

JOB DESCRIPTION

1. Job Details

Job title: Apprentice Undergraduate AHP Student

Job grade: band 3

Hours: 18.75

Reports to: Senior Physiotherapist or AHP lead

Division: Trust-wide

Department/Area: Trust-wide

Location: Sherwood Forest Hospitals NHS Foundation Trust

2. Job Purpose

The overriding purpose is to support the provision of the highest quality patient care through personal actions and continuous improvement.

As an Apprentice Undergraduate AHP Student employed by Sherwood Forest NHS Foundation Trust the post holder will fulfill the organisations ambitions for the individual to learn in up to a three year period the professional skills, responsibilities and accountabilities to become a fully qualified and registered AHP.

As an Apprentice Undergraduate AHP, you will be supported to develop the knowledge base and professional skill set to assess and intervene with individuals that require professional input and expertise from AHPs. These skills may include, but may not be limited to; assessment, diagnosis, treatment and discharge planning skills whilst adapting a holistic and patient centered approach.

The post holder's core purpose is to deploy these skills in order to focus on illness prevention and improvement of health and wellbeing to maximize the potential for individuals in the local community to live full, active and independent lives.

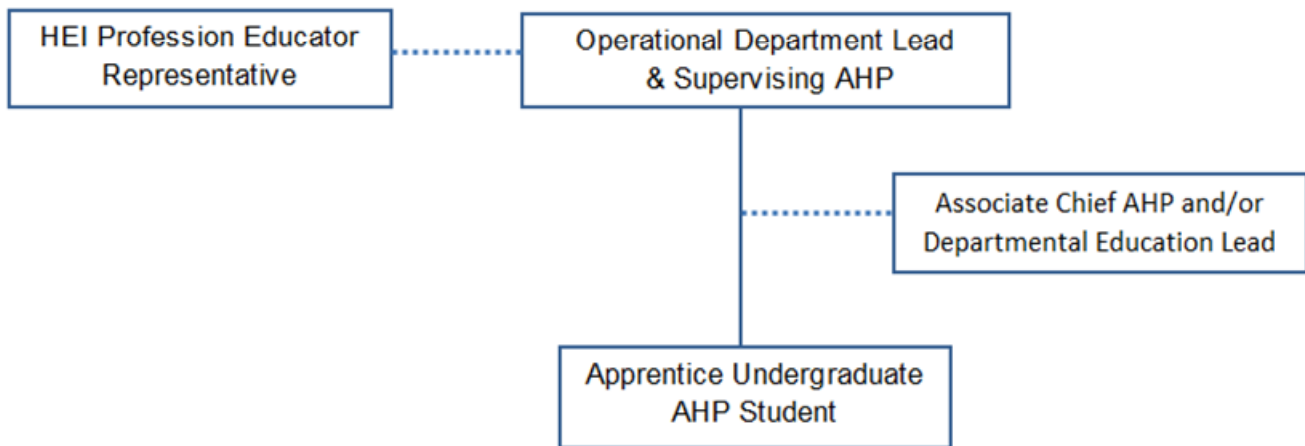
3. Role of the Department

The Apprentice Undergraduate AHP Student will be supervised by a specific clinical team based within a Clinical Division of the Trust. This team will take employment responsibility for the post holder's employment as a student and for their clinical learning when at work. The alternative clinical placements (a requirement of all undergraduate AHP students) and time spent in university will mean that the individual is away from their team on a regular basis (as per the relevant university academic calendar).

The Apprentice Undergraduate AHP Student will be supported by a nominated senior AHP within

their local area and the employing department to ensure they have adequate monitoring, pastoral support and alternative learning opportunities throughout their training period.

4. Organisational Chart



5. Key Result Areas

Cognitive skills

The post holder will:

Develop skills required to assess and, where applicable, design programmes and care packages under the supervision of a HCPC registered AHP. This may include, but may not be limited to; diagnostic procedures, assessment planning, treatments, management and evaluation of care which are underpinned by developing and evolving theoretical knowledge.

Pursue all opportunities and use protected learning time, supervision and periods of reflection to develop competencies and identify on-going learning needs.

Recognise and consistently work within the boundaries of their undergraduate skills, knowledge and competence, escalating and seeking guidance and support from their supervising AHP. They shall develop methods to demonstrate the achievement of these learning outcomes alongside their supervising AHP.

Develop strategies to progress their competence in other essential transferable skills, for example; prioritisation, delegation, time management and leadership.

Clinical Responsibilities

The Apprentice Undergraduate AHP Student will:

Deliver high quality, compassionate, evidence-based and person-centred care to patients and their family and carers in order to promote health and independence under the supervision of a qualified AHP.

Liaise with a HCPC registered AHP in an appropriate and timely manner to review and reassess patient care needs and ensure progression towards improved patient outcomes.

Monitor and respond to signs and symptoms of physical, mental, cognitive, behavioural and emotional distress, deterioration or improvement, in line with wider Trust expectations.

Recognise and respond to emergency situations and support registered staff appropriately.

Contribute to the on-going assessment of the patient. Provide accurate, regular and agreed information to supervisors and teams. Use this to inform assessments and adapt management plans.

Conduct effective goal planning with patients and their family and/or carers. Evaluate the effectiveness of care; seek guidance and discussion with those in a supervisory role. Suggest, discuss and agree changes to care plans with involvement from supervisors, patients and their family and carers.

Involve patients and their family and/or carers in decisions about their care, Ensure they have a good understanding and knowledge of the decision-making process. The post holder will be able to anticipate and manage the impact of psychological and spiritual needs, socio-economic and cultural status and patient expectation.

Encourage independence and support individuals to improve and maintain their mental and physical health and wellbeing.

Respect the privacy, dignity, needs, beliefs, choices and preferences of patients and carers.

Obtain consent for the identified care delivery.

Maintain clear and accurate patient records using both digital and paper based records and stored in line with local policy.

Works in accordance with local policy and practice, including safeguarding and raising concerns.

Conduct themselves in a professional manner at all times as a representative of both their profession and SFHFT.

Use a wide range of communication methods, verbal, non-verbal and written, to interact in a safe, effective, compassionate and respectful way with a variety of individuals.

Work as a member of the multi-disciplinary team promoting team and interdisciplinary relationships.

Provide support to other staff, as required.

6. Physical and Mental Skills

The various roles of AHPs are varied and therefore the physical and mental demands of the roles between professions will be vastly different. This will include, but will not be limited to;

- The ability to maintain positions/activities such as sitting, standing and walking for prolonged periods of time.
- The need for a degree of dexterity with some advanced sensory skills for assessment and management of patients where accuracy is important.
- The ability to receive and process complex educational information, such as research findings or complex scientific information.

7. Responsibilities of the Post Holder

The Apprentice Undergraduate AHP Student is responsible for their own learning and development. They are expected to work at all times under supervision of a mentor/ supervisor and arms-length supervisor. It is essential that they take an independent and proactive approach to managing their work life balance, in order to meet the various demands of the apprenticeship training route.

It is the responsibility of the post holder to make sure that they are aware of, and working within, the policies and procedures of both the Trust and the University at all times. This includes, but is not limited to, policies and procedures related to safeguarding, equality and diversity, sustainability, confidentiality and infection control.

To learn the responsibilities and accountabilities identified within the Health and Care Professions Council (HCPC) and any other standards outlined by specific union bodies, relevant to the specific AHP.

8. Freedom to Act

Acts in accordance with the HCPC code of professional conduct and professional guidelines as a student AHP. Works under supervision and prioritises elements of workload and learning. Be accountable for own actions within the scope of the student post. Understands the scope of the role and seeks help when unsure.

Works within Trust and University policies and procedures.

9. Physical, Mental and Emotional Effort Required

The post holder will be physically able to undertake the tasks involved in caring for patients where there is requirement for frequent moderate physical effort for short periods in a duty period which may involve manual handling of patients and equipment.

Frequent concentration required for checking documents, calculations and general patient care in possibly un-predictable environment. Concentration required for driving between sites and organisations for study, placements and clinical duties.

The post holder will be exposed to distressing or emotional circumstances with occasional

exposure to highly distressing situations e.g. working with people living with terminal illness.

The post holder will be exposed to high pressured learning and assessment processes e.g. university exam processes.

10. Outline of Working Conditions

Working in an environment where hazards may exist.

Frequent exposure to body fluids, blood, urinary and faecal incontinence and exposure to open wounds.

Frequent exposure to noxious and harmful, biological chemical odours and allergens from cleaning products.

Working in low light conditions in some areas, often without windows.

The job holder is expected to travel to other sites for study, placement and clinical duties.

Sherwood Forest Hospitals NHS Trust

Person Specification

Post of Apprentice Undergraduate AHP Student - Physiotherapist

Attribute	Essential	Desirable	How Identified
Knowledge Requirements	Understanding of the role of the AHP in patient care and recovery, health promotion and physical and mental health wellbeing.	<ul style="list-style-type: none"> - Evidence of relevant personal development - Confident in a range of relevant assessments and/or therapeutic approaches. 	Interview / References
Qualifications- Academic/ Craft/ Professional	Educated to a good standard of general education equivalent to GCSE Maths & English level C or above. NVQ 3 in Care or equivalent	<ul style="list-style-type: none"> - Associate/unqualified member of professional group. - Care certificate 	Application
Further Training/Skills	<ul style="list-style-type: none"> - Ability to work effectively as part of a team - Basic IT skills - Ability to work flexibly and independently - Ability to explain and pass on information to others - Motivated and enthusiastic - Clear, concise written communication skills - Good interpersonal, social and communication skills - Well organised 	<ul style="list-style-type: none"> - Ability to teach, coach and mentor others - Competence in a specific relevant area to advertised role - Developed interest in a specific area - Developed IT skills 	Application/interview
Experience	<ul style="list-style-type: none"> - Relevant work experience working together with qualified AHP. 	<ul style="list-style-type: none"> - Advising other staff on therapeutic approaches. 	Application/Interview/References

	- Demonstration of, commitment to, and ability to work as a multi-disciplinary team member.	- Delivering training and/or support opportunities for staff	
Contractual Requirements	Able to travel around placements across Nottinghamshire, and possibly further afield, and to partnership Higher Education Institution.		Interview

Job Description Agreement

Job Holder's Signature Date

Line Manager's Signature Date

General Statements

All employees have an individual responsibility to have a knowledge of and employ the basic principles of infection control practice and to ensure adherence to the requirements of the Infection Control Manual.

All staff employed by the Trust are required to work in a safe manner, in accordance with current health and safety legislation and with the general principles laid down in the Trust's Health and Safety Policy.

You are required to comply with all of the Trust's policies and procedures. These are obtainable on the Trust's intranet site, where guidance is also contained.

Equality and Diversity is fundamental to all the hospital does, both in the way we provide services to our community, patients and the way in which we manage our staff. All Trust employees are required to respect and adhere to the principles of equality and diversity treating patients and staff with dignity and respect as laid down in the Trust's Single Equality Scheme.

To undertake any other duties which may be reasonably regarded as within the nature of the duties, responsibilities and grade of the post as defined, subject to the proviso that appropriate training is given and that wherever possible significant changes of a permanent nature shall be mutually agreed and incorporated into the job description in specific terms and the post re-evaluated if the change is likely to result in a job evaluation score change.

'All employees have an individual responsibility to ensure all information both manually and electronically achieves and maintains the highest possible data quality standards by adhering to the Trust's Data Quality Strategy and Policy. Poor quality information impacts directly upon patient care, safety and the Trust's performance indicators and finances.'

Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and wellbeing of children and vulnerable adults. Familiarisation with, and adherence to, the appropriate organisational Safeguarding Policies and any associated guidance is an essential requirement of all employees as is participation in related mandatory/statutory training. All employees must ensure that they understand and act in accordance with this clause. If you do not understand exactly how this clause relates to you personally then you must ensure that you seek clarification from your immediate manager as a matter of urgency. Equally, all managers have a responsibility to ensure that their team members understand their individual responsibilities with regard to Safeguarding Children and Vulnerable Adults.

The NHS Constitution

The NHS Constitution brings together in one place, what staff, patients and the public can expect from the NHS. It sets out the principles and values of the NHS and explains a number of rights, pledges and responsibilities for staff and patients alike.

The key document to read is the NHS Constitution. This is accompanied by The Handbook to the NHS Constitution which gives more detail of each of the rights, pledges, responsibilities, expectations and values. There is also a useful guide which gives more background information and explains the parts of the Constitution that are relevant to you.

The promises the NHS makes to you

The NHS also makes certain pledges to you, which it is committed to achieving. These go above and beyond your legal rights and are a commitment to provide high-quality services.

What the NHS needs from you in return

The NHS is a vital resource and we can all help it work effectively, and ensure resources are used responsibly. The NHS Constitution explains the ways in which you can do this, including:

- Recognising that you can make a significant contribution to your own, your family's good health & wellbeing, and taking some personal responsibility for it
- Registering with a GP practice
- Following courses of treatment you've agreed to
- Always treating NHS staff and other patients with respect
- Keeping GP and hospital appointments – or if you have to cancel, doing so in good time
- Giving feedback – both positive and negative – about treatment you've received



FORM FOR DEVELOPING AN NHS KSF OUTLINE FOR A POST

Title of Post :

NHS KSF DIMENSIONS	Need ed for post?	Level for post				Notes
		1	2	3	4	
CORE DIMENSIONS -relates to all NHS posts						
1 Communication						
2 Personal and people development						
3 Health, safety and security						
4 Service improvement						
5 Quality						
6 Equality and diversity						
SPECIFIC DIMENSIONS						
HEALTH AND WELLBEING						
HWB1 Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing						
HWB2 Assessment and care planning to meet people's health and wellbeing needs						
HWB3 Protection of health and wellbeing						
HWB4 Enablement to address health and wellbeing needs						
HWB5 Provision of care to meet health and wellbeing needs						
HWB6 Assessment and treatment planning						
HWB7 Interventions and treatments						
HWB8 Biomedical investigation and intervention						

HWB9 Equipment and devices to meet health and wellbeing needs						
HWB10 Products to meet health and wellbeing needs						

NHS KSF DIMENSIONS	Needed for post?				Level for post	
		1	2	3	4	Notes
ESTATES AND FACILITIES						
EF1 Systems, vehicles and equipment						
EF2 Environments and buildings						
EF3 Transport and logistics						
INFORMATION AND KNOWLEDGE						
IK1 Information processing						
IK2 Information collection and analysis						
IK3 Knowledge and information resources						
GENERAL						
G1 Learning and development						
G2 Development and innovation						
G3 Procurement and commissioning						
G4 Financial Management						
G5 Services and project management						
G6 People management						
G7 Capacity and capability						
G8 Public relations and						

marketing						
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