Postoutline: Radiographer (Barium Enema and Quality System Manager / Cascade trainer)

Created On Thursday, December 9, 2004
Created By Lindsay Mitchell
Post Outline is Approved

Assigned To:

Purpose: General first line supervisory and radiographic duties within the radiology directorate.
To take an active part in Directorate Fluoroscopic team, performing barium enemas, managing workload and liaising with clerical staff for appointing patients, deputing for the Superintendent IV in her absence.

Reporting To: Clinical Director

### KSF Dimensions, Levels And Indicators

<table>
<thead>
<tr>
<th>Core / Specific</th>
<th>Number</th>
<th>Dimension</th>
<th>Second Gateway (Full Outline)</th>
<th>Foundation Gateway (Subset Outline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>C1</td>
<td>COMMUNICATION</td>
<td>Level: 3, Indicator: A,B,C,D,E,F</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
</tr>
<tr>
<td>Core</td>
<td>C2</td>
<td>PERSONAL AND PEOPLE DEVELOPMENT</td>
<td>Level: 3, Indicator: A,B,C,D,E,F,G</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
</tr>
<tr>
<td>Core</td>
<td>C3</td>
<td>HEALTH, SAFETY AND SECURITY</td>
<td>Level: 3, Indicator: A,B,C,D,E</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
</tr>
<tr>
<td>Core</td>
<td>C4</td>
<td>SERVICE IMPROVEMENT</td>
<td>Level: 2, Indicator: A,B,C,D,E,F</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
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<tr>
<td>Core</td>
<td>C5</td>
<td>QUALITY</td>
<td>Level: 3, Indicator: A,B,C,D,E,F,G</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
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<tr>
<td>Core</td>
<td>C6</td>
<td>EQUALITY AND DIVERSITY</td>
<td>Level: 2, Indicator: A,B,C,D</td>
<td>Level: 1, Indicator: A,B,C,D,E</td>
</tr>
<tr>
<td>Specific</td>
<td>IK2</td>
<td>INFORMATION COLLECTION AND ANALYSIS</td>
<td>Level: 2, Indicator: A,B,C,D,E,F</td>
<td>Level: 1, Indicator: A,B,C,D</td>
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Radiographer (Barium Enema and Quality System Manager / Cascade trainer)

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<th>Second Gateway (Full Outline)</th>
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<tbody>
<tr>
<td><strong>Level : 3</strong> Develop and maintain communication with people about difficult matters and/or in difficult situations</td>
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</tbody>
</table>
| **Level Indicators:**  
  a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors  
  b) communicates with people in a form and manner that:  
    - is consistent with their level of understanding, culture, background and preferred ways of communicating  
    - is appropriate to the purpose of the communication and the context in which it is taking place  
    - encourages the effective participation of all involved  
  c) recognises and reflects on barriers to effective communication and modifies communication in response  
  d) provides feedback to other workers on their communication at appropriate times  
  e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.  
  f) communicates in a manner that is consistent with relevant legislation, policies and procedures. |
| **Level : 1** Communicate with a limited range of people on day-to-day matters |
| **Level Indicators:**  
  a) communicates with a limited range of people on day-to-day matters in a form that is appropriate to them and the situation  
  b) reduces barriers to effective communication  
  c) presents a positive image of her/himself and the service  
  d) accurately reports and/or records work activities according to organisational procedures  
  e) communicates information only to those people who have the right and need to know it consistent with legislation, policies and procedures. |

**Examples of Application**:
- Maintain and extend good working relationships with all other staff in the x-ray departments, and where relevant, with other staff in the hospital  
  - Maintain the highest professional standards  
  - Provide written and verbal explanation and advice for investigations, patient preparation and aftercare  
  - Ensure suitable confidentiality of patient information  
  - Conform to the Data Protection Act or personal information kept on computer

**Examples of Application**:
- People with whom communicating  
  See overview

Day-to-day matters might include:  
- asking questions  
- giving straightforward information  
- passing on simple messages  
- providing answers  
- taking simple messages.

Forms of communication  
See overview

Barriers to communication  
See overview

Reducing barriers might relate to:  
- adapting communication  
- changing the environment  
- checking information received for accuracy and interpretation  
- using communication aids

Legislation, policies and procedures  
See overview
## PERSONAL AND PEOPLE DEVELOPMENT

### Second Gateway (Full Outline)

**Level : 3 Develop oneself and contribute to the development of others**

<table>
<thead>
<tr>
<th>Level Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post</td>
</tr>
<tr>
<td>b) identifies own development needs and sets own personal development objectives in discussion with his/her reviewer</td>
</tr>
<tr>
<td>c) takes responsibility for own personal development and maintains own personal development portfolio</td>
</tr>
<tr>
<td>d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information</td>
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<tr>
<td>e) enables others to develop and apply their knowledge and skills in practice</td>
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<tr>
<td>f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures</td>
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<tr>
<td>g) contributes to developing the workplace as a learning environment.</td>
</tr>
</tbody>
</table>

**Examples of Application :**

- Identify own development needs and maintain own personal professional portfolio
- Keep abreast of modern developments, attending study days and lectures as required
- Identify learning opportunities for self and others with the team
- Sharing knowledge with team members to develop best practice
- Train students in fluoroscopic techniques

### Foundation Gateway (Subset Outline)

**Level : 1 Contribute to own personal development**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a) with the help of others, identifies:</td>
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<tr>
<td>- whether s/he can carry out the tasks within own job</td>
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<tr>
<td>- what s/he needs to learn to do current job better</td>
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<tr>
<td>- when s/he needs help</td>
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<tr>
<td>b) reviews his/her work against the KSF outline for his/her post with his/her reviewer and identifies own learning needs and interests</td>
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<tr>
<td>c) produces with his/her reviewer a personal development plan</td>
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<tr>
<td>d) takes an active part in agreed learning activities and keeps a record of them</td>
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<tr>
<td>e) evaluates the effectiveness of learning activities for own development and the job.</td>
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</table>

**Examples of Application :**

- Others

See overview

**Personal development**

See overview
**Second Gateway (Full Outline)**

<table>
<thead>
<tr>
<th>Level Indicators:</th>
<th></th>
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</table>
| a) identifies:   | - the risks involved in work activities and processes  
|                   | - how to manage the risks  
|                   | - how to help others manage risk  
| b) undertakes work activities consistent with: | - legislation, policies and procedures  
|                   | - the assessment and management of risk  
| c) monitors work areas and practices and ensures they: | - are safe and free from hazards  
|                   | - conform to health, safety and security legislation, policies, procedures and guidelines  
| d) takes the necessary action in relation to risks |  
| e) identifies how health, safety and security can be improved and takes action to put this into effect. |  

**Examples of Application:**

- Ensure that the requirements of the Health and Safety at Work Act, as drawn up in the Trust's Health and Safety and Fire Policy are followed at all times
  - Maintain a safe and tidy working environment
  - Maintain high standards of cleanliness of equipment and accessories, keeping examination rooms and the department in general clean and tidy
  - Act as a role model to others promoting health, safety and security
  - Ensure that the current legislation, in regard to use of ionising radiation is adhered to and report any breaches or problems concerning these rules to the Radiation Safety Manager

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**Foundation Gateway (Subset Outline)**

<table>
<thead>
<tr>
<th>Level Indicators:</th>
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<tbody>
<tr>
<td>a) acts in ways that are consistent with legislation, policies and procedures for maintaining own and others' health, safety and security</td>
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<tr>
<td>b) assists in maintaining a healthy, safe and secure working environment for everyone who is in contact with the organisation</td>
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<tr>
<td>c) works in a way that minimises risks to health, safety and security</td>
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<tr>
<td>d) summons immediate help for any emergency and takes the appropriate action to contain it</td>
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<tr>
<td>e) reports any issues at work that may put health, safety and security at risk.</td>
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</table>

**Examples of Application:**

- Legislation, policies and procedures
  - See overview

**Others:**

- See overview

Assisting in maintaining a healthy, safe and secure working environment might include:
  - appropriate and secure use of information technology
  - appropriate use of security systems and alarms
  - being immunised to protect self and others from specific health risks
  - checking the safety of fittings and fixtures
  - disposing of waste
  - maintaining appropriate levels of heating, lighting and ventilation

Works in a way that minimises risks to health, safety and security might be:
  - driving safely
  - effective hand cleansing
  - moving and handling people and/or goods using equipment as appropriate
  - reducing noise
  - taking appropriate breaks from using equipment
  - using organisational security measures.

**Risks to health, safety and security:**

- See overview

**Emergencies might be related to:**

- the environment
- health
- information (eg breaches of confidentiality, lost/stolen health records)
- security.
Second Gateway (Full Outline)

Level : 2 Contribute to the improvement of services

**Level Indicators:**

a) discusses and agrees with the work team
   - the implications of direction, policies and strategies on their current practice
   - the changes that they can make as a team
   - the changes s/he can make as an individual
   - how to take the changes forward
b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
c) supports others in understanding the need for and making agreed changes
d) evaluates own and other’s work when required to do so completing relevant documentation
e) makes constructive suggestions as to how services can be improved for users and the public
f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

Examples of Application :

- Direction, policies and strategies relating to: health and social care services; health, safety and security; training.
- Evaluating own and others’ work will include: audit; appraising own and team practice in the light of research findings

Foundation Gateway (Subset Outline)

Level : 1 Make changes in own practice and offer suggestions for improving services

**Level Indicators:**

a) discusses with line manager / work team the changes that need to be made in own practice and the reasons for them
b) adapts own practice as agreed and to time seeking support if necessary
c) effectively carries out tasks related to evaluating services when asked
d) passes on to the appropriate person constructive views and ideas on improving services for users and the public
e) alerts line manager / work team when direction, policies and strategies are adversely affecting users of services or the public.

Examples of Application :

- Tasks related to evaluating services might include:
  - audits (e.g. clinical, financial, resource)
  - customer satisfaction surveys
  - risk assessments
  - staff questionnaires.

Direction, policies and strategies
See overview
## Second Gateway (Full Outline)

**Level : 3 Contribute to improving quality**

**Level Indicators:**
- a) acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others
- b) understands own role in the organisation and its scope and identifies how this may develop over time
- c) works as an effective and responsible team member and enables others to do so
- d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality
- e) evaluates the quality of own and others’ work and raises quality issues and related risks with the relevant people
- f) supports the introduction and maintenance of quality systems and processes in own work area
- g) takes the appropriate action when there are persistent quality problems.

**Examples of Application :**
- To be aware of the need for financial control and make efficient use of resources
- Ensure legislation, policies and procedures are applied within area of work
- Ensure ISO 2001 procedures are adhered to, notifying appropriate person of required alteration to documentation
- As part of the team, evaluate and review changes to sessions and scheduling and case mix
- Give the highest possible quality of patient services at all times
- Evaluate the quality of own work and make improvements
- Evaluate the quality of others’ work, making suggestions to improve quality and providing support in doing so
- Prioritise own and others’ workload
- Participate in quality assurance activities when required

## Foundation Gateway (Subset Outline)

**Level : 1 Maintain the quality of own work**

**Level Indicators:**
- a) complies with legislation, policies, procedures and other quality approaches relevant to the work being undertaken
- b) works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people
- c) acts responsibly as a team member and seeks help if necessary
- d) uses and maintains resources efficiently and effectively
- e) reports problems as they arise, solving them if possible.

**Examples of Application :**
- Legislation, policies and procedures
  See overview
  - Acting responsibly as a team member
  See overview

Resources would include:
- environments
- equipment and tools
- information
- materials.
### Second Gateway (Full Outline)

**Level : 2 Support equality and value diversity**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a) recognises the importance of people’s rights and acts in accordance with legislation, policies, and procedures</td>
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<tr>
<td>b) acts in ways that:</td>
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<tr>
<td>- acknowledge and recognise people’s expressed beliefs, preferences, and choices</td>
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<tr>
<td>- respect diversity</td>
</tr>
<tr>
<td>- value people as individuals</td>
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<tr>
<td>c) takes account of own behaviour and its effect on others</td>
</tr>
<tr>
<td>d) identifies and takes action when own or others’ behaviour undermines equality and diversity</td>
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</table>

**Examples of Application:**
- Recognise, interpret and acknowledge the importance of people’s rights
- Act in a manner that is consistent with policies and procedures
- Identify and challenge behaviour which infringes the rights of others and take action to address discrimination and oppression

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### Foundation Gateway (Subset Outline)

**Level : 1 Act in ways that support equality and value diversity**

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<tr>
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<tbody>
<tr>
<td>a) acts in ways that are in accordance with legislation, policies, and good practice</td>
</tr>
<tr>
<td>b) treats everyone with whom s/he comes into contact with dignity and respect</td>
</tr>
<tr>
<td>c) acknowledges others’ different perspectives</td>
</tr>
<tr>
<td>d) recognises that people are different and makes sure they do not discriminate against other people</td>
</tr>
<tr>
<td>e) recognises and reports behaviour that undermines equality and diversity</td>
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</tbody>
</table>

**Examples of Application:**
- Legislation, policies and procedures
  - See overview
- Makes sure they do not discriminate against other people may include
  - what they do or say
  - what they do not do or say
  - when interacting with colleagues
  - when interacting with users of services
  - when working with the public
  - when working with visitors to the organisation
## Second Gateway (Full Outline)

Level : 3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans

**Level Indicators:**
- a) evaluates relevant information to plan the range and sequence of assessment required and determines:
  - the specific activities to be undertaken
  - the risks to be managed
  - the urgency with which assessments are needed
- b) selects appropriate assessment approaches, methods, techniques and equipment, in line with
  - individual needs and characteristics
  - evidence of effectiveness
  - the resources available
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) prepares for, carries out and monitors assessments in line with evidence based practice, and legislation, policies and procedures and/or established protocols / established theories and models
- e) monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks
- f) evaluates assessment findings/results and takes appropriate action when there are issues
- g) considers and interprets all of the information available using systematic processes of reasoning to reach a justifiable assessment and explains the outcomes to those concerned
- h) determines and records diagnosis and treatment plans according to agreed protocols / pathways / models and that are:
  - consistent with the outcomes of the assessment
  - consistent with the individual's wishes and views
  - include communications with other professions and agencies
  - involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks
  - are consistent with the resources available
  - note people's wishes and needs that it was not possible to meet
- i) monitors and reviews the implementation of treatment plans and makes changes within agreed protocols / pathways / models for clinical effectiveness and to meet people's needs and views
- j) identifies individuals whose needs fall outside protocols / pathways / models and makes referrals to the appropriate practitioners with the necessary degree of urgency.

## Examples of Application:
- Perform Barium Enema examinations following Directorate protocols for role extension
- Ensure that all apparatus is used correctly and in the manner for which it was designed and report immediately any malfunctions noted to the departmental

## Foundation Gateway (Subset Outline)

Level : 1 Undertake tasks related to the assessment of physiological and/or psychological functioning

**Level Indicators:**
- a) checks with relevant information sources to confirm the assessment tasks to be undertaken
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the activities to be undertaken
- c) prepares appropriately for the task to be undertaken taking into account any risks
- d) undertakes and records specified tasks correctly, following delegated procedures or established protocols consistent with legislation, policies and procedures
- e) monitors individuals whilst carrying out tasks and identifies and reports any changes in their health and wellbeing
- f) reports findings in the appropriate format to the people who need them.

**Examples of Application:** Information sources may be
- individual/carer
- records/referral details
- referral agency / source
- supervisor or other senior colleague
Radiographer (Barium Enema and Quality System Manager / Cascade trainer)

- Provision of information for formulation of report by the radiologist

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<th>Assessment tasks might include:</th>
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<td>- obtaining samples</td>
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<tr>
<td>- passing equipment, instruments and materials to the person responsible for the assessment</td>
</tr>
<tr>
<td>- preparing individuals for assessment activities</td>
</tr>
<tr>
<td>- preparing environments, equipment and materials for diagnostic procedures</td>
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<tr>
<td>- taking measurements</td>
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<tr>
<td>- undertaking specific activities with individuals (such completing a questionnaire or form)</td>
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</tbody>
</table>

Preparation might include preparing:
- equipment
- materials
- self
- the environment
- the individuals with whom the assessment task is being undertaken.

Risks might arise from:
- abuse
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm
- the complexity and range of contributory factors
- the environment.

Legislation, policies and procedures
See overview
## Second Gateway (Full Outline)

**Level : 2** Gather, analyse and report a limited range of data and information

**Level Indicators:**
- a) identifies and agrees:
  - the question/issue to be addressed by the data/information
  - the nature and quantity of data/information to be collected
  - the quality criteria which the data/information should meet
- b) effectively uses appropriate methods and sources for obtaining and recording the data/information
- c) confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not
- d) collates and analyses the data/information using methods appropriate to:
  - the initial questions which the data/information is intended to answer
  - the nature of the data/information
- e) reports the data and information at the agreed time using presentation, layout, tone, language, content and images appropriate to:
  - its purpose
  - the people for whom it is intended
  - agreed formats and protocols
- f) complies with relevant legislation, policies and procedures throughout

**Examples of Application:**
- To manage and maintain documentation for ISO 2001 quality system
- To carry out audit for ISO 2001 quality system

## Foundation Gateway (Subset Outline)

**Level : 1** Collect, collate and report routine and simple data and information

**Level Indicators:**
- a) collects and collates data/information effectively and to time, using set systems and consistent with legislation policies and procedures
- b) confirms that the data/information meets pre-set quality criteria and reports any quality issues
- c) maintains the integrity of data/information using agreed procedures
- d) reports the data/information clearly in the required format at the time agreed

**Examples of Application:**
Collection of data and information might be from:
- primary data (e.g. through face-to-face interviews)
- secondary data.

Data and information might be:
See overview

Data and information may be held in systems which are:
See overview

Data and information might relate to:
See overview

Data and information may be:
- raw
- intermediate
- processed

Legislation, policies and procedures
See overview