

CURRICULUM VITAE

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Profile

A highly skilled clinician in pre-hospital care with 23yrs experience of working within the Ambulance Service. This experience includes many roles at many grades. During my time within this organisation I have developed both personally and professionally. I am a highly motivated, flexible, enthusiastic, creative and conscientious individual who strives at all times to achieve and maintain the highest standards.

In my current role as a Clinical Service Improvement Officer, I have been instrumental in the introduction of some high profile and significant changes to the Welsh Ambulance Services NHS Trust (WAST)s delivery of services. These include Patient Clinical Pathways and the new Clinical Response Model. I am also a highly motivated and skilled Paramedic Tutor who is committed to modernising the delivery of pre-hospital care. An effective communicator with a proven track record in the Educational & Development Team. I have gained a lot of clinical, educational and service improvement experience during my time within WAST. I am a person who strives to improve and develop both personally and professionally and who regards change as an opportunity to improve systems and processes for the best possible patient care.

Qualifications:

1995	Patient Transport Service (PTS)
	This was my first position within the organisation. The four week course gave an introduction to the Ambulance Service and my first induction into patient facing duties. The role involved transporting non-emergency patients to and from planned appointments, also admissions and discharges to and from hospital. Being a small Ambulance Service at the time, we were working closely with the Emergency Medical Service (EMS) staff, and were afforded a first-hand glimpse at what was involved with other aspects of the service. This role was the ideal introduction into the world of ambulance work. This is where patient management skills and 'bedside manner' were truly honed.
1999	Emergency Medical Technician (EMT)
	Having been working within the Patient Transport department of the Ambulance Service, I was eligible to apply for the position of Emergency Medical Technician. This was a transition from Patient Transport Services in to EMS.

	The Emergency Medical Technician (EMT) provides an emergency response in the pre-hospital environment. They work alongside and support registered paramedics or form part of an EMT crew. The EMT works in partnership to provide emergency lifesaving resuscitation and care. EMTs can provide emergency life support and administer certain therapeutic drugs and medications. The three month full time course, certified by the Institute of Healthcare Development (IHCD) involved all aspects of Pre Hospital emergency medical care and emergency driving skills. I feel that my previous role on PTS was vital in the development of my patient facing skills. It also furnished me with the relevant experience to make an informed decision as to whether it was the correct career pathway for me.
2002	Registered Paramedic (HCPC PA10054)
	Following a period of mentorship and preceptorship and a one year probationary period, I qualified as an EMT and was eligible to apply for a position on a paramedic training course. The Registered Paramedic is an autonomous practitioner in the provision of emergency pre-hospital care. This grade of staff is primarily concerned with the rapid response to all categories of EMERGENCY calls. Paramedics can provide Advanced Life Support, Trauma Care, Cardiac Care and treatment for a wide variety of acute and clinical conditions. Paramedics are able to carry out invasive techniques and administer a variety of therapeutic drugs and medications. Paramedics are registered with the Health and Care Professions Council (HCPC). Scope of Practice: <i>"A paramedic is an autonomous practitioner who has the knowledge, skills and clinical expertise to assess, treat, diagnose, supply and administer medicines, manage, discharge and refer patients in a range of urgent, emergency, critical or out of hospital settings".</i> • Paramedics are autonomous practitioners who undertake a wide range of diagnostic, treatment and management activities for service users across the lifespan, who present in either primary, urgent or emergency care settings. • Their role is to holistically assess, and if required treat and manage service users presenting with physical or mental health complaints; either as the result of injury, illness, or an exacerbation of a chronic illness. • They have responsibilities in health promotion and supporting proactive care for service users. • They contribute positively to the local and wider health and care services. • Paramedics work in a multitude of environments and care settings either as a sole clinician or as part of a wider health and care team. <i>(College of Paramedics)</i> My time working as an EMT, and the experience gained during that period was essential in my development and was a keen enabler in my application to become a paramedic.
2004	Institute of Healthcare Development (IHCD) Paramedic Tutor
	Until 2014, most vocational Ambulance Service education was licensed and certified by the IHCD, closely associated with Edexcel. I applied for, and was successful in securing a position as an IHCD Ambulance / Paramedic Tutor. The three month development programme introduced me to teaching methodologies, learning styles, objective writing, course design and the principles of education and training. Following completion of the course, I was appointed as a Regional Training Officer for the Ambulance Service. I was responsible for the design and

	delivery of high quality educational training to all levels of staff within the organisation.
2006	BSc (Hons) Degree in Pre Hospital Care. (2:1)
	I was fortunate to be selected to be part of one of the first cohorts to undertake a degree in pre-hospital care. The four year part time programme included modules on: • Healthcare Law • Behavioural Sciences • Reflective Practice • Research • Management Change • Anatomy and Physiology • Dissertation I was awarded a 2:1 with honours by University of Wales Swansea.
2007	Post Graduate Certificate in Education (PGCE) <i>PCET</i>
	As Ambulance Service education developed and became more in line with academic learning, there was a requirement for Ambulance Tutors to acquire a recognised teaching qualification to continue delivering education and training to staff. The post graduate certificate in Post Compulsory Education and Training gave me further understanding of teaching, supported by a more academic way of studying and presenting work.
2014	PHTLS Provider / Instructor
	Pre Hospital Trauma Life Support (PHTLS) is an internationally recognised qualification, awarded in the UK by the Royal College of Surgeons. This two day intensive programme, preceded by a period of study, provides the clinician with advanced emergency life support skills that are relevant to patients that have suffered severe trauma.
2017	Improving Quality Together (IQT) Silver Award
	IQT is the national quality improvement training programme for NHS staff in Wales. The goal of the programme is to develop quality improvement capability within NHS Wales through the use of a common language for quality improvement. IQT focuses heavily on using data to inform improvement, based upon small tests of change. IQT provides an opportunity to develop skills and gain accreditation in quality improvement methodology. Learners are taught a common and consistent approach to improve the quality of services and this helps improvements take place much more quickly and spread effectively throughout the country. The programme's development was led by 1000 Lives improvement Service and is locally delivered by quality improvement teams in each Health Board and Trust across Wales. In order to achieve the IQT Silver award, one must complete an Improvement Project as part of a structured assessment criteria.
2018	IQT Educational Lead
	As part of my role as Clinical Improvement Manager, and drawing on my experience in education and training, I have taken up the responsibility for delivering IQT training to all staff across Wales. I am also an IQT Coach and Improvement Mentor for staff developing within the IQT process.
2018	Institute of Healthcare Improvement (IHI) Improvement Advisor
	The IHI runs Improvement Advisor Professional Development Programmes. During the nine month programme, each participant is required to undertake an improvement project that is relevant to their organisations objectives and delivery plans. By undertaking an improvement project as part of the course, participants are able to apply their new skills and knowledge immediately into real time work situations. The combination of theory and application to real live working

	projects makes this programme a sound foundation for making improvements long after the course has ended.
2018	Trauma Incident Management (TRiM) Practitioner
	TRiM is a trauma-focused peer support system, the implementation of which has benefited many 'at risk' organisations – legally (by providing a duty of care); economically (by keeping people at work) and morally (by looking after personnel). The TRiM model builds resilience by basing itself on keeping employees functioning after traumatic events by providing support and education to those who require it. Additionally, by training TRiM Practitioners at operational level throughout an organisation, TRiM aims to identify those who are not coping after potentially traumatising events and ensure they are signposted to professional sources of help. TRiM empowers organisations to discharge their duty of care while promoting a proactive and resilient stance to the effects of potentially traumatic events. The TRiM Practitioner course provides individuals working within organisations who do not have any specialist medical or psychological expertise with both the knowledge and skills to become a TRiM Practitioner. Practitioners are encouraged to use already existing personnel management systems to assist normally distressed individuals to recover and, where necessary, ensure that those who require it are referred for appropriate treatment at an early stage.
2018	Trauma Incident Management (TRiM) Manager
	The TRiM Manager course provides already trained TRiM Practitioners with the necessary skills and knowledge to allow them to function as a TRiM Manager. The course builds upon the risk assessment and briefing skills learned during Practitioner training. TRiM Managers are able to manage the psychological aspects of traumatic events and supervise teams of TRiM Practitioners. In order to attend a Managers' course, individuals will have to have successfully attended a Practitioner level course and ideally gained experience working as a TRiM practitioner.

Training Attended:
Special Operations Response Team (SORT) operative: 2008 To respond to emergency situations or major incidents where there is a risk of contamination by chemicals. SORT operatives are trained to work in specialist chemical suits to assist in the emergency treatment, evacuation and decontamination of patients that have been involved in such incidents.
WAST Bronze / Incident Commander Course: 2006 As a Bronze or Operational Commander, I would be dispatched to a major incident to support a multi-agency response. An Ambulance Bronze Commander works at an operational level and has responsibility for the activities undertaken at the scene. As such, Bronze will be located at or close to the incident and ideally co located with Bronze Commanders from other services in a forward command position. This enables regular multi-agency face to face briefings. The Bronze Commander maintains communication links with the Silver Commander and ensures that tactical plans are carried out at scene. The Bronze Commander provides operational leadership and management / support at scene and reports up to Silver.
Improving Quality Together (IQT) Bronze: 2011 Bronze level is suitable for staff across every discipline, including non-clinical functions, and at every level. It introduces quality improvement, the Model for Improvement, and focuses on a person-centred approach.
Improving Quality Together (IQT) Silver: 2016 IQT is the national quality improvement training programme for NHS staff in Wales. The goal of the programme is to develop quality improvement capability within NHS Wales through the use of a common language for quality improvement. IQT focuses heavily on using data to inform improvement, based upon small tests of change. IQT provides an opportunity to develop skills and gain accreditation in quality improvement methodology. Learners are taught a common and consistent approach to improve the quality of services and this helps improvements take place much more quickly and spread effectively throughout the country. The programme's development was led by 1000 Lives improvement Service and is locally delivered by quality improvement teams in each Health Board and Trust across Wales. In order to achieve the IQT Silver award, one must complete an Improvement Project as part of a structured assessment criteria.
Mental Capacity Act – Level 3: 2005 In order to practice as a clinician and attend patients on behalf of WAST, staff are required to undertake this training. It provides staff with the legal and clinical knowledge to deal with patients effectively, particularly when patients decline medical treatment against the advice of clinicians.
POVA/Safeguard and Welfare of Children – Level 3: 2005 In order to practice as a clinician and attend patients on behalf of WAST, staff are required to undertake this training. It provides staff with the legal and clinical knowledge to deal with patients effectively whilst meeting the requirements of safeguarding, both in children and adults.
MAYBO Conflict Resolution Qualifying Course: 2005 Unfortunately, violence and aggression towards ambulance staff is on the increase. Conflict resolution training provides staff with methods of diffusing violent or aggressive behaviour and prevent it from escalating. It also provides training in breakaway methods to ensure staff can remove themselves from situations if they escalate.
SORT Water Rescue Operative: 2015 Wales is becoming increasingly subjected to incidents involving water, whether it be coastal, inland water courses or excessive weather related flooding, as well as large scale medical support accredited to water i.e. river and surrounding area searches. A cadre of SORT operatives have been trained to safely provide a pan-Wales flood response and assist multi-agency partners in the deployment to and delivery of quality clinical care during flooding incidents. The role of the SORT Flood Response (SFR) will be to work alongside HART and other accredited response teams at large-scale flood/water incidents.

Trained SORT staff could be reasonably expected to attend the following incidents:

- Mass flooding events – In the event of a mass flooding incident, staff could be deployed to an incident anywhere within Wales with the expectation of providing 'warm-zone' clinical care to patients and responders.
- Bank based searches – Staff could be deployed to an incident where medical cover is required to support an ongoing bank-based search. These incidents are described as "Areas of exposed land following a flood where searches can be focused near water margins and areas where water levels have dropped.

WAST Silver Tactical Commander: 2017

Further to my Bronze Commander training, I have recently undertaken the Silver or Tactical Commander training.

The Silver commander works at tactical level and is also known as the Ambulance Incident Commander. Silver has responsibility for developing a tactical plan for the use of the Bronze commander and resources at an incident.

Silver provides a framework for the Bronze commander to work to and support them achieve their objectives and manage the incident effectively. The Silver should not get directly involved with scene management as this is the responsibility of the Bronze.

The Ambulance Silver will co locate with Silver Commanders from other attending agencies and report to Gold.

Career History

EMPLOYER:

POST HELD:

DATES:

**Welsh Ambulance Services
NHS Trust**

**Clinical Service Improvement/
Support Officer**

Nov 12 - Present

Responsible for the design, management and coordination of clinical improvement projects within the organisation. As well as running large scale corporate clinical improvement projects, I support and coach other staff who are running smaller scale trials.

**Welsh Ambulance Services
NHS Trust**

**Regional Training Officer /
Regional Practitioner Educator**

July 04 – Nov 12

Responsible for the design and delivery of high quality education and training to all WAST staff. The majority of my time was dedicated to training clinicians within the organisation, including EMTs and Paramedics. I was course director on countless clinical courses and dedicated course tutor to hundreds of staff during my time as a training officer. I was also instrumental in setting up the Higher Education model for paramedic education with Swansea University, and as such was awarded an honorary lecturer position with them.

**Welsh Ambulance Services
NHS Trust**

Paramedic

June 02 – July 04

An operationally based ambulance paramedic, I responded to all emergency 999 calls in the community, administering advanced life support to a wide range of patient groups with varying clinical presentations.

Scope of Practice:

"A paramedic is an autonomous practitioner who has the knowledge, skills and clinical expertise to assess, treat, diagnose, supply and administer medicines, manage, discharge and refer patients in a range of urgent, emergency, critical or out of hospital settings".

**Welsh Ambulance Services
NHS Trust**

EMT

April 99 – June 02

The Emergency Medical Technician (EMT) provides an emergency response in the pre-hospital environment. They work alongside and support registered paramedics or form part of an EMT crew. The EMT works in partnership to provide emergency lifesaving resuscitation and care. EMTs can provide emergency life support and administer certain therapeutic drugs and medications.

**West Glamorgan Ambulance PTS Control Officer / Hospital
Service. Liaison Officer**

Feb 97 – April 99

As hospital liaison officer, I would be responsible for the management and coordination of all non-emergency vehicles and staff transporting patients to and from the hospital. I would work closely with all departments within the hospital and also with ambulance control to ensure smooth, efficient and clinically safe patient flow. As control officer, I was responsible for the allocation and movement of ambulance vehicles for the area. Working closely with the hospital liaison officers across the patch to ensure sufficient resources were available to match the demand at all sites.

**West Glamorgan Ambulance Patient Transport Service (PTS)
Service**

Feb 95 – Feb 97

Responsible for the safe transportation of patients to and from hospital. Working as part of a non-emergency crew, we would care for patients during ambulance journeys, ensuring that any mobility issues were catered for at either end of the journey. We could administer basic first aid and carry out all kinds of patient handling and moving skills.

Statement of Suitability

Leadership	Evidence of competence and experience
<i>Personal statement:</i> A highly skilled Regional Training Officer with over 21 years of paramedic and managerial experience. Prepared to lead by example, and to encourage others to be equally motivated and innovative.	• Being an established Regional Training Officer and Practice Placement Coordinator I possess excellent team working skills. I possess strong planning and organisational qualities where I am able to lead, motivate and develop staff through their various educational programmes. This ensures they continue to perform within agreed standards, objectives and develop themselves professionally. • Support to new members of the team during a comprehensive induction plan and provide personal support and mentoring whilst new to their role. • I ensure I treat all individuals with fairness and respect and act as a role model and expert practitioner to a multidisciplinary team and also to other teams within the Trust. • I have previously been responsible for the organisation of the education of 90 undergraduate students undertaking their Diploma in Paramedic Science, this included giving advice and pastoral care as required. • I possess excellent problem-solving and decision-making skills and am the conduit between WAST's Workforce Development Team and Swansea University College of Human and Health Sciences. • Possessing excellent interpersonal skills, I embrace all challenges; work well under pressure to meet deadlines and can prioritise and manage my own workload independently as well as within the wider team.

Personal management	Evidence of competence and experience
<i>Personal statement:</i> A person who is highly motivated, enthusiastic and conscientious. At all times striving to maintain and develop the highest standards of ethical management.	• Encourages open and honest conversations with colleagues, as part of reflective practice. For example, the mentoring of Practice Placement coordinators involves a two-way process, where feedback is given and received to identify areas of strength and areas of development. • Maintaining my professional awareness with HCPC bulletins, WAST Siren on-line papers which allows me to update my CPD portfolio. • I take any professional development opportunities that arise.
Team management	Evidence of competence and experience
<i>Personal statement:</i> Committed to building and developing self-managed teams. Capable of creating and maintaining an efficient and productive working environment.	• As part of a Regional Practitioner Educator Team and as a Clinical Support Officer, we are encouraged to involve ourselves in multi-disciplinary team working. • As the Practice Placement Coordinator I would ensure that each Regional Practitioner Educator was fully aware of their teaching commitments for the undergraduate students attending the National Ambulance Training College. This included timetabling, ensuring the educator commitment plan is populated and informing Swansea University of the methodology behind the delivery. • Ensuring that my Practice Placement Educator Team (n= 164) were kept updated with processes within Swansea University. This was generally done by e-mail and/or bulletin. This also encouraged them to be personally responsible for their own CPD. • A drive to ensure that there is a standard approach to teaching processes, higher standards of student support, and team ethos of excellence in performance. This is clearly seen in the consistent high ratings of external accreditation and inspection visits by the IHCD and the HCPC of which I was heavily involved.
Performance Management	Evidence of competence and experience
<i>Personal statement:</i> I am systematic, hardworking and pay attention to detail, ensuring work is completed proactively and on schedule.	• I enjoy focusing on facts, results, interpreting and analysing data and then evaluating trends, themes and lessons learnt that will inform future practice. This is an essential part of performance management within the team, the organisation and our stakeholders. • Monitoring and reporting progress against the Workforce and Organisational Development Business Plan, which is linked to the Annual Delivery Plan. • I continuously monitor performance and data in relation to service improvement initiatives, operational performance and key clinical performance indicators.

Partnership working	Evidence of competence and experience
<i>Personal statement:</i> Able to initiate and develop effective partnerships with internal and external stakeholders.	• I currently work as a Clinical Service Improvement Officer. Within this role I have lead on some key improvement initiatives. • I have developed several collaborative working relationships. These include internally with various directorates and senior management teams, and externally with other emergency services, primary care, GP clusters and Welsh Assembly Government, to name but a few. • I have worked on curriculum planning working in collaboration Swansea University. • Instrumental in the development of a 24 week paramedic curriculum which was validated by the HCPC. • The organisation of student paramedic placements in conjunction with the placements officer in Swansea University. This ensures a high quality educational experiences are achieved. • Co-lead on the placement of paramedic students within Clinical Contact Centres. • Have attended numerous meetings with NLIH and other undergraduate programme leads to improve and maintain effective developments of the educational programmes. • I am the clinical and educational lead for the Immediate Emergency Care course that is run by the three Fire and Rescue Services within Wales. I am also the key educational lead for their cohort of trainers. I am the main link between the Welsh Ambulance Service Training Department and the Fire & Rescue Training Department. • I am the lead Paramedic St John Cymru Wales in the West Glamorgan County.
Organisation	Evidence of competence and experience
<i>Personal statement:</i> Fully aware of the Welsh Ambulance Services NHS Trust's strategy (Working Together for Success), and the associated Performance Monitoring mechanisms.	• Being an ambassador for the Welsh Ambulance Service, I am actively involved in many changes within the organisation. • I sit on various professional work streams, and am actively involved in the development, implementation and evaluation of processes, guidelines and policies. • Plan, deliver and evaluate educational packages relevant to staff and client needs in order to share good practice and attain client centred service development. • Provision of compliance stats as and when requested by our senior management team. • A state registered paramedic (PA 10054), who continues to practice regularly on operational shifts for the Ambulance Service, on call duties and medical cover at key sporting events.

Resource and financial management	Evidence of competence and experience
<i>Personal statement:</i> Manages and ensures the effective use of physical resources and finance.	• I proactively identify poor quality educational delivery towards our undergraduate programme and address issues in relation to educational provision.