have the opportunity to undertake placement in a variety of clinical areas at the Trust.

Employee or Learner?

Learner

Type of Duties During Their Role:

Example - Clinical

Some duties that the students can assist with while on placement may include making up a clean bed, assisting patients in completing menus & collecting menus, replacing yellow/black waste bags, putting away linen/stores, accompanying patients escorted by nurse or other health care professional in order to observe treatments or procedures, with patient consent.

Qualification Upon Completion?

N/A

Potential Destination Upon Completion?

Learners may wish to apply for paid employment at the Trust in the future through the normal recruitment process. Some learners will pursue Higher Education options through University enrolment. Apprenticeships can now be considered as a progression route for this cohort.

What support do They Need from Their Department Around Supervision?

Services have a responsibility to identify an appropriate mentor for the student during their industry placement. The mentor will be responsible for local induction and the day-to-day management and guidance of the student to ensure the student has a positive experience of the Trust. Experienced Health Care Assistants/non-registered professional staff can supervise the students under the delegated authority of a Registered Practitioner.

Other Relevant Information:

The students often have differing career goals and are interested in a mix of different NHS careers. Placements are weekly (each Wednesday) and usually start in the Autumn, run across the academic year and cease the following year in April.



Project Search

Who are They?

Project SEARCH is an international transition to work programme committed to transforming the lives of young people with learning disabilities and autism. The Project SEARCH goal is for its interns to gain paid employment of more than 16 hours per week upon completion of the programme.

Where are They From?

Project SEARCH is run in partnership with Blackpool Council and the young people are from our local community.

What Level is Their Programme (if applicable)?

N/A

Where do They Work in the Trust?

Project SEARCH interns work in a variety of non-clinical areas at the Trust. The interns are supported by their tutor while on-placement until they can work independently. Working hours can be negotiated during the planning stage, before the placement is confirmed.

Employer of Learner?

Learner

Type of Duties During Their Role:

Low level duties that require minimal training can be completed by Project SEARCH interns. Jobs that require regular repetition are also suitable.

Potential Destination Upon Completion?

Those that complete the programme in full can apply for paid employment at the Trust.

Qualification Upon Completion?

N/A

What Support do They Need from Their Department Around Supervision?

Services have a responsibility to identify an appropriate mentor for the young person during their Industry placement. The mentor will be responsible local induction and for the day-to-day management and guidance of the young person so that the young people have a positive experience at the Trust. The interns are supported by their tutor while on-placement until they can work independently.

Other Relevant Information

If you would like to support Project SEARCH and Blackpool Teaching Hospitals by offering a work experience placement, please email bfwh.apprenticeandworkexperience@nhs.net

The work experience placement duration usually lasts for 1 term (approx. 6 weeks) and starts each January. Interns often complete a different placement with a different organisation each term. Supporting this programme is a fantastic way to support local young people into life-changing jobs.



Care Leaver Covenant

Who are They?

The Care Leaver Covenant is a national inclusion programme that supports care leavers aged 16-25 to live independently. This is achieved through a range of activities such as education, employment and training and aims to create meaningful opportunities in five key areas. These are as follows:

- 01. Independent Living*
- 02. Education, Employment & Training*
- 03. Safety & Security*
- 04. Mental & Physical Health*
- 05. Finance*

Where are They From?

The Care Leaver Covenant works in partnership with Local Authorities with the aim of supporting local care leavers aged 16-25.

What Level is Their Programme (if applicable)?

N/A

Where do They Work in the Trust?

The Workforce Education Team offer Care Leavers a point of contact at the Trust, application guidance, mock interview support, sector specific advice and guidance, sharing of Apprenticeship opportunities and work experience opportunities at the Trust. Opportunities can be clinical or non-clinical.

Employee or Learner?

Learner

Type of Duties During Their Role

Varied and similar to the student groups listed above.

Qualification Upon Completion?

N/A

Potential Destination Upon Completion?

Care Leavers will have the opportunity to apply for paid employment at the Trust.

What support do they need from their department around supervision?

Where a Care Leaver participates in one of the Trust's Work Experience or Widening Participation programmes, the Workforce Education Team will contact you to discuss any individualised support requirements.

Other relevant information:

N/A



Sector Based Work Academy Programme (SWAPs)

Who Are They?

The SWAP was developed in partnership with the Department for Work & Pensions (DWP) & Blackpool and the Fylde College (B&FC) as part of the Fylde Coast Health and Social Care Academy. The programme is designed to support candidates who are unemployed, or at risk of long-term unemployment back into the labour market.

Where Are They From?

SWAP works in partnership with the Department for Work and Pensions (DWP) and Blackpool and the Fylde College (B&FC). Candidates are usually 18+ years of age and are from our local community.

What Level is Their Programme (if applicable)?

Before completing their ward based on-site industry placement, candidates will complete a Level 1 qualification in Adult Care and Functional Skills English and maths Level 1 at Blackpool and the Fylde College. The course takes approx. 6-10 weeks to complete and those who complete the programme in-full move onto the work experience opportunity.

Where Do They Work in the Trust?

Those on the SWAP programme will work within clinical ward areas. Our most recent SWAP cohort completed their 1-week industry placement on the Short Stay Unit (Ward 19).

Employee or Learner?

Learner

Type of Duties During Their Role

Below are just some of the duties that the candidates can assist with while on placement:

- Support housekeeping duties*
- Making up a clean bed*
- Assisting patients in completing menus & collecting menus*
- Replacing yellow/black waste bags*
- Putting away linen/stores*
- Accompanying patients escorted by a Nurse or other health care professional in order to observe treatments or procedures, with patient consent*



Sector Based Work Academy Programme (SWAPs)

Qualification Upon Completion?

Level 1 qualifications through CACHE Awarding Body.

- *Preparing to Work in Adult Health and Social care*
- *Well-being*
- *Employability*
- *Health and safety*

Potential Destination Upon Completion

Those that complete the SWAP programme in full and receive positive feedback from their placement area will have the opportunity to interview for Health Care Assistant vacancies. A number of candidates who have completed the programme have successfully secured substantive HCA roles at the Trust.

What Support do They Need from Their Department Around Supervision?

Ward Managers have a responsibility to identify an appropriate mentor to support the candidate during their placement. This person will be responsible for the day-to-day management and guidance while the candidate is on placement. The mentor does not need to be a Registered Professional. Experienced Health Care Assistants/non-registered professional staff can supervise the students under the delegated authority of a Registered Practitioner.

Other Relevant Information

This programme is delivered once a year and placements commence in the Spring.

This programme is a great way to meet and work with individuals who are actively looking to secure employment in a Healthcare setting. Supporting this programme can support recruitment needs and/or challenges.



Benefits of Supporting Work Experience and Widening Participation Programmes

- Develop the future workforce by providing a route to opportunities and showcasing shortage areas.
- Hosting work experience placements contributes to ensuring the next generation of health professionals.
- Create further relationships with the local community, providing an opportunity for colleagues to engage, inspire and inform its local population.
- Widen access to opportunities in healthcare and support greater diversity and inclusion.
- Develop and engage staff - it is an opportunity for all staff to develop their management and teaching skills and for them to inspire people.
- Gain fresh insights and see the organisation through someone else's eyes.
- Support the Trust in meeting its Anchor Intuition responsibilities and build a stable workforce that represents the community it serves.



Apprentices

Who are They?

All Apprentices are employees of the Trust.

The Trust has 100's of individuals who are currently enrolled onto an Apprenticeship. Apprentices can be new employees, employed as an 'Apprentice' (or Trainee) and who will undertake the completion of their Apprenticeship as part of their new role. Other colleagues who are enrolled onto an Apprenticeship may be completing the programme in their existing role, on their same terms and conditions, and have utilised the programme to enhance their existing skills, knowledge and behaviours, qualified status, and/or who are utilising the programme to support career progression.

Where are They From?

We have colleagues enrolled onto an Apprenticeship across all Divisions, both clinical and non-clinical, across over 25 different Standards. Apprentices will be enrolled onto Apprenticeship Standards that range from Level 2 to Level 7. There are no upper age limits for Apprenticeships.

What level is their programme (if applicable)

What Level is Their Programme (if applicable)?

Level 2 to Level 7

Employee or Learner?

Employee

Type of Duties During Their Role

Apprentice's duties will vary significantly depending on their experience, job role and level of Apprenticeship Standard that they are enrolled onto. An Apprentice's duties may be basic to start with, but should increase in complexity as they move through their Apprenticeship.

Apprentices can support qualified members of staff with day-to-day duties and significantly contribute to the output or service of a team. An Apprentice can be stretched and challenged as they progress and should become an integral part of the team.

Clinical Apprentices will have a clear understanding of what they can and can't do when in the workplace. Clinical Apprentices may have a base placement, but may also complete new learning in other divisions or services across the Trust.

Qualification Upon Completion

Level 2 to Level 7 - varied



Apprentices

Potential Destination Upon Completion

Continued employment at the Trust, progression to higher level Apprenticeships

What Support Do They Need from Their Department Around Supervision?

All Apprentices should be supervised and have a named Mentor in place for the duration of the programme. The mentor does not necessarily have to be a Manager, but does need to be occupationally component. You can develop your Apprentice at a pace that suits both the needs of the role and the Apprentice's capabilities. Health and Safety and limits of authority must be adhered to, but stretch and challenge is acceptable.

Clinical Apprentices may require a particular type of supervision. An Assessor and Supervisor on PARE are an example, with the Assessor being responsible for completing PARE assessments to ensure the learner is competent performing tasks safely and effectively, and possesses the correct knowledge, skills and behaviours to practice.

Other relevant information

All Apprentices must complete Off the Job Training as a component of their Apprenticeship. For Apprentices who work 30 hours per week or more, this equates to 6 hours per week training time.

Accruing this time can be approached in a flexible manner and College or University attendance can contribute to the hours required. Below are practical examples of how a colleague enrolled onto an Apprenticeship can achieve their Off the Job hours:

- Shadowing colleagues*
- Mentoring or coaching*
- Industry specific training (internal and external)*
- Assignment writing*
- Additional learning support session attendance*
- Assignment writing or research activities*
- College or University taught sessions (in-person or remote)*

There is no upper age limit to enrol onto an Apprenticeship. There are many different Apprenticeships on offer across most sector areas and professional disciplines.

Some Apprenticeships can be enrolled onto on the same terms and conditions, others will require enrolment through a competitive process (internal process or via the full recruitment process).

College or University attendance is not always necessary when completing an Apprenticeship.

When recruiting an Apprentice, as Appointing Manager, you can shortlist and interview in the normal way.



Apprentices

Other relevant information

Below are a selection of the Apprenticeship Standards that are utilised at the Trust:

Clinical/Clinical Support Services

*Advanced Clinical Practitioner
Registered Nurse
Operating Department Practitioner
Nursing Associate
Pharmacy Technician
Physiotherapist
Assistant Practitioner
Healthcare Science Practitioner
Podiatrist
Senior Healthcare Support Worker
Occupational Therapist
Health Play Specialist*

Non-Clinical

*Software Developer
Assistant Accountant
Coaching Professional
Business and Administration
Senior Leader
Data Analyst
Project Manager
Chartered Manager*

*If you have any questions or would like to discuss Apprenticeships in more detail, please email:
bfnw.apprenticeandworkexperience@nhs.net*

*For further information on Apprenticeships and to see the range of Apprenticeships available, please visit our
[OneHR](#) page:*

Apprenticeships | [oneHR \(bfnw.nhs.uk\)](https://onehr.bfnw.nhs.uk)



Direct Entry Student Nurse

Who are they?

Pre-registration nursing students (direct entry) is usually a 3-year course, however we do have students who APEL (accreditation of Prior Experiential Learning) in and complete 2 years. We have degree (BSc) students & some Masters (MSc) students. These student nurses are not employed by the Trust but should be treated the same as a Trust employee when they are out on placement with us. As they are not salaried, they are required to apply for student finance and student loan in order to support their studies. Our students come from a whole host of backgrounds & experience, some may have worked in a previous healthcare setting, some may have no experience of this kind of environment at all.

Their learning is divided into 50% theory and 50% practical clinical experience. Their theory modules are determined by the university to ensure they meet accrediting body requirements. For clinical placement experiences, the university will allocate them to one of several NHS Trusts within the Central Lancashire region as their base and from there, gain experience in a range of placement areas. The practice assessment record (shortened to PAR) will outline the specific proficiencies that they will need to achieve for each year and is based on the NMC Future Nurse Proficiencies document which outlines the proficiencies each student nurse should be able to demonstrate at the point of registration (please refer to individual Trust policies regarding the skills required). All students will have specific competencies/proficiencies that they will be required to meet, to allow agreed progression into the next part (year) of the course. These will vary in complexity depending upon which part of the programme that they are in. Students also have professional values which need to be consistently met throughout each placement which relate to the NMC code of conduct & standards.

Where are they from?

Predominantly we receive pre-registration student nurses from UCLan and UOC. However we also do receive student nurses from other university's if we approve elective placements. There is also the new nursing blended programme which allows student nurses to complete their theoretical components predominately virtually (so can be affiliated with universities farther afield such as Huddersfield) but attend placements in their locality.

What level is their programme (if applicable)

Bsc or Msc

Where do they work in the Trust?

They will be allocated placements within the Acute sector in the Trust or within the Community across all divisions. Whilst out on placement students are expected to experience the diverse shifts that nursing presents including nights, weekends, and long days. All students need to experience care across the 24/7, 7 days per week spectrum during their training. Students will experience a variety of placements across both acute & community during their training.

Employer of Learner?

Learner



Direct Entry Student Nurse

Type of duties during their role:

Determined in line with the part (year) they are in and will be detailed in their PAD document.

Qualification at the end?

Upon effective completion of their course, these students will achieve a BSC or MSC in Nursing studies relating to their chosen field (eg. Adult, Child, Mental Health, Learning Disability) and will join the NMC register as a qualified registered nurse.

Potential Destination at the end?

Qualified Registered Nurse in their chosen field (eg Adult, Child, Mental Health, Learning Disability)

What support do they need from their department around supervision?

They will be supported in placement by Practice Supervisors (PS) and a Practice Assessor (PA) in line with the NMC Education Standards. Whilst their supervisor can be a member of another healthcare profession (e.g., ODP) if they have done suitable training and have access to PARE, the PA must be a qualified nurse. They can have various PS who can complete some of their paperwork (such as orientation, initial interview, mid point values and proficiencies), it is the PA who must complete the assessment, summative paperwork and decide if they are able to progress to the next stage of their course. There will be an Academic Assessor (AA) for each placement area from the university who is able to provide support to the student and staff if required. The AA will also liaise with the PA to mutually agree student progression.

Other relevant information:

Students do sometimes have allocated annual leave during a placement & that would be relevant for that whole cohort.

Study days- some students do have allocated study days within the HEI whilst on placement, though this is rare. Students should have evidence of this. Any HEI study day should NOT be signed off on the timesheet by practice staff, as we do not receive evidence that they have attended. However if they attend a study day within the Trust that is organised through us these hours must be counted towards their clinical hours

Some students may be on a make-up time placement & may not have any specific outcomes to complete, however, will still have a timesheet to complete & sign.

Students who fail a placement for whatever reason, may repeat that placement, or complete this in a different area. Under the new NMC standards 2018, students may not progress through to the next year (part) and may be required to repeat the whole year.

If you are experiencing any problems or have any queries regarding direct entry students please contact the PEF team sooner rather than later, so that we can liaise with you in placement & provide support as is required.



Direct Entry Operating Department Practitioners

Who are they?

ODP - Operating department practitioners provide individualised care and skilled support alongside medical and nursing colleagues during the anaesthetic, surgical and recovery phases of a surgical procedure (HCPC website, 2022)

Where are they from?

University of Central Lancashire (UCLan), Edge Hill University

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital; Research; Adults & Children

Employer of Learner?

Learner

Type of duties during their role:

ODP's play an import role in three of the phases of perioperative care: Anaesthetic, Surgery & Recovery.

Anaesthetic- ODP's help and support patients before surgery. They prepare a wide range of specialist equipment and drugs, including anaesthetic machines, intravenous equipment and devices that safely secure the patient's airway during anaesthesia.

Surgery- ODP's prepare all the necessary instruments and equipment for surgery, including microscopes, lasers and endoscopes. They provide the correct surgical instruments and materials to the surgeon. They are responsible for all surgical instruments, equipment and swabs during the operation. They act as a link between the surgical team and other parts of the theatre and hospital. They anticipate the requirements of the surgical team and responding effectively.

Recovery- ODP's support and monitor the patient on arrival to the post anaesthetic recovery unit. They provide appropriate treatment until they have recovered from the effects if anaesthesia or surgery. ODP's ensure the patient has met the discharge criteria and can go back to a ward.

ODP's also provide airway support to the anaesthetist in emergency situations on wards, in A&E and provide intra and external patient transfers.

Qualification at the end?

BSc (Hons) in Operating Department Practice

Potential Destination at the end?

HCPC registered Operating Department Practitioner. Can work in a variety of theatre settings. There are ODP's working in Theatres, Cardiac Catheter Labs, the Resuscitation Team and Research.

What support do they need from their department around supervision?

Student ODP's are allocated a clinical educator for their placements. The clinical educator is responsible for completing the competency schedule to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. A weekly time sheet is signed by the assessor to identify and record the required programme hours. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Physiotherapy

Who are they?

Physiotherapists deal with human function and movement and help people to achieve their full physical potential. They use physical approaches to promote, maintain and restore wellbeing (HCPC website, 2022)

Where are they from?

University of Central Lancashire (UCLan), MMU, University of Salford, Bolton University, University of Manchester. Although at times we may take learners from other Universities.

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital (wards/depts); Community; Adults & Children

Employer of Learner?

Learner

Type of duties during their role:

Physiotherapists help people affected by injury, illness or disability through movement and exercise, manual therapy, education and advice.

Physios use their knowledge and skills to improve a range of conditions associated with different systems of the body, such as:

- Neurological (stroke, multiple sclerosis, Parkinson's)*
- Neuromusculoskeletal (back pain, whiplash associated disorder, sports injuries, arthritis)*
- Cardiovascular (chronic heart disease, rehabilitation after heart attack)*
- Respiratory (asthma, chronic obstructive pulmonary disease, cystic fibrosis).*

Physiotherapists work in a variety of specialisms in health and social care. Additionally, some physiotherapists are involved in education, research and service management (Chartered Society of Physiotherapy (CSP) website, 2022)

Qualification at the end?

BSc (hons) or MSc in Physiotherapy

Potential Destination at the end?

HCPC registered Physiotherapist able to work in a variety of different areas/specialties.

What support do they need from their department around supervision?

Student physiotherapists are allocated a clinical educator on PARE for their placements. The clinical educator is responsible for completing the PARE assessments to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. A weekly time sheet is signed by the assessor to identify and record the required programme hours. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Occupational Therapy

Who are they?

Occupational Therapists (OT)- An occupational therapist uses specific activities [occupations] to limit the effects of disability and promote independence in all aspects of daily life (HCPC website, 2022)

Where are they from?

University of Cumbria & University (UOC), University of Central Lancashire (UCLan)

Although at times we may take learners from other Universities.

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital (wards/depts)

Community

Employer of Learner?

Learner

Type of duties during their role:

An occupational therapist helps people of all ages overcome challenges completing everyday tasks or activities – what we call ‘occupations’.

Occupational therapists see beyond diagnoses and limitations to hopes and aspirations. They look at relationships between the activities you do every day – your occupations – alongside the challenges you face and your environment. Then, they create a plan of goals and adjustments targeted at achieving a specific set of activities. The plan is practical, realistic and personal to you as an individual, to help you achieve the breakthroughs you need to elevate your everyday life. This support can give people a renewed sense of purpose. It can also open up new opportunities and change the way people feel about the future. (RCOT website, 2022)

Qualification at the end?

BSc(Hons) or Msc Occupational Therapy

Potential Destination at the end?

HCPC registered Occupational Therapist

Registered Occupational Therapist can apply to work in a wide variety of settings - hospitals, GP practices, residential homes, social services, charities, schools and prisons.

What support do they need from their department around supervision?

Student occupational therapists are allocated a clinical educator on PARE for their placements. The assessor is responsible for completing the PARE assessments to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. A weekly time sheet is signed by the assessor to identify and record the required programme hours. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Orthoptics

Who are they?

Orthoptists - are the experts in diagnosing and treating defects in eye movement and problems with how the eyes work together, called binocular vision. These can be caused by issues with the muscles around the eyes or defects in the nerves enabling the brain to communicate with the eyes. (www.orthoptics.org.uk, 2022)

Where are they from?

University of Liverpool

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital; Community

Employer of Learner?

Learner

Type of duties during their role:

Orthoptists have an extremely varied caseload. Typically, their work with babies and children involves the management and treatment of amblyopia (or lazy eye) and strabismus (misalignment of the eyes or squint). With adults, they will manage and treat a range of conditions leading to double vision, commonly following neurological episodes, such as strokes or brain damage.

Qualification at the end?

BSc (Hons) or MSc (Hons) Orthoptists

Potential Destination at the end?

In the UK the majority of orthoptists work in eye clinics in NHS hospitals. Some orthoptists also work in community clinics, specialist centres for children with disabilities or carry out vision screening in schools. Orthoptists also assess patients on hospital wards such as neuro-rehabilitation and stroke wards.

What support do they need from their department around supervision?

Student orthoptists are allocated a clinical educator for their placements. The clinical educator is responsible for completing the competency schedule to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Podiatry

Who are they?

Podiatrists - A podiatrist diagnoses and treats disorders, diseases and deformities of the feet. (HCPC website, 2022)

Where are they from?

University of Salford

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

*Acute Hospital
Community*

Employer of Learner?

Learner

Type of duties during their role:

Podiatry is the assessment, diagnosis and treatment of foot and lower limb disorders, many of which are caused by general health disorders. Podiatrists use comprehensive assessment and diagnostic skills to develop patient care pathways for conditions which impact on people's quality of life (University of Salford Website, 2022)

Qualification at the end?

BSc (Hons) Podiatry

Potential Destination at the end?

HCPC Registered Podiatrist

Qualified podiatrists can work in hospitals, GP clinics, in the community, or can set up in private practice. They can work alongside doctors, nurses, physiotherapists and other professionals and are seen as a vital part of the health care team. They may wish to specialise in areas such as wound care, paediatrics, diabetology, musculoskeletal, rheumatology or sports-related problems.

What support do they need from their department around supervision?

Student podiatrists are allocated a clinical educator for their placements. The clinical educator is responsible for completing the competency schedule to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Dietetics

Who are they?

Dieticians - A dietitian uses the science of nutrition to create eating plans for patients to treat medical conditions. They promote good health by helping to facilitate a positive change in food choices (HCPC website, 2022)

Where are they from?

University of Central Lancashire (UCLan), MMU, University of Chester

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital (wards/depts); Community; Adults & Children

Employer of Learner?

Learner

Type of duties during their role:

Dietitians interpret the science of nutrition to improve health and treat diseases/conditions by educating and giving practical, personalised advice to clients, patients, carers and colleagues.

They advise and help to maintain nutritional status when individuals want to trial dietary interventions such as exclusion diets, nutritional supplementation or dietary interventions in areas such as autism for which evidence is still emerging. They use recognised methodologies to critically appraise the evidence base which includes all forms of evidence and research to inform their advice.

They have specialist dietitians working in varied areas such as:

Critical care, Cystic Fibrosis, Diabetes, Food Allergy, Food Services, Gastroenterology, HIV Care, Maternal and fertility, Mental Health, Neurosciences, Obesity, Older People, Oncology, Paediatric, Parenteral Enteral Nutrition, Prescribing support, Public Health, Renal Nutrition and Sports Nutrition (British Dietetic Association Website, 2022)

Qualification at the end?

MSc Dietetics

Potential Destination at the end?

HCPC registered Dietitian Dietitians are locally in demand and there are many exciting opportunities. Our graduates can pursue careers to make a difference in the NHS, private health, industry, research, food service, public health, universities, and other settings.

What support do they need from their department around supervision?

Student dietitians are allocated a clinical educator on PARE for their placements. The assessor is responsible for completing the PARE assessments to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. A weekly time sheet is signed by the assessor to identify and record the required programme hours. At all times pre-registration learners are super-nummery and are required to work under the direction and supervision of their practice educator.



Direct Entry Speech & Language Therapy

Who are they?

Speech & Language Therapist - A speech and language therapist assesses, treats and helps to prevent speech, language and swallowing difficulties. (HCPC website, 2022)

Where are they from?

University of Central Lancashire

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital; Community

Employer of Learner?

Learner

Type of duties during their role:

Speech and language therapists provide life-changing treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing. You'll help people who, for physical or psychological reasons, have problems speaking and communicating. Patients range from children whose speech is slow to develop, to older people whose ability to speak has been impaired by illness or injury. It also includes treatment for those who have difficulty with eating or swallowing (health careers NHS website, 2022)

Qualification at the end?

MSc Speech and Language Therapist

Potential Destination at the end?

HCPC Registered Speech and Language Therapist.

Speech and language therapists work in hospitals (wards, intensive care units and outpatient departments) as well as in schools, clinics and within the community.

What support do they need from their department around supervision?

Student podiatrists are allocated a clinical educator for their placements. The clinical educator is responsible for completing the competency schedule to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. At all times pre-registration learners are super-nummary and are required to work under the direction and supervision of their practice educator.



Direct Entry Radiography

Who are they?

Diagnostic radiographers produce and interpret high-quality images of the body to diagnose injuries and diseases (HCPC website, 2022)

Where are they from?

University of Cumbria

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

Acute Hospital; Community

Employer of Learner?

Learner

Type of duties during their role:

Diagnostic radiographers cover a range of clinical imaging techniques such as projectional radiography, computerised tomography, and magnetic resonance imaging with some clinical time in additional areas such as radionuclide imaging, ultrasound and mammography (UOC website 2022)

Qualification at the end?

BSc (Hons) Diagnostic Radiography

Potential Destination at the end?

HCPC registered Radiographer

Radiographers can specialise in a particular type of imaging such as computerised tomography scanning or undertake further training to become a sonographer. Or can specialise in working with children, stroke patients or cancer patients, for example. Research or teaching are other options.

What support do they need from their department around supervision?

Student radiographers are allocated a clinical educator for their placements. The clinical educator is responsible for completing the competency schedule to ensure the learner is competent performing tasks safely and effectively, and possess the correct knowledge, skills, attitude, and ability to practice. At all times pre-registration learners are super-nummery and are required to work under the direction and supervision of their practice educator.



Direct Entry Midwifery (3 Year programme & Adult Nurse Top up programme)

Who are they?

*Long Course Level 6 Three Year BSc Programme
Short Course Level 6 or 7 20 month Bsc or Msc Programme*

Where are they from?

Higher Education Institutes from across the North West

What level is their programme (if applicable)

*Level 6 Three year programme and 20 month programme
Level 7 20 month Programme*

Where do they work in the Trust?

Within women and children's unit and community family services, long course will also work within surgical and medical divisions within the trust at times during their training.

Employer of Learner?

*Long course – learner
Short Course – Employed by the trust*

Type of duties during their role:

To work along the multidisciplinary team to prepare you to become a safe, confident and competent midwife. You will gain experience in becoming an advocate in the provision of care to enable you to support women, and their families, through the antenatal, intrapartum and postnatal periods.

Qualification at the end?

*Bachelor of Science in Midwifery
Master of Science in Midwifery*

Potential Destination at the end?

To work with women and children's unit including the community setting.

What support do they need from their department around supervision?

Each student midwife will be assigned an allocated assessor to ensure they are supported throughout their training.



Physician Associate Student

Who are they?

Once qualified Physician Associates are healthcare professionals with a generalist medical education, who work alongside doctors and provide care as part of the multi-disciplinary team. They work with a dedicated medical supervisor but can work autonomously with appropriate support.

Where are they from?

They are employed by the Trust following graduation from Universities across the country. As a Trust we host students from the University of Central Lancashire (UCLan).

What level is their programme (if applicable)

MSc Physician Associate

Employee or Learner?

Learner

Where do they work in the Trust?

They work in many different departments across the Trust and also in the community setting. Various departments throughout the Trust, in specialties relevant to the student year and individual curriculum.

Type of duties during their role:

Students will develop evidence-based knowledge and skills, attributes and behaviours that are expected of a safe and effective Physician Associate in training and demonstrate professional practice within the healthcare setting. To build on knowledge and skills from clinical settings and understand the collaborative working of a multi-professional team environment.

Qualification at the end?

MSc Physician Associate

Potential Destination at the end?

Physician Associates in various NHS healthcare settings.

What support do they need from their department around supervision?

Each student will have an allocated Educational Supervisor who will meet regularly with the student to sign-off their portfolio, ensure the student is competent in performing tasks and provide support within the healthcare setting.



Clinical Attachment

Who are they?

Qualified Doctors, usually from overseas, whom do not have any previous experience in the NHS.

Where are they from?

Overseas

What level is their programme (if applicable)

N/A

Where do they work in the Trust?

Various departments throughout the Trust, in specialties relevant to their chosen career path.

Employer of Learner?

Learner

Type of duties during their role:

Candidates will gain NHS experience by observing clinical practice in the healthcare setting. Clinical attachments are unable to conduct any procedures or provide any clinical care, the objective is to observe practice and gain an understanding of the healthcare system.

Qualification at the end?

N/A

Potential Destination at the end?

Potential to apply for NHS posts, ideally within the supporting Trust.

What support do they need from their department around supervision?

Each student will have an allocated Consultant Supervisor who the candidate will shadow throughout the four-week placement. It is the responsibility of the supervisor to ensure the candidate only observes clinical practice during the placement.



Medical Intern Programme (MIP) Doctors

Who are they?

Medical Intern Programme doctors are international doctors on a recognised training scheme.

Where are they from?

The Medical Intern Programme is a collaboration between Blackpool Teaching Hospitals, Lancashire Teaching Hospitals, the University of Manchester and the Mansoura University in Egypt.

What level is their programme (if applicable)

This is a mirrored programme to help them achieve Foundation Competencies & CREST Sign Off.

Where do they work in the Trust?

Like Foundation doctors, the MIP doctors will rotate into different areas of the Trust to gain medical experience, however these will complete four rotations lasting six months.

Employee or Learner?

These doctors are on a recognised training programme, yet they are employees of the Trust at which they are based.

Type of duties during their role:

Like the FY1 and FY2 doctors, the MIP doctors will be responsible for many clinical and non-clinical duties which are essential for their further education and training, supporting the multi-disciplinary team with activities such as the admission and discharge of patients, jobs arising from ward rounds and liaison with other specialists and primary care.

Qualification at the end?

MIP doctors who successfully complete the programme will gain a Postgraduate Diploma in Clinical Medicine.

Potential Destination at the end?

Some graduates go on to work as doctors within the NHS, following training programmes in general practice or hospital medicine whilst some international students will also choose to return home to work.

What support do they need from their department around supervision?

These doctors will be allocated an Education and Clinical Supervisor during their two years on the programme. This is to ensure each doctor has adequate support available both clinically and educationally during each rotation.

They will have support from the Foundation Programme Administrator and the Postgraduate Administrator for help and support during their training, portfolios and to offer pastoral support.



Medical Students

Who are they?

Students enrolled in medical school, following a course of study leading to a qualification as a Doctor of Medicine. In the UK, a medical degree prepares students for a career as a doctor in the NHS.

Where are they from?

As a Trust we host students from the following medical schools: Liverpool, Lancaster and UCLan.

What level is their programme (if applicable)

Undergraduate Course

Where do they work in the Trust?

Various departments through the Trust, in specialties relevant to the student year and individual curriculums from each medical school. Students gain exposure to the key principles of medicine and surgery.

Employee or Learner?

Learner

Type of duties during their role:

Students gain exposure to the key principles of medicine and surgery with a focus on understanding core clinical concepts. Students rotate through a variety of intergrated hospital settings to complete placements. Students are expected to participate fully in clinical care with supervising clinical staff. All placements provide opportunities to work with clinical teams and care for patients in a number of healthcare settings.

Qualification at the end?

MBChB

Potential Destination at the end?

Foundation Training within the NHS.

What support do they need from their department around supervision?

Each student will have an allocated Educational Supervisor who will meet regularly with the student to sign-off their portfolio/cases and provide support and additional within situ teaching.



Foundation Trainee Doctors

Who are they?

Foundation doctors are on a training programme that consists of two training grades - Foundation Year 1 (FY1) which is a doctor on their first year of the programme, and Foundation Year 2 (FY2) which are doctors on their second year of the programme.

The Foundation training programme is a two-year work-based training programme that ensures that newly qualified doctors develop their clinical and professional skills in the workplace in readiness for specialty, core or general practice training.

Foundation doctors are employed by their trust on a two-year fixed term contract, meaning they are direct employees of the Trust of which they are based.

Where are they from?

Foundation doctors have completed Medical School and gained their medical degree. If they wish to continue on with a career in medicine in the UK after this, then they need to apply onto a Foundation training programme. Upon successfully gaining a place on the training programme they will become a foundation doctor.

What level is their programme (if applicable)

Foundation Year 1 doctors are working at a level which is equivalent to internship, and they will hold provisional GMC registration which allows them to complete a UK approved FY1 programme. Upon successful completion of the FY1 year they will then receive a certificate of experience. The Foundation Year 2 is an additional year of experience before potentially applying for specialty training. FY2 doctors will have more responsibility than an FY1 doctor yet both will be working from the same Junior rota template.

Where do they work in the Trust?

These doctors rotate three times a year, spending four months in different specialties such as Anaesthetics, Cardiology, General Surgery, Trauma and Orthopaedics, ENT, A&E, Medicine, AMU, Haematology and Paediatrics. These doctors rotate into different specialties to gain a wider medical experience and can rotate out into General Practice and Psychiatry depending on their chosen Foundation track.

Employee or Learner?

These doctors are on a recognised training programme, yet they are employees of the Trust at which they are based.



Foundation Trainee Doctors

Type of duties during their role:

Foundation doctors are responsible for many clinical and non-clinical duties which are essential for their further education and training. Foundation doctors support the multi-disciplinary team with activities such as the admission and discharge of patients, jobs arising from ward rounds and liaison with other specialists and primary care.

Qualification at the end?

Upon successfully completing their FY2, a Foundation doctor will have received enough working experience to apply for further study and training in a specialised area of medicine and will have full GMC registration.

Potential Destination at the end?

Most qualified FY2 doctors go on to further study and training in a specialised area of medicine and apply for the Specialty Training programme or the General Practice Specialty training programme, however, some doctors choose to take time out of training or decide to work as a Locum doctor. They also look in to other roles such as a Clinical Fellow.

What support do they need from their department around supervision?

These doctors will be allocated an Education and Clinical Supervisor during their two years on the programme. This is to ensure each doctor has adequate support available both clinically and educationally during each rotation. A Foundation doctors' Clinical Supervisor usually remains the same throughout their two years, but their Educational Supervisor will change with each rotation. Supervisors of Trainees will have to be GMC recognised and ensure that they keep their Supervisor training up to date each year.

There is also a Foundation Programme Administrator in post to help and support Foundation doctors with their training, portfolios and to offer pastoral support alongside the Foundation Programme Directors (FPDs).



Specialty Trainee Doctors and General Practice Specialty Trainee Doctors

Who are they?

Once a doctor has completed their Foundation training, they will progress onto a Specialty Training Programme within a specialist area or within General Practice. A doctor's time spent on a training programme is broken down into grades so that their time on programme and experience is clear.

The Specialty Trainee doctors are broken down into the below grades:

Specialty Trainee Doctor (ST) Grade 1-8 depending on experience and time on the training programme.

Internal Medical Trainee (IMT) Grade 1-3 depending on experience and time on the training programme.

General Practice Specialty Trainees (GPST) grade 1-3 depending on experience and time on the training programme.

Where are they from?

These Junior Doctors are employed by the Lead Employer - St Helens & Knowsley Teaching Hospitals.

Specialty Trainee Doctors rotate out of their Host Trust (Blackpool) at various times of the year but are not employed or paid by their Host Trust.

General Practice Specialty Trainee Doctors at Grades 1-2 rotate into Blackpool but also spend time rotated out to General Practices (GP) and community settings to gain experience in this field. GPST3 doctors are solely based within General Practice for their final third year.

What level is their programme (if applicable)

These doctors are on a national training programme.

Doctors working at Grades 1-2 (either IMT, ST or GPST) are classed Junior and will work from a junior rota template with their peers, and doctors working at Grades 3+ are classed as Senior and will work from a more senior rota template.

The training programme length varies depending on specialty but most take between five and eight years in training and General Practice Training schemes take three years to complete.

Where do they work in the Trust?

Specialty Trainee and Grades 1-2 GPST doctors rotate into most areas of the Trust such as - Anaesthetics and ICM, Cardiology and Cardiothoracic, General Surgery, Trauma and Orthopaedics, ENT, A&E, Medicine, AMU, GUM, Radiology, Histopathology and Haematology.



Specialty Trainee Doctors and General Practice Specialty Trainee Doctors

Employee or Learner?

These doctors are on a training programme and are not employed by their Host Trust (Blackpool) and instead are employed by the Lead employer.

Type of duties during their role:

A specialty trainee doctor can expect to work to a recognised curriculum, yet a great deal of their time is still directed towards patient care with Clinical, Ward and On Call duties.

Grades 1-2 have less responsibility to that of a Consultant, Specialist or Specialty (SAS) doctor but higher specialty trainees (Grades 3+) will likely have the same or similar responsibility as an SAS doctor.

Qualification at the end?

After completing Specialty training a doctor will receive the Certificate of Completion of Training (CCT) which allows them to access the GMC register. GPSTs will get access to the GP Register instead upon completion.

Potential Destination at the end?

GPSTs usually go on to either take a salaried GP post, work as a Locum GP or become a partner in a practice.

Specialty Trainee doctors who completed their training and passed CCT can go on to be a Consultant. If a doctor has not yet passed CCT or does not want the responsibility of working at Consultant level, they can go on instead to work as a Specialist or Specialty doctor.

What support do they need from their department around supervision?

These doctors will be allocated an Education and a Clinical Supervisor during their time in their Host Trust. This is to ensure each doctor has adequate support available both Clinically and Educationally during each rotation. Supervisors of trainees will have to be GMC recognised and ensure that they keep their supervisor training up to date each year.



Postgraduate - Preceptees

Who are they?

The Postgraduate – Preceptees are a group of newly Qualified Health Care Professionals who have been employed for up to a year. Preceptee's are Nurses (hospital based and Community based) Physiotherapists, Occupational Therapists and Operating Department Practitioners. They are at the beginning of their career having recently graduated from university. They are considered novices when commencing their employment, although they have had between 3 and 4 years of education with clinical placements throughout this time. However, they are autonomous practitioners and should be able to undertake the basic tasks within their chosen speciality. They work closely with their preceptors who are experienced members of their teams to increase their knowledge base and improve their skills and confidence within their chosen field. They have a four weeks period of supernumerary status when starting their employment. This is then reviewed by the Preceptee, the Preceptor and their line manager to ensure that the Preceptee is competent and confident to be counted as an independent autonomous member of the team. They have a fully planned educational programme for their first year of practice which is protected learning time away from the clinical area and is fully supported by their individual area of employment.

Where are they from?

They are employed by the Trust following graduation from Universities across the country.

What level is their programme (if applicable)

N/A

Where do they work in the Trust?

They work in many different departments across the Trust and also in the community setting.

Employee or Learner?

Employee

Type of duties during their role:

The duties undertaken are very specific to the speciality of the Preceptee. However, they are all Qualified autonomous practitioners who should be fully supported in their first year of practice to fulfil their individual potential.

Qualification at the end?

N/A

Potential Destination at the end?

N/A

What support do they need from their department around supervision?

They should be supported within their department by an experienced Preceptor, this must be a qualified member of the team who has at least 12 months experience. They must also have regular meetings with their preceptor and their line manager. They have a fully filled timetable of teaching events throughout their 12 months of preceptorship and require protected learning time to attend these training/learning sessions. The Preceptee and preceptor must have monthly meetings which should be scheduled monthly and last at least 2 hours. This is as per the Preceptorship Standards set by the NMC and HEE. They should also be supported by their line manager who will attend the Preceptor meetings at 6 and 12 months to ensure that they are meeting their targets and goals. They will also be supported by the Practice Education Facilitator – Post Graduate Lead.



Postgraduate - Return to Nursing

Who are they?

The Postgraduate – Return to Nursing learners are qualified nurses who have previously let their registration lapse, this can be for any length of time. In order to re-join the register they will have undertaken an approved education institution (AEI) course, this course will have been a programme which was individualised depending on how long they have not worked as a qualified nurse. They will have had some clinical placements during this period for practice learning, so that they have been able to gain appropriate clinical skills and confidence to deliver safe and effective care.

Where are they from?

They have completed their return to practice programmes around the country.

What level is their programme (if applicable)

N/A

Where do they work in the Trust?

They work in many different departments across the Trust and also in the community setting.

Employee or Learner?

Employee

Type of duties during their role:

They act as a Primary/Named Nurse within a multi disciplinary team, developing collaborative, needs based care plans, through assessment, planning, implementation and evaluation. They provide professional, skilled and effective person centred, evidence based nursing care. They are actively involved in the health and well being of staff and patients. They are inclusive and involve patients and family members in planning safe, effective personalised care. They contribute to the education and development of junior team members and students. They safely administer medication following Trust policies and practice guidelines. They will provide compassionate care that is based on empathy, kindness, respect and dignity.

Qualification at the end?

N/A

Potential Destination at the end?

They are able to work in a hospital based environment in a wide range of specialities and also in the community.

What support do they need from their department around supervision?

They should be supported within their department by an experienced Preceptor, this must be a qualified member of the team who has at least 12 months experience. They must also have regular meetings with their preceptor and their line manager. They have a fully filled timetable of teaching events throughout their 12 months of preceptorship and require protected learning time to attend these training/learning sessions. The Preceptee and preceptor must have monthly meetings which should be scheduled monthly and last at least 2 hours. This is as per the Preceptorship Standards set by the NMC and HEE. They should also be supported by their line manager who will attend the Preceptor meetings at 6 and 12 months to ensure that they are meeting their targets and goals. They will also be supported by the Practice Education Facilitator – Post Graduate Lead.



Laboratory Support Staff

Level 2 Apprenticeship - Healthcare Science Assistant

This program includes academic content delivery and assessment by either a regional college or distance learning alongside learning to perform various tasks within Pathology. Delivered over approximately 18 months. Apprentices are assigned a work-based assessor and mentor to help guide them through the process.

Level 4 Apprenticeship - Healthcare Science Associate

This program includes academic content delivery and assessment by either a regional college or distance learning alongside learning to perform various tasks within Pathology, carrying out routine technical and scientific procedures, supporting Biomedical and Clinical scientists. Delivered over approximately 24 months. Apprentices are assigned a work-based assessor and mentor to help guide them through the process.

Healthcare Scientists

BSc (Hons) Healthcare Science (Blood Sciences/ Cellular Science/Infection Sciences) - Practitioner Training Programme (PTP)

University of Central Lancashire is our regional education provider that supports the specialisms of Pathology. This 3-year academic degree includes 50 weeks placement in the student's chosen Pathology specialism. Students on the degree are based at university, where they do the majority of their learning and assessment. On placement students are required to collect an Evidence Portfolio to show they are competent in the procedures they will be performing as qualified Biomedical Scientists. Work based assessment will include competency assessments, case-based discussions, and direct observation of practice. In the workplace students are supported by a Training Officer who has received training from the University and the Institute of Biomedical Science (IBMS) and a final end point assessment of the evidence portfolio will take place by an external assessor from the IBMS, This will enable students to apply for registration with HCPC.

BSc (Hons) Biomedical Science (Sandwich Placement)

Pathology currently receives sandwich placement students from Lancaster University. Students will embark on a 4-year degree with their 3rd year spent entirely on placement within their chosen area of specialism in Pathology. On placement, students are required to collect an Evidence Portfolio to show they are competent in the procedures they will be performing as qualified Biomedical Scientists. Work based assessment will include competency assessments, case-based discussions, and direct observation of practice. In the workplace, students are supported by a Training Officer who has received training from the University and the Institute of Biomedical Science (IBMS) and a final end point assessment of the evidence portfolio will take place by an external assessor from the IBMS. This will enable students to apply for registration with the HCPC once completing their degree.



Level 6 Apprenticeship in Healthcare Science - Biomedical Science

Level 6 apprentices undertake the Practitioner Training Program detailed above with the main difference that apprentices are employees of the Trust and sent on day release to University to undertake the academic side of the degree. The Level 6 Apprenticeship is currently undertaken at Salford University. Level 6 apprentices will receive the same BSc (Hons) in Healthcare Science as the full time PTP students. Once qualified apprentices are ready to apply for HCPC registration and work as Biomedical Scientists.

Scientist Training Program (STP) - Pathology

The STP is a 3-year master's degree that is recruited for on a national and local level. Students on this program have a 3-year hospital placement with several University block weeks a year. This program is an accelerated learning program that results in the learner becoming a specialist in their chosen area of Pathology, ready to practice and be involved in teaching, research, or management level activities. On completion students can apply for HCPC registration as a Clinical Scientist.

Higher Specialist Training Program

The Higher Specialist Scientist Training (HSST) Programme is a bespoke five-year workplace-based training programme supported by a Doctoral level academic award. The Trust are currently working towards training status for Microbiology and Cellular Pathology. HSST is a five-year workplace-based training programme that provides opportunities for Clinical Scientists or Senior Biomedical Scientists (via equivalences programme) to train to become eligible to apply for available Consultant Clinical Scientists posts. Scientists entering these programmes will be trained to become the Consultants of the future offering a pivotal role to meet the challenges of delivering healthcare 'at the limits of science'.

Departmental Support:

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Pathology
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Health Care Scientist Physiological Science Learners

Who are they?

There are over 50 Healthcare Science specialisms in the NHS.

Laboratory (life) Sciences	Physiological Sciences	Physical Sciences and Biomedical Engineering
<ul style="list-style-type: none">Analytical ToxicologyAnatomical pathologyBlood transfusion science/transplantationClinical biochemistry including paediatric metabolic biochemistryClinical genetics/Genetic ScienceClinical embryology & Reproductive ScienceClinical immunologyCytopathology including cervical cytologyElectron microscopyExternal quality assuranceHaematologyHaemostasis and thrombosisClinical ImmunologyHistocompatibility & immunogeneticsHistopathologyMicrobiologyMolecular pathology of acquired diseasePhlebotomyTissue banking	<ul style="list-style-type: none">AudiologyAutonomic neurovascular functionCardiac physiologyClinical perfusion scienceCritical care scienceGastrointestinal physiologyNeurophysiologyOphthalmic and vision scienceRespiratory physiologyUrodynamic scienceVascular science <h3>Bioinformatics</h3> <ul style="list-style-type: none">Genomics and Clinical BioinformaticsHealth InformaticsPathology	<ul style="list-style-type: none">Biomechanical engineeringClinical measurement & DevelopmentClinical Pharmaceutical ScienceDiagnostic radiology & MR physicsEquipment management & clinical engineeringMedical electronics & instrumentationMedical engineering designClinical photographyNuclear medicineRadiation protection & monitoringRadiotherapy physicsReconstructive ScienceRehabilitation engineeringRenal dialysis technologyUltrasound & non-ionising radiation

Healthcare scientists deliver over 150 different services that cost the NHS approximately £8bn.

The workforce of 55,000 informs 80% of all diagnoses and is involved in the delivery of over 1 billion tests and investigations per annum.

In 2013 Modernising Scientific Careers was introduced by Health Education England with significant changes to how Healthcare Scientists train and progress within the NHS. The Range of training pathways includes:

Associate – Foundation degree

Practitioner – Undergraduate Degree

Scientist – Master's Degree

Consultant – PHD level



Health Care Scientist

Physiological Science

Learners

Where do they work in the Trust?

The physiological science careers within the NHS cover the following specialisms:

- *audiology*
- *cardiac sciences*
- *clinical perfusion*
- *critical care science*
- *gastrointestinal physiology*
- *neurophysiology*
- *ophthalmic and vision science*
- *respiratory physiology and sleep sciences*
- *urodynamic science*
- *vascular science*

To learn more about the individual careers follow the link:

Physiological sciences | Health Careers

Type of duties during their role:

Healthcare science staff who work in the physiological sciences use specialist equipment, advanced technologies, and a range of different procedures to evaluate the functioning of different body systems, to diagnose abnormalities, and to direct and in some case, provide therapeutic intervention and long-term management and care.

Cardiac Physiologists

Cardiac Physiologists are involved in the diagnosis and treatment of suspected cardiac disease. Junior level physiologists will perform and interpret ECGs, aid in provocative testing and work in the cardiac catheterisation labs with more senior members of the team specialising in Echocardiography or Cardiac Rhythm Management.



Health Care Scientist Physiological Science Learners

Respiratory and Sleep Physiologists

Respiratory and sleep physiologists are involved in the diagnosis and treatment of lung disease and sleep disorders. They perform a range of diagnostic tests, including:

- full cardio-pulmonary exercise testing
- sleep studies
- bronchial challenge testing
- measurements of dynamic and static lung volumes
- respiratory gas exchange
- muscle function studies
- blood gas analysis
- responses to treatment
- allergy testing
- physiological response to exercise

Neurophysiology

Neurophysiology is concerned with the investigation of function in the central and peripheral nervous system. Investigations performed by Neurophysiology practitioners include:

- Electroencephalography
- Evoked potentials test
- Electromyography and nerve conduction studies

Governing Bodies:

There are a number of governing bodies supporting Healthcare Sciences. For Example, the Registration Council for Clinical Physiologists (RCCP) registers Physiologists from Audiology, Cardiac Physiology, Gastro-Intestinal Physiology, Neurophysiology, Respiratory and Sleep Physiology. Sub-specialisms within Cardiac Physiology may require further registration. For example, Cardiac Physiologists Specialising in Echocardiography register and undertake professional accreditation exams with the British Society of Echocardiography.

The Academy for healthcare Science is the overarching body for the whole of the Healthcare Science Profession.



Health Care Scientist

Physiological Science

Learners

Training Routes for Physiological Sciences at Blackpool Teaching Hospitals:

Level 4 Apprenticeship in Cardiorespiratory Science

This apprenticeship is a joint venture between the Cardiac and Respiratory departments. This program includes academic content delivery and assessment by a regional College (currently Kendal College) alongside learning to perform various tests within the Cardiorespiratory specialism. The course lasts approximately 2 years with weekly day release to study at college. Apprentices in Cardiorespiratory Science are assigned a work-based assessor and mentor to help guide them through the process.

BSc(Hons) Healthcare Science – Physiological Sciences. Also known as the Practitioner Training Program (PTP)

Manchester Metropolitan University is our regional education provider that supports the specialisms of Respiratory/Sleep and Cardiology

This 3-year academic degree includes 50 weeks placement in the student's chosen specialism. Students on the degree are based at university, where they do the majority of their learning and assessment. On placement students are required to collect an Evidence Portfolio to show they are competent in the procedures they will be performing as qualified practitioners. Work based assessment will include competency assessments, case-based discussions, and direct observation of practice.

In the work place students are supported by a Work Based Assessor (WBA) who has received training from the University and will receive visits from Internal Verifiers (IV) to make sure both the student and WBA are progressing as necessary and receiving the correct support. Practice Education Facilitators may also be involved in organising multi-disciplinary placements as well as providing support during your placements.

Level 6 Apprenticeship in Healthcare Science – Physiological Sciences

Level 6 apprentices undertake the Practitioner Training Program detailed above with the main difference that apprentices are employees of the trust and sent on day release to university to undertake the academic side of the degree. Level 6 apprentices will receive the same BSc(Hons) in Healthcare Science as the full time PTP students. Once qualified apprentices are ready to work as independent practitioners.

Manchester Metropolitan University currently supports apprentices from the specialisms of Cardiac Physiology, Respiratory and Sleep Physiology and Neurophysiology.

Scientist Training Program (STP)

The STP is a 3-year master's degree that is recruited for on a national level. Students on this program have a 3-year hospital placement with several University block weeks a year. This program is an accelerated learning program that results in the learner becoming a specialist in their chosen field, ready to practice and be involved in teaching, research, or management level activities.

Echocardiography Training Program (ETP)

Due to a national shortage in echocardiographers the National School of Healthcare Science has worked in conjunction with the British Society of Echocardiography to create an accelerated learning pathway that fast tracks students in the field of echocardiography. This 18-month Postgraduate Certificate is hospital based with several weeks of academic learning at either Manchester Metropolitan University or the University of Newcastle. Learners are supported by a work-based mentor and by the regional ETP coordinator for Lancashire and South Cumbria (based at BTH).



Health Care Scientist Physiological Science Learners

Departmental Support:

Cardiac Physiology

Daniel Crook
Training Manager CIU
Cardiac Investigations Unit
d.crook@nhs.net
01253 9 57735

Respiratory and Sleep Physiology

Caroline Toal
Senior Respiratory Physiologist
Respiratory Department
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01253 953462

Neurophysiology

Emily Sinkinson
Clinical Neurophysiology Service Manager
EEG Department
emily.sinkinson@nhs.net
01253 953452



HSST

Who are they?

Haematology Higher Specialist Scientific Trainees (HSST) are HCPC Registered Senior Clinical Scientists who are training to be Consultant Clinical Scientists.

Where are they from?

They are substantive Senior Clinical Scientist (band 7) staff in the first 2 years of the programme, and Principal Clinical Scientists (band 8b) in the remaining 3 years of the programme after successfully completing HSST stage 1 training and passing part 1 of the Fellowship of the Royal College of Pathologists.

They are in-service trainees who have successfully been appointed to the training post via the National School of Healthcare Science/HEE recruitment and selection process.

What level is their programme (if applicable)

Doctoral (level 8)

Where do they work in the Trust?

Clinical Haematology (Tertiary Services Division) and may be based at either BTH or LTH as appropriate to service and training needs. The Clinical Haematology Service is delivered across both sites and is hosted by Blackpool Teaching Hospitals. All Clinical Haematology staff are BTH employed staff.

Employee or Learner?

HSST trainees are substantively employed by the Trust (Clinical Haematology, Tertiary Services Division)

Type of duties during their role:

- Project based workplan including service development*
- Liaison between the laboratory and clinical haematology*
- Doctoral research*
- Audit*
- Clinical advice and guidance to Trust specialties and GP's*
- Supporting Haematology Diagnostic Clinics*



Qualification at the end?

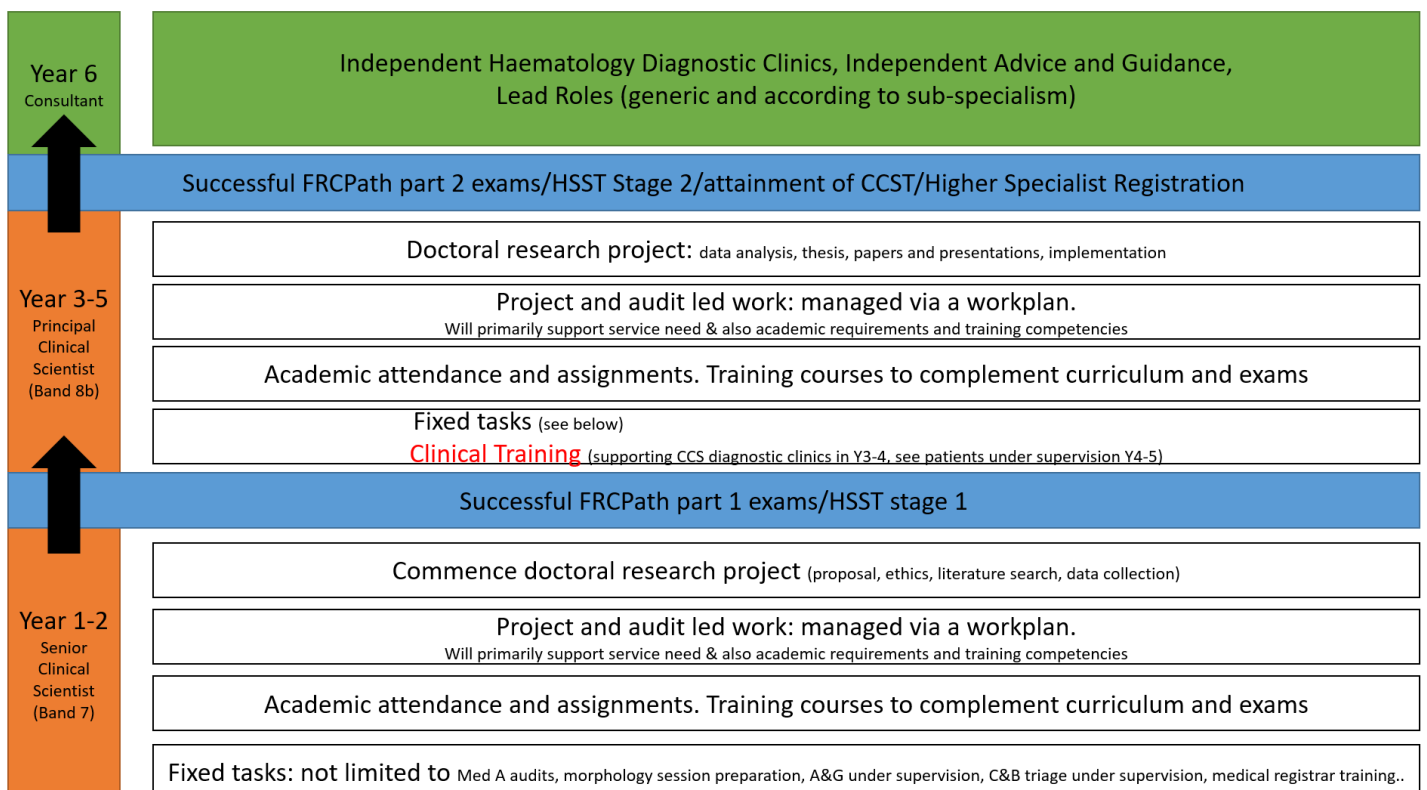
DClinSci (Doctor of Clinical Science), FRCPath (Fellow of the Royal College of Pathologists)

Potential Destination at the end?

Haematology Consultant Clinical Scientist, with a specialisation in either Transfusion Medicine, Haemostasis and thrombosis or General/Haem-Oncology. Will also be expected to take leadership roles whether this is related to their sub-specialisation, and/or Laboratory Director/Clinical Lead. Will be eligible to be Head of Department. Will do Haematology Diagnostic Clinics independently.

What support do they need from their department around supervision?

They have an educational/workplace supervisor (Dr Sharran Grey, Haematology Consultant Clinical Scientist)



Paramedic Students

Who are they?

Paramedics are registered healthcare professionals who have a unique role that crosses healthcare, public health, social care and public safety, they work autonomously providing care in a range of situations. Most well-known for working within Ambulance Services providing immediate and emergency care in response to 999 calls made by the public, paramedics now also work in other areas of healthcare, for example GP practices, hospital emergency departments and police custody suites.. (College of Paramedics Website, 2022)

Where are they from?

UCLAN or UoC

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

North West Ambulance Service as well as urgent care centres, A&E, GP's

Employee or Learner?

Learner

Type of duties during their role:

Paramedics are educated and trained to make decisions in complex and high-pressure situations in unfamiliar and often unpredictable environments. Paramedics are skilled at history taking, consultation skills and examination, judgement in diagnosis and management of a wide range of illness and injury from new-borns and babies to the elderly and those at the end of their life. Paramedics have expertise in dealing with critically ill and injured patients using complex equipment and a range of medications whilst getting the patient to the right hospital for their ongoing treatment. Paramedics also work closely with other healthcare teams, such as: GPs, Nurses, Mental Health Crisis Teams and Pharmacists to manage patients in the community or closer to their home (College of Paramedic Website, 2022)

Qualification at the end?

BSc (Hons) Paramedic Science

Potential Destination at the end?

HCPC Registered Paramedic working for NAWAS however there are paramedics who work in other areas such as walk in centres, A&E, GP's, Urgent Care Centres.

What support do they need from their department around supervision?

Student paramedics attend placements within the trust in A&E, Theatres (for airway management experience) and also Maternity. Most of their placements are with NAWAS.



Dental Students

Who are they?

This page contains information about the Dental Students within the Trust.

Where are they from?

UCLAN School of Dentistry

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

*Morcambe Dental Education Centre, Queen Victoria Centre, Morcambe
Blackpool Dental Education Centre, Whitegate Health Centre, Blackpool*

Employee or Learner?

Learner

Type of duties during their role:

The duties of this role involve treating patients while under supervision.

Qualification at the end?

Dental Degree

Potential Destination at the end?

The potential destination at the end is Dental Foundation Training.

What support do they need from their department around supervision?

The support that the Dental Students will need from their department is supervision while treating patients.



Dental Therapy Students

Who are they?

This page contains information about the Dental Therapy Students working within the Trust.

Where are they from?

UCLAN School of Dentistry

What level is their programme (if applicable)

Degree

Where do they work in the Trust?

*Morcambe Dental Education Centre, Queen Victoria
Centre, Morcambe
Blackpool Dental Education Centre, Whitegate Health
Centre, Blackpool*

Employee or Learner?

Learner

Type of duties during their role:

The duties of Dental Therapy Students involves treating patients while under supervision.

Qualification at the end?

Dental Therapy Degree

Potential Destination at the end?

The potential destination at the end is Dental Practice.

What support do they need from their department around supervision?

The support that the Dental Therapy Students will need from their department is supervision while treating patients.



Dental Specialty Trainees

Who are they?

This page is about the Specialty Trainees in Paediatric Dentistry.

Where are they from?

Manchester Dental Hospital

What level is their programme (if applicable)

Masters Level

Where do they work in the Trust?

Across Specialist Dental Services in North Lancashire and Fylde Coast.

Employee or Learner?

Learner

Type of duties during their role:

The Dental Specialty Trainees have a full clinical role in Paediatric Dentistry.

Qualification at the end?

GDC Specialist Registration in Paediatric Dentistry.

Potential Destination at the end?

The potential destination at the end is Community and/or Hospital Dental Services.

What support do they need from their department around supervision?

The support that Dental Specialty Trainees will need from their department is supervision and mentorship by the Specialist in Paediatric Dentistry.



Foundation Trainee Pharmacist

Who are they?

Foundation Trainee Pharmacists are in their 5th and final year of training to be a Pharmacist. The 1st four years are spent at university studying a Master of Pharmacy degree (MPharm). Once they have graduated, they spend their 5th year on placement, this is usually either in a hospital, community pharmacy, GP surgery, industry or a combination of 2 of these.

In Blackpool our Trainee Pharmacists either spend the full 12 months with us at the acute site or spend half their placement with us and half in a local GP surgery.

Where are they from?

They may have studied their MPharm at any of the accredited universities across the country which offer this course.

Towards the end of their degree they register to use the ORIEL national recruitment system to find a placement for the final part of their training.

Once graduated and placed with an employer they are no longer affiliated with their university. Their training is facilitated through their employer and Health Education England (HEE) with oversight and regulation by the General Pharmaceutical Council (GPhC).

What level is their programme (if applicable)

Post-graduate, Pre-registration level (year 5 of study)

Where do they work in the Trust?

They are based in the pharmacy department but visit/work on wards and clinical areas as part of their rotational training programme.

Employee or Learner?

Employed by the Trust as a learner on a 12 month fixed term contract.



Foundation Trainee Pharmacist

Type of duties during their role:

They follow a rotational programme for the time they are on placement to ensure they gain experience in all areas of pharmacy. This also supports them to be able to demonstrate their competence in the required learning outcomes set by the GPhC.

Some examples of types of activities from their training programme are as follows:

- They spend time in the dispensary learning the how to dispense and accuracy check medication.*
- They learn how to review patients on the wards by completing medicines reconciliation and optimisation of medications. This includes rotations in a range of specialist clinical areas.*
- They learn how to work in the Medicines Information department researching and answering more complex queries on medications from a variety of sources.*
- They learn the workings of the production unit, utilising aseptic techniques and the production of complex medication regimes in a sterile environment e.g. chemotherapy and parenteral nutrition.*
- They are encouraged to engage in other healthcare environments such as mental health units and cross-sector placements within community pharmacy.*

Qualification at the end?

The qualification at the end is registration as a Pharmacist, assuming they have successfully completed their e-portfolio and passed the registration exam.

Potential Destination at the end?

As our trainee Pharmacists are only employed to stay with us for 12 months to complete their training, their end destination can be in any sector in which a pharmacist works.

When we advertise for newly qualified pharmacists our trainees are eligible to apply in that process in the same way they may apply to any other Trust. They may also decide that once qualified they would like to work in a different sector of healthcare for example, community pharmacy, Industry, academia, prison or a GP surgery and their qualification as a pharmacist will allow them to do that.

What support do they need from their department around supervision?

Our trainee pharmacists are registered as trainees with the GPhC but cannot work independently until they are fully registered as a Pharmacist.

They each have their own designated supervisor (DS) and there is an education programme director (EPD) within the department. While on each of their rotations, they are supervised by either a qualified pharmacist or technician.

They have regular meetings with their DS to discuss their progress against their learning outcomes and their general well-being at work.

There is an external training programme that they must also access while on placement which is co-ordinated by the HEE. This is blended learning with some webinars and some face-to-face session. As a department we support them by allowing study leave to attend these compulsory sessions and complete any required work.



Pre-registration Trainee Pharmacy Technician

Who are they?

Pre-registration Trainee Pharmacy technician

Where are they from?

Candidates with 4 GCSE's grade C or above including Maths, English and Science are able to apply for the post of Trainee Pharmacy technician.

What level is their programme (if applicable)

Level 3

Where do they work in the Trust?

Pharmacy Department

Employee or Learner?

learner

Type of duties during their role:

The accurate dispensing of medicines for patients while on the wards and when discharged from hospital, Assessment of patients own medicines when admitted to hospital, Counsel patients on their medicines, maintain, order and safe storage of medicines on the wards and in the pharmacy department, work as part of a ward team to ensure patients have all the medicines they require while in hospital. Aseptically prepare intravenous feeds for adults and neo-natal patients, aseptic preparation of chemotherapy.

Qualification at the end?

BTEC Level 3 Diploma in Principles of Pharmacy Practice for Pharmacy Technicians

Potential Destination at the end?

Registration with the General Pharmaceutical council as qualified Pharmacy Technician. Qualified Pharmacy technicians can work within the hospital pharmacy, Community pharmacy, GP surgeries, Pharmacy industry and the Prison service.

There are a variety of roles which hospital pharmacy technicians cover which include

Band 4 rotational Pharmacy technicians covering all areas of the pharmacy service.

Band 5 Specialist Pharmacy Technicians in areas including Respiratory high care, Emergency Medicine, Critical care, Womens and Children.

Band 6 Senior Pharmacy Technician roles managing different areas of the service including Education and Training, Dispensary, Wards services, Distribution and Procurement of medicines, Production Unit and Clinical Trials,

There is also progression to band 7 and band 8 roles which are senior management roles.

What support do they need from their department around supervision?

Trainees are given a 2 year training plan to gain experience and knowledge of their role to enable them to gain the experience required to register with the GPHC.

Trainees will be mentored during their training by the Senior Technician for Education and Training and will be supervised by the Senior technicians in all areas during their training.



Education Mental Health Practitioner

Who are they?

These are current employees from the Trust, band 4. Need to be post graduate. Do not have to have a core profession, prerequisite required of working in healthcare or education setting.

Where are they from?

These are current employees from the Trust

What level is their programme (if applicable)

Post graduate diploma, Level 7

Where do they work in the Trust?

Mental Health Support team. Work within education settings with children & young people.

Employee or Learner?

Employee

Type of duties during their role:

2 days clinical work in schools, 2 days at University, 1 day self study. Low intensity evidence based CBT, for low mood & worry management, behaviour issues. Etc. Individual work & group work. Supporting the whole school approach to mental health. Direct support for senior mental health leads within the education settings.

Qualification at the end?

Post graduate diploma. Will then be a band 5.

Potential Destination at the end?

The employees will ideally stay with the team once they have successfully completed the course.

What support do they need from their department around supervision?

Internal supervision from band 7 or band 6, all of whom will have completed supervision training. One to one & group supervision. Caseload management supervision.



Postgraduate - Community Specialist Practitioner District Nursing

Who are they?

Student Community specialist practitioner in District Nursing.

Where are they from?

Applications from within the Trust. The applicant has to be a registered nurse with two years of experience. The applicant has to have Math and English at GCSE level and have 120 credits at level 5.

What level is their programme (if applicable)

Level 6 or 7

Where do they work in the Trust?

They will work as part of an integrated community team for the District Nurses (DN) across the Fylde Coast. The successful applicant will be a funded student at band five within one of the DN teams.

Employee or Learner?

Employee that goes on to be a full time student for 1 year, this is a fixed term position.

Type of duties during their role:

The course will teach you skills in leadership, case load management, holistic assessments, public health management and includes the V300 course. You will then consolidate these skills in practice.

Qualification at the end?

You will become a Community specialist practitioner in District Nursing at level six or level seven which will be recorded on the NMC register.

Potential Destination at the end?

You will be able to apply for band six district nursing positions in the community.

What support do they need from their department around supervision?

You will be supernumerary for the entire course based in one of the community nursing teams with an assessor who is a trained Community specialist practitioner in District Nursing and a practice supervisor.

Other relevant information:

Student Community specialist practitioner in District Nursing are advertised on TRAC once a year between March and July.



Postgraduate - Community Specialist Practitioner Health Visiting (SCPHNs)

Who are they?

Registered nurses or midwives from variety of post registration experience, undertaking a post graduate diploma or degree at either level 6 or level 7 Study.

Where are they from?

Internal or external applicants, recruitment once per year.

What level is their programme (if applicable)

Post graduate diploma or degree at either level 6 or level 7 Study.

Where do they work in the Trust?

They work in community clinics, homes, family Hubs and health centres.

Employee or Learner?

Employee

Type of duties during their role:

Students will gain skills to effectively lead the delivery of the Health Child Programme (0-5) both in the community and in family homes. Health visitors complete mandated health and development reviews, using evidence based interventions to ensure every child has the best start in life. A Health Visitor's professional role and expertise means they support the whole family at every contact. They help and advise parents about their child's health, physical development, social and emotional development, speech and language development and offer parenting advice.

Qualification at the end?

Post graduate diploma or degree at either level 6 or level 7 Study.

Potential Destination at the end?

On qualification successful candidates are able to work as B6 SCPHNs, they are responsible for case a large number of families.

What support do they need from their department around supervision?

Students are assigned a Practice Assessor in their placement area and an academic assessor from the University. The course is intensive. They work in clinics, schools, home visits and hospitals.

Students are also required to participate in alternative practice days and visit a wide variety of settings during the course, such as targeted services, GPs, Children's clinics, Emergency Department, paediatric clinics and voluntary partners. Students need support for reflective learning opportunities both provided by their assessor and other clinical staff.



Postgraduate - Community Specialist Practitioner School Nursing (SCPHNs)

Who are they?

Registered nurses or midwives from variety of post registration experience, undertaking a post graduate diploma or degree at either level 6 or level 7 Study.

Where are they from?

Internal or external applicants, recruitment once per year.

What level is their programme (if applicable)

Post graduate diploma or degree at either level 6 or level 7 Study.

Where do they work in the Trust?

Across 5-19 settings in the community and in Schools. Based at health centres across the Trust's geographical footprint.

Employee or Learner?

Employee

Type of duties during their role:

Students gain expert skills in autonomous practice and caseload management, along with gaining experience of safeguarding children, public health and early intervention.

Qualification at the end?

Post graduate diploma or degree at either level 6 or level 7 Study.

Potential Destination at the end?

On qualification successful candidates are able to work as B6 SCPHNs, they are responsible for case holding a number of schools. Some students continue their professional development and complete their Master's qualification.

What support do they need from their department around supervision?

Students are assigned a Practice Assessor in their placement area and an academic assessor from the University. The course is intensive. They work in clinics, schools, home visits and hospitals.

Students are also required to participate in alternative practice days and visit a wide variety of settings during the course, such as targeted services, GPs, Children's clinics, Emergency Department, paediatric clinics and voluntary partners. Students need support for reflective learning opportunities both provided by their assessor and other clinical staff.



Postgraduate - Community Specialist Practitioner Learning Disabilities

Who are they?

Community Specialist Practitioner (community learning disability nursing).

Where are they from?

Blackpool Community Learning disability Team.

What level is their programme (if applicable)

Level 6

Where do they work in the Trust?

Community LD team (Bickerstaffe House) and liaison within the Trust.

Employee or Learner?

Learner

Type of duties during their role:

Supporting lead of health inequality projects in the community (uptake of annual health checks, lab-in-a-bag project); allocated work including complex health and behavioural challenges; supporting safeguarding meeting; development of services pathways; supervision of colleagues.

Qualification at the end?

Graduate Diploma

Potential Destination at the end?

To work within the Blackpool LD team.

What support do they need from their department around supervision?

They will require particular supervision around acquiring the new skills & knowledge required as part of their role & the outcomes required of the course.



Postgraduate - Community Specialist Children's Community Nursing

Who are they?

They are either seconded by the Trust, if already employed or sponsored by the Trust and have the support of their manager. Applicants must have at least a 2:2 health related degree and at least 12 months post registration practice experience and have been working for a minimum of 18 hours per week.

Where are they from?

Existing staff from the Trust

What level is their programme (if applicable)

Students will obtain a post graduate degree at either level 6 or level 7 Study. The course can either be taken fulltime over 40 weeks, with a 50% theory and 50% practice, or part time over 2,3 or 4 years.

Where do they work in the Trust?

They work alongside the children's community nursing team based at Newton drive Health Centre. During their practice hours students are expected to work within their own practice area as well as seek opportunities for learning in other areas such as A& E, Children's Clinics, other CCN teams, specialist children's services, palliative services etc, to ensure that they gain a good understanding of the provision of nursing services for sick children and their families.

Employee or Learner?

Employee

Type of duties during their role:

When in their local area of practice they are expected to care for children in the community aged 0-19years, with both acute and chronic conditions such as, oncology, cystic fibrosis, complex needs, palliative, the monitoring of children with cardiac conditions etc.

Qualification at the end?

On successful completion of the course they will be entered on Part 3 of the NMC register under Specialist Practitioner in Children's Community Nursing (SPCC).

Potential Destination at the end?

On qualification successful candidates are able to work as B6 SPCCN's, and will be responsible for providing support and care to children and their families who are on the CCN caseload.

What support do they need from their department around supervision?

Students need support for reflective learning opportunities both provided by their assessor and other clinical staff.



PsychoSexual Health

Who are they?

Learners come from a variety of settings but all must have either a degree and or suitable experiential history i.e. a trained Counsellor.

Where are they from?

Learners come from a variety of settings, they study with the University of Central Lancashire.

What level is their programme (if applicable)

MSc, Level 7

Where do they work in the Trust?

Their placements are within BTH SHARE Psychosexual Service.

Employee or Learner?

Learner, Self funded

Type of duties during their role:

Clinical work with clients referred for sex and relationship therapy.

Qualification at the end?

MSC in Psychosexual Therapy. Attain College of Sexual Relationships Therapy (COSRT) accreditation.

Potential Destination at the end?

Once qualified they can apply to work for any Trust or work privately, this is up to the individual.

What support do they need from their department around supervision?

Supervision is provided as per the College of Sex and Relationship Therapists (COSRT) required 1 hour supervision per every 6 clinical hours throughout the clinical placement.



IAPT - HIT

Who are they?

These are current employees from the Trust, they will already need to be a qualified practitioner on a register, with a degree, or are psychological wellbeing practitioner.

Where are they from?

These are current employees from the Trust.

What level is their programme (if applicable)

Post graduate diploma, Level 7.

Where do they work in the Trust?

Blackpool Healthier minds

Employee or Learner?

Employee

Type of duties during their role:

To provide CBT for people with mild to moderate mental health difficulties including anxiety, depression or stress related difficulties.

Qualification at the end?

Post graduate diploma

Potential Destination at the end?

The employees will stay with the team or can work for any IAPT service.

What support do they need from their department around supervision?

Extensive supervision is required, regular clinical supervision, regular case supervision.



IAPT - PWP

Who are they?

Some are current employees within the Trust (paid). Others can be on placement from UCLan (non paid). There is a non degree route, however, most staff have a degree before starting this course.

Where are they from?

Some are Current employees within the Trust, Others can be on placement from UCLan.

What level is their programme (if applicable)

Post graduate certificate, Level 7.

Where do they work in the Trust?

Blackpool Healthier minds

Employee or Learner?

Variable as above

Type of duties during their role:

They provide assessment & intervention for people with mild to moderate anxiety & depression related difficulties.

Qualification at the end?

Post graduate certificate

Potential Destination at the end?

The employees will come to work for the team or any IAPT service. It is hoped the placement students will apply with the Trust if there is vacancies within the team.

What support do they need from their department around supervision?

Extensive supervision is required, this is at least weekly, this is both individual & group clinical skills supervision.



Clinical Psychology

Who are they?

Clinical psychologists are trained to work with individuals of different ages with behavioural, emotional and/or psychological distress which disrupts their everyday functioning and well-being. They aim to reduce distress and to enhance and promote psychological well-being, minimise exclusion and inequalities and enable service users to engage in meaningful relationships and valued work and leisure activities.

Where are they from?

To qualify as a registered Clinical Psychologist takes between 6-9 years. Registered Clinical Psychologists must have completed an undergraduate degree in psychology (3 years) plus a Doctorate in Clinical Psychology (3 years). It is usual to have also completed approximately 2-3 years of postgraduate clinical experience before entering the doctorate course. Just like medical doctors and nurses, Clinical Psychologists are trained by the NHS and the doctorate involves both academic and clinical work. After qualifying, most clinical psychologists will develop areas of clinical specialism (e.g. adult mental health, eating disorders) and are required to undertake regular training and CPD (continuing professional development) each year to keep their skills and knowledge up-to-date.

What level is their programme (if applicable)

The Trust employs qualified clinical psychologists. It also employs assistant psychologists, who have a psychology degree and are working under close supervision from a qualified psychologist to gain experience. There will also be Trainee Clinical Psychologists on placement who are currently working towards their doctorate, and they would come from Lancaster, Liverpool, or Manchester university.

Where do they work in the Trust?

*Children and Adolescent Mental Health Service
Adult Mental Health
Health Psychology/ pain management*

Employee or Learner?

Could be either dependant on current role (see 'What level is their programme' for more information).

Type of duties during their role:

Working psychologically with individuals, carers, and staff teams. Individual therapy, supervision of other staff, teaching, research, detailed assessment, formulation, intervention, and evaluation.

Qualification at the end?

As described above.

Potential Destination at the end?

As described above.

What support do they need from their department around supervision?

A trainee clinical psychologist and an assistant psychologist get weekly clinical supervision from a qualified clinical psychologist. A clinical psychologist gets monthly clinical supervision from a more senior clinical psychologist.

