

A detailed microscopic view of red blood cells (erythrocytes) flowing through a blood vessel. The cells are shown in various sizes and orientations, with some appearing as bright red discs and others as smaller, more distant cells. The background is a dark, reddish-brown color with a subtle, swirling pattern that suggests the flow of blood.

Welcome Pack Practitioner Training Programme

A horizontal strip of a periodic table of elements, showing various chemical symbols and atomic numbers in different colors.

Modernising Scientific Careers

Foreword: The NHS Constitution

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

The following forms an introduction to the NHS Constitution. A full, electronic version can be found at:

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

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

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

Principles that guide the NHS

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

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

Foreword: The NHS Constitution

NHS Values

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

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

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

For NHSBT Values and Behaviours see appendix 4 on page 27.

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Welcome

.... To the world of Healthcare Science and to NHSBT!

You may already realise that you're an extremely talented and fortunate bunch to have made it through the STP* application process (if not, the odds are something like 1/20,000 – Congratulations!).

The purpose of this pack is both to welcome you to your training programme, introduce the South Healthcare Science 'Network' that you will be welcomed into and make you aware of the material available to support you as you find your feet in the first, hectic few weeks. Over the next few pages you'll be able to access some excellent resources.

- An outline of the Modernising Scientific Careers (MSC*) programmes.
- A jargon buster to get you familiar with the acronyms you'll come across.
- Useful contacts and links.
- FAQs and tips for navigating your portfolio and assessments.
- How to get involved with local schools, science festivals, engaging the general public or representing trainees in your own specialism.

On behalf of the Scientists within NHSBT, enjoy getting stuck in, and good luck!

*Please see the jargon buster for full definitions of any words or phrases

The Gist

What can I expect of the PTP?

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

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

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

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

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

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

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

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

FAQs

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

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

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

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

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

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

General problems relating to particular specialism's or themes should be taken to the National School of Healthcare Science, via themed board reps (see contacts and links).

How do I submit feedback about my course?

Through the themed board who will feed any persistent problems back to the National School of Healthcare Science, and keep you updated with any responses they receive.

What happens after i graduate from my PTP programme?

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

What is a placement?

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

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

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

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

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

CPD folder evidence may include:

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

FAQs

What is a PEF (Practice Education Facilitator)?

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

The educational support offered includes:

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

PEFs will introduce themselves to you at the start of the programme or placement. If you do not have their contact details they can usually be found on your trust intranet site.

Survival Tips From Other trainees

Collect everything: It is much better to have too much evidence and end up not using some than to have too little. Refuse to walk away from a single lab technique or tutorial without some hard evidence of having been there, be it some data, a photograph or a diary note to say you attended something.

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

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

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

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

Survival Tips From Other trainees

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

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

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

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

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

Jargon Buster

Section 1: The training course

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

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

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

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

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

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

Jargon Buster

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

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

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

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

Section 2: On Placement

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

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

AP/ MLA – Associate Practitioner/ Medical Laboratory Assistant: Trained technicians who support the daily running of a hospital laboratory by assisting with a wide range of tasks such as I.T. or paperwork, practical work, maintenance of equipment and provisions of consumables. Within NHSBT the technicians are referred to as HTO, HHTO or SHTO depending on their knowledge and skills.

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

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

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

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

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

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

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

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

Section 3: Professional Networks

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

MAHSE – Manchester Academy for Healthcare Scientist Education: A partnership between the University of Manchester, Manchester Metropolitan University, University of Salford, other North West Universities and Healthcare Scientists from affiliated NHS trusts. Any trainees studying the academic components of STP programmes in Manchester are members of MAHSE.

AHSN – Academic Health Science Network: These are large collectives that exist across the UK and are designed to enhance collaboration between Scientists working in the NHS, university and industry. AHSNs aim to promote innovation and accelerate the adoption of new technologies into the fields of Healthcare Science or outside the NHS.

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

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

Themed Board: Each set of STP specialisms comes under a specific 'theme' e.g. Blood and Infection Sciences, Neurosensory Sciences. Students within each 'theme' are represented by a nominated individual at regular 'themed board meeting' hosted by the National School of Healthcare Science. These provide a useful route for feedback about education and training.

Jargon Buster

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

Academy of Healthcare Science: The professional body of Healthcare Scientists which award a certificate of PTP or STP completion to trainees, enabling them to apply for official state registration as Healthcare Scientist.

HCPC – Health and Care Professions Council: A body which holds and maintains registers of several qualified Health, Psychological and Social Work professionals in the UK, and outlines codes of practice for different jobs. This prevents fraudulent use of protected titles, provides public assurance that their healthcare is being provided by a trained individual and ensures that registered scientists keep their knowledge and skill up to date. Not all scientists are registered with the HCPC – some may be enrolled on voluntary registers, and you should contact the professional body for your discipline for specialism's-specific information. If appropriate to your discipline, you will automatically be registered with the HCPC on successful graduation from the STP Programme and completion of the online portfolio, university master's and OSFA.

HEI – Higher Education Institutions: A university or learning establishment that delivers the academic component of an STP programme.

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

LETB – Local Education and Training Board: Committees of HEE which cover the whole of England. Each LETB is made up of representatives from local providers of NHS services. LETBs improve the quality of education and training to meet the needs of the patients, the public and service providers in their areas. They have flexibility to invest in education and training in order to support innovation and development of the wider health systems. By ensuring that the systems responds to the recommendations of the Francis report, LETBs aim to improve the quality of care wherever possible.

STEMNET – Science, Technology, Engineering and Mathematics Network: An educational charity which promotes science, technology, engineering and maths in schools and colleges across the UK. STEMNET relies on volunteers to enthuse children and young adults about science and encourage them to become the next generation of Healthcare Scientists!

Contacts and Links

Themed Board Reps:

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

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

Contacts and Links

Websites (1) Course Information and Resources

Health Education England:

<http://hee.nhs.uk/>

For information about the work of Health Education England and its Local Education and Training Boards.

OLAT (Online Learning and Assessment Tool):

<https://olat.nshcs.org.uk/>

Outlines competencies, professional practice modules, assessments and reflective log.

The National School of Healthcare Science:

<http://nshcs.or.uk/>

Curricula, learning guides, information about assessments, general course info.

Trainee Handbook:

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

Guidance for Trainees and Training Officers from the NSHCS.

MAHSE:

<http://mahse.co.uk/>

For information about applications and contact details for University of Manchester course administrators.

Academy for Healthcare Science:

<http://www.ahcs.ac.uk/>

For information on professional qualifications and registration.

Websites (2) Professional Bodies

The Health and Care Professions Council

<http://www.hcpc-uk.org.uk/>

For codes of practice and information on registration.

Health Education England

<http://hee.nhs.uk/>

For news and details of local and national educational provision.

NHS England

<http://www.england.nhs.uk/>

News, reports and resources for NHS employees.

Contacts and Links

Websites (3) Technical Information

Department of Health:

<https://www.gov.uk/government/organisations/department-of-health>

For information on NHS structure, reports, reforms and publications detailing disease prevalence, outbreaks, lifestyle factors and medical guidance.

Lab Tests Online:

<http://labtestsonline.org.uk/>

For information on laboratory testing and diagnosis.

Medscape:

<http://www.medscape.com/>

Information for medical professionals on prescriptions, diagnosis and treatment of specific conditions and current topics in healthcare.

NHS Choices:

<http://www.nhs.uk/Pages/HomePage.aspx>

Information about disease, tests and services offered by the NHS.

NICE (National Institute for Clinical Excellence)

<http://www.nice.org.uk/>

For guidelines on treatment and management of different conditions and links to the BNF (British National Formulary) for information about medications and prescriptions.

Public Health England:

<https://www.gov.uk/government/organisations/public-health-england>

Information on protecting and improving health and wellbeing in the UK.

WebMD:

<http://www.webmd.com/>

Information for the public on pharmaceuticals, diagnosis and treatment of specific conditions and current topics in healthcare.

WHO (World Health Organisation) UK:

<http://www.who.int/countries/grb/en/>

For statistics on health and disease in the UK, news and current topics.

Get Involved

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

As mentioned in the FAQ section, different supervisors may have different requirements when it comes to allowing their students to participate in activities during work time.

Examples of activities include:

Volunteering:

Become a STEM Ambassador

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

The Big Bang Fair:

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

Get Involved

Representation

University course representative:

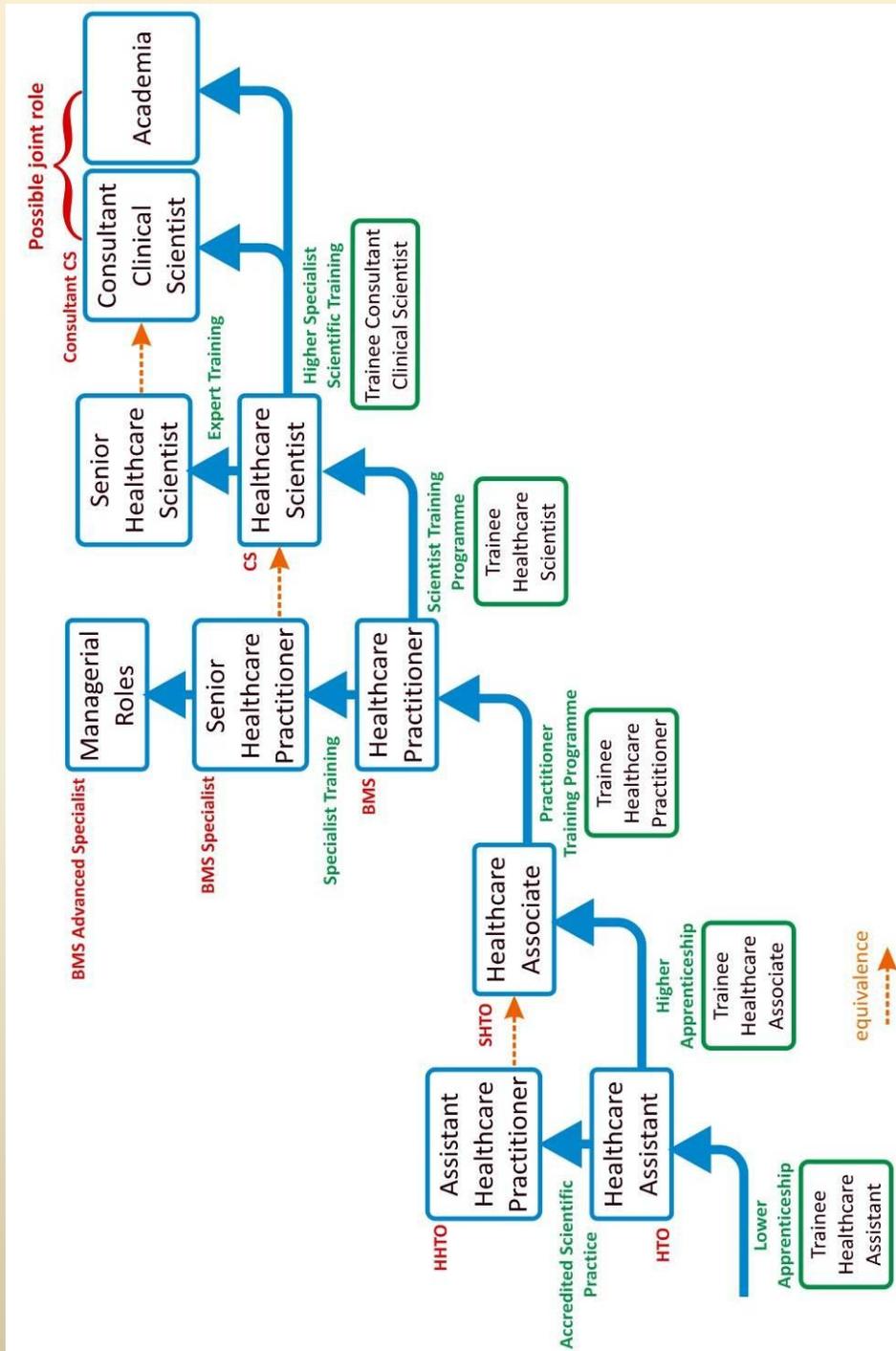
Each course at the various universities will require a course representative to act as the point of contact between the trainees on your course and staff. As a rep you'll need to help raise any concerns and help disseminate information. You do not necessarily have to act as the representative for all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

Networks:

The Clinical Leaders Network has regular meeting that as a healthcare science trainee you are able to attend. For meeting information sign up on <http://www.cln.nhs.uk/>

Another network to look out for and to get involved in is the Academic Health Science Network (AHSN). There are specific regional networks that have a range of research into innovative approaches in healthcare. Trainees could get in touch to see if they can collaborate with research, or undertake their electives with them.

Appendix 1 – MSC Career Framework



Appendix 2 – Table of Health Science Specialism's; STP

Division	Theme	Specialism
Physiological Sciences	Cardiac, Vascular, Respiratory and Sleep Science	Cardiac Science
		Vascular Science
		Respiratory and Sleep Science
		Critical Care Science
		Clinical Perfusion Science *
		Gastrointestinal Physiology
		Urodynamic
	Neurosensory Sciences	Audiology
		Neurophysiology
		Ophthalmic and Vision Science
Life Science	Infection Sciences	Microbiology
	Blood Sciences	Clinical Biochemistry
		Haematology and Transfusion Science
		Clinical Immunology
		Histocompatibility and Immunogenetics
	Cellular Science	Histopathology
		Cytopathology
		Reproductive Science
	Genetics	Genetics
	Physical Sciences and Biomedical Engineering	Medical Physics
Radiation Safety Physics		
Imaging (ionising radiation)		
Imaging (non-ionising radiation)		
Un-defined Medical Physics		
Clinical Pharmaceutical Science		
Clinical Engineering		Rehabilitation Engineering
		Clinical Measurement and Development
		Un-defined Clinical Engineering
		Reconstructive Science

Appendix 3 – HCS Ambassador Flyer



Your chance to make a difference!

- Passionate about your job in healthcare science?
- Want to inspire the next generation of healthcare science staff?

Join the healthcare science ambassador scheme today and you could inspire the healthcare science workforce of the future!



Scientists in health: making a difference to people's lives



What healthcare science ambassadors do

STEM NHS Healthcare Science Ambassadors share their passion for their profession with schools, colleges, patients and other health professionals. It's not a big time commitment but can make a huge difference.

Healthcare science ambassadors get involved in all sorts of activities, such as:

- taking part in National Healthcare Science Week every March
- running science and engineering clubs
- providing careers guidance and mentoring to interested students
- and facilitating NHS work-based placements for both teachers and students.

It's a chance for young people and their teachers to meet real-life healthcare science staff and existing ambassadors say the role is great fun, rewarding and excellent for their personal development and professional networking.

All the resources you need

NHS Careers has developed a toolkit with a wide range of supporting materials to help you in your role as a healthcare science ambassador, including powerpoint slides, a video of real-life healthcare science students talking about their experiences, and real life stories.

www.nhs.uk/nhs-careers/nhs-uk/hcs/toolkit



Sign up today!

Visit the STEMNET website www.stemnet.org.uk to find out more about becoming a healthcare science ambassador. You'll need to register online and ensure you select 'NHS healthcare science ambassador' from the drop down menu on page two of the registration form. You will be given support through an induction process and DBS checks and then you'll be ready to sign up for a range of activities in your area!

CA 00001



Appendix 4 - NHSBT Values and Behaviours



Our values shape everything we do



Our values

Caring
Caring about our donors, their families, our staff and the patients we serve.

Expert
Being expert in meeting the needs of our customers and partners.

Quality
Providing quality products, services, and experiences for donors, staff and patients.



Our behaviours

Through communicating, collaborating, leading, being customer focused, performing and improving, we consistently deliver our values.



Our purpose

Demonstrating our values every step of the way, to save and improve more lives than ever.



Our ambition

Living our values every day, to be the best organisation of our type in the world.

Caring | Expert | Quality

