Welcome to East Cheshire NHS Trust

This guide has been designed to provide information to help you while on placement at our Trust. Our aim is to provide you with a high quality, positive placement experiences throughout your training. We hope your experience will make you feel a valued member of our team.

East Cheshire NHS Trust was established in 2002. It consists of three hospitals in Macclesfield, Knutsford and Congleton. Macclesfield District General Hospital was purpose-built in the early 1980s, replacing a much older traditional infirmary.

Since 1st April 2011, East Cheshire NHS Trust has been an integrated community and acute trust providing healthcare across central and eastern Cheshire and surrounding areas, in hospital, at home and in community settings. With over 2,700 dedicated staff East Cheshire NHS Trust serves a population catchment area of approximately 450,000.

Trust Board Objectives 2018/19
http://www.eastcheshire.nhs.uk/About-The-Trust/Trust-objectives.htm

2018 / 19 Objectives

<table>
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<tr>
<th>Patients</th>
<th>People</th>
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| To build safe, effective personal care in the right place
  - To ensure patients are safe
  - To deliver timely urgent care for patients | Build, value and develop a skilled, motivated and sustainable workforce
  - To retain and develop skilled and motivated staff who support our ambition to be the local employer of choice
  - To engage staff in developing our clinical strategy |

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<th>Partnerships</th>
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| To build strong relationships with partners in Cheshire East and Greater Manchester to deliver our vision
  - To develop strategic proposals for future sustainable services
  - To fully engage in wider partnership working for the benefit of the local population | To deliver services that are clinically and financially sustainable
  - To deliver the financial control to maintain improvement of productivity and strong financial control
  - To further develop IT systems to support staff in providing good quality care |
Vision
To ensure our patients receive the best care in the right place

Mission
To work in partnership to provide high-quality, affordable integrated services

Our values:
• Treat each other with respect and dignity
• Commitment to quality of care
• Show compassion
• Improve lives
• Working together for patients
• Make everyone count

NMC 2018 Standards
These NMC standards will apply from September 2019 for all fields of nursing students. The following link provides information on the new standards:

Practice Education Facilitators (PEFs)
The Trust has three Practice Education Facilitators (PEFs): Sonia Meadows, Emily Chaffe and Morag Booth who are based in the Business Support Office, Second Floor, New Alderley House, MDGH. Sonia, Emily and Mo are experienced registered healthcare professionals employed by the Trust and funded by Health Education England (HEE) working across the North West.

The role of the PEF is to ensure the provision of high quality multiprofessional learning environments. This includes, supporting students and advising mentors and practice educators throughout the student journey.

The PEF will support and advise you and your supervisor/assessor/educator to achieve your learning objectives during your clinical placements. University link tutors will also provide support whilst you are on placement.

Multi-professional Learner Forum, Interprofessional Learning and Clinical Skills Sessions
Macclesfield has a well-equipped multi professional skills lab with a wide range of equipment and mannequins. During placement you may have the opportunity to participate in multi professional skills sessions, clinical scenarios using our Sim-Man with video and audio feedback, reflective sessions and other interprofessional learning (IPL) opportunities. You are invited to our monthly Multi-professional Learner Forum to enable to voice of the learner to be heard by senior team members and to cascade important information regarding your placement. Please make every effort to attend as these will be highly relevant to you and do count as practice hours. Please see the training calendar on the following link for details of future sessions: www.eastcheshirenhslibrary.net/students.html

On Each Placement
Contact or visit your area two weeks prior to commencement to introduce yourself, establish who your mentors/educators are and what shifts you will be working. Student information packs are available in most areas. Remember to arrange your midpoint and final assessment interviews with your assessor/educator, allowing sufficient time to complete it. As clinical areas can be very busy, don’t leave it to the last minute. If you or your mentors/educators need help or advice completing the assessment paperwork please contact your PEFs or university link tutor, who will be happy to advice and support both you and your mentor/educator. You will find a range of important and useful information (such as carparking and ID Badge information) on our Student and Mentor/Educator websites:
www.eastcheshirenhslibrary.net/students.html
www.eastcheshirenhslibrary.net/mentors-and-educators.html

Carparking for all unsalaried students is free of charge, but you are still required to apply to park

All placements will provide a range of spoke and short visit learning to help maximize learning opportunities to reflect the service available to patients. These include spending time with specialist nurses, time in other departments or multi professional teams. Details will be given to you on your placements. Other appropriate relevant learning opportunities can be arranged through negotiation with your mentor. Record any short visits or spoke placements on the off duty so mentors and tutors know where you are. Please ensure you show your assessment documents and spoke record to any learning opportunities you attend and ask who you work with to sign it, as this information is valuable to assessors/educators when completing your mid-point and final assessment. It is good practice to keep a photocopy of your attendance or make up sheets as this reduces time owing verification problems when nearing qualification.
Irrespective of where your placement is, you will need to know the location of resuscitation equipment, cardiac arrest procedure and number to summon help (2222 in acute inpatient areas), location of fire exits, extinguishers and fire policy, location of Trust policies, procedures and guidelines and how to use the bleep system.

All Trust policies can be accessed internally via the East Cheshire NHS info net and the key Trust policies can also be accessed externally on the internet: [http://www.eastcheshire.nhs.uk](http://www.eastcheshire.nhs.uk/)

Please ensure you read policies such as Medicine Management policy before each placement.

Remember we are here to facilitate you to gain a range of practical experiences and achieve the required standard of knowledge, skills and competencies to be fit for practice. The Trust aims to provide a high quality learning environment.

From September 2019 students will be working to the standards for student supervision and assessment 2018. These standards state that there will be a “nominated person” for each practice setting to support and address student concerns. At the East Cheshire NHS Trust the nominated person/s will be the PEF & Vocational Learning Team.

If you have any problems or concerns, please contact the PEF Team or your link tutor for help or advice:
- Sonia.Meadows@nhs.net
- (01625) 661986
- Emily.Chaffe@nhs.net
- (01625) 663685
- Morag.Booth@nhs.net
- (01625) 663028

**PEF Team Email:** ecn-tr.eastcheshirepefs@nhs.net

Please ensure you complete your online practice evaluation (PARE) after each placement as this provides us with valuable feedback: [www.onlinepare.net](http://www.onlinepare.net)

**Public Health**

Health Education England launched its Public Health Toolkit in 2016 following Public Health England’s “Framework for Personalised Care and Population Health for Nurses, Midwives, Health Visitors and Allied Health Professionals” in 2014. We have developed several Spokes and Short Visits which attach to each area within acute and community placements across East Cheshire NHS Trust to support the public health agenda during your placement. Some examples are our Infection Prevention and Control Team, Discharge Liaison Team and Pharmacy. Your mentors will guide you in the opportunities available at the time of your placement. All healthcare professionals and student healthcare professionals have a responsibility for public health promotion in every setting. By accessing our range of relevant hub and spoke placements and short visits, you can increase your knowledge around the importance of public health promotion and maximising your role in health and wellbeing across the life course through Making Every Contact Count (Public Health England, November 2014).

**Practice Assessment Record and Evaluation (PARE) and Feedback**

[www.onlinepare.net](http://www.onlinepare.net)

PARE is a website which hosts the online student assessment document (PAR/PAD) and student placement evaluations. Online assessment documentation is currently in use for the majority of pre-registration nursing and midwifery cohorts, with other Allied Health Professions, such as physiotherapy, following on in waves.

The online evaluation tool is in use for pre-registration: nursing, midwifery, ODPs, paramedics, radiography, dietetics and physiotherapy with the other professions to follow. Some parts of the PARE placement evaluation will be automatically completed following mentor completion of your assessment documentation (e.g. a mentor was allocated to the student before arrival, safety induction completed within 24 hours). We really value any feedback you have to offer about your placement with East Cheshire so please make sure you take the time to complete your evaluation at the end of each placement.

The PEF team seek to ensure you have the best possible learning opportunities and a positive experience during your placement at East Cheshire NHS Trust and we would welcome any feedback you would like to give us in person, by phone, or by email. Please do not hesitate to contact us at the earliest possible opportunity during your placement so that we can help celebrate areas of enjoyment and improve any aspects of concern.

**Sickness and Absence**

Please ring both your university and your placement mentor/educator as soon as you know you will not be on duty before the start of your shift. Keep both informed about the duration of absence and planned return date. In addition, please remember that you must also inform your short visit/spoke placement of your absence if you
are due to attend during your illness/absence. Mentors/educators should record each shift on the student attendance sheet.

NB: Text messaging, social media and email notifications are not acceptable reporting mechanisms for reporting sickness and absence.

Library and Computer Access
The Library and Knowledge Service provides support and guidance, to all trust staff and students in central and eastern Cheshire, from its location on the 2nd floor of New Alderley House, MDGH and also through its comprehensive website: www.eastcheshirelibrary.net
Facilities include 24hr access (through trust ID badges), 10 computers, study space, access to online resources (via Open Athens accounts), book collections, self-service book issue and returns.

Opening Times: Monday—Thursday 8.30am—5:00pm Friday 8:30am—4:30pm

We have the services of both a Clinical and a Community Outreach Librarian, both of whom can provide training, support and guidance either in the library or at your place of work.

Holly Cook, Clinical Outreach Librarian, works part-time and offers services to all staff and students based at Macclesfield DGH

Steve Collman, Community Outreach Librarian, works exclusively with staff and students who are based further afield in the community

Contact:
Holly on 01625 66 3398 or email holly.cook3@nhs.net
Steve on 01625 66 1547 or email steve.collman@nhs.net

Essential Equipment When on Duty
Black pen, pocket note book, scissors, pen torch, watch with second hand preferably a fob watch, (no wrist watches to be worn). Your practice assessment documents, any retrieval document, action plans and skills documents must be accessible on every shift. Learning outcomes are achievable in all areas of placement and your documentation should be with you every day so your mentor/educators, tutors or PEF can access them.

Consent
Remember to inform a patient that you are a student when seeking consent to administering care. The consent policy is available on the Infonet (see section below).

Trust Policies
As a student you will need to refer to Trust policies. All Trust policies which students need to know about are available via the info net and Trust internet site: www.eastcheshire.nhs.uk/About-The-Trust/policies/ Please take time to read the following: infection prevention and control, manual handling, the safe and secure handling of medicines, dress code, consent, fire and sickness and absence.

Social Networking and Professionalism
It should be remembered that anything posted on a social networking site is in the public domain. What you may consider acceptable to discuss or post on a social network about a person/situation pertaining to work, may breech confidentiality or could cause offence or distress. Students could be putting their future registration at risk by posting inappropriate comments about colleagues, patients, tutors or by posting any material that could be considered explicit.

Please read the NMC Code of conduct (2015); Professional standards of practice and behaviour for nurses and midwives, or HCPC Standards of Conduct Performance and Ethics (2016) for Allied Health Professionals.

Uniform Policy
See full Uniform and Dress Code policy on the trust infonet in policy section above. The Trust believes uniform helps to maintain the professional image and should be worn with pride. Certain behaviour in public is inappropriate when wearing uniform, as it detracts from the caring professional image the wearer is representing. Students are provided with uniform by the university, but are subject to the uniform/dress code of the Trust when in practice. Failure to comply will be taken up with your university tutor. Please ensure that you wear your Trust ID Badge at all times during your placement.

Good Practice Includes the Following Key Points:
- Wear a clean uniform at the start of the shift and change immediately if becomes soiled or contaminated
- Wear your identity badge
- Keep nails short and clean, no false nails, nail extensions or nail varnish
- Hair should be neat, off the face and secured off the collar. Facial hair must be well groomed
- Wear soft soled closed heel and toes shoes
- Uniform should not be worn outside hospital premises (e.g. when shopping) and should be covered if travelling to and from work
- Only one plain wedding band (no stones) and one pair stud earrings permitted. No necklaces or chains allowed
- Bare below the elbow when providing clinical care
- Be a good role model. Please remember to wash your hands at the sinks provided when entering and leaving clinical areas.

Additional Information
- The hospital has a no smoking policy
- Mobile phones should not be used in clinical areas as they may interfere with vital hospital equipment and phones with cameras means there is a potential to breach patient confidentiality
- ID badges can be enabled to allow you 24 hour access to the onsite library by pre-arrangement. All loses of ID badges must be reported. Replacement ID badges are chargeable; contact your PEF who will need to authorize your replacement.

Handover
The Trust is encouraging the use of the SBAR communication tool to help enhance the quality of communication between professionals and at handover. SBAR stands for Situation, Background, Assessment, Recommendations. Information on this is available from the NHS innovations site. You may also be expected to participate in safety briefings.

Remember all handover information or sheets should be disposed of in confidential waste before you leave the clinical area at the end of the shift.

Defensible Documentation
Completing defensible documentation is a key skill to learn during your placements.

Basic Principles of Defensible Documentation:
- Write legibly in black ball point ink
- Record the date and time of each entry and significant event.
- Entries should be recorded contemporaneously
- Sign each entry with your first and last name and professional designation, ensuring your mentor/educator countersigns all your entries
- Never erase or use correction fluid when an error occurs. Draw a single line through the incorrect entry and write written in error. Initial, date and record the time the error was corrected, then make the correct entry
- Do not squeeze in extra words on a line or leave blank spaces. Draw a line through the empty space on the line at the end of the entry
- Chart in chronological order
- Document facts not opinions using objective, not subjective language
- Ensure the patients name and ID number are on each page
- Seek advice from your Mentor in case of the need to utilise the Datix Incident Reporting System
- If an incident form concerning you, your actions or naming you as a witness is completed please contact your PEF for support and your university link tutor or Personal Tutor

Raising Concerns
Learners have an important role in raising concerns about the standard of care (Francis Report, 2013). You will face unfamiliar and challenging situations, but this cannot account for witnessing problems with care delivery, the environment, clinical resources or believing someone is being put at risk, abused or neglected. Your view is respected and will be acknowledged and acted on. You should be able to raise any questions or concerns with your placement educator and not fear reprisals or negative feedback:

Health Education England has devised 2 very useful video clips on raising and responding to concerns:
https://hee.nhs.uk/our-work/raising-responding-concerns

East Cheshire Trust Policy:
http://www.eastcheshire.nhs.uk/About-The-Trust/policies/F/Freedom%20to%20speak%20up%20Concerns%20ECT2790.pdf
Lorraine Jackman is Freedom to Speak Up Guardian (F2SU) for the Trust and provides speaking up leadership and independently supports/ signposts staff who wish to speak up. There is also Freedom to Speak Up ambassadors in the Trust who people can go to. PEF’s Emily Chaffe and Morag Booth are both Freedom to
Speak Up ambassadors. For more information including a list of F2SU ambassadors in the Trust please refer to the information on the Trust Intranet under Freedom to Speak Up or click on the link below using a Trust computer.
http://nww.eastcheshire.nhs.uk/Freedomtospeakup/default.aspx

Or click on the F2SU icon on zenworks on the intranet which is a picture of Lorraine Jackman.

Enabling Learner involvement in Quality Surveillance (Health Education North West):
https://www.nwppn.nhs.uk/attachments/article/408/HENWStudentconcernsguidance.pdf

HEE Quality Framework 2017/2018:

Placement Charter
Please take time to read the North West Placement Charter below which forms the basis of our pledge to you as a placement provider and in turn it provides our expectations of you as a learner within our organisation:

A Guide to Staff Uniforms at East Cheshire NHS Trust:
Shared values that inspire passion and excellence in patient care

The Rights, Roles and Responsibilities of placement learners are to:

- prepare for the placement and disclose any health or learning needs that may impact on either the placement or achievement of learning outcomes
- raise concerns about poor practice or risk to ensure high quality, safe care is delivered by all staff
- fully engage with the learning and to maximise all available opportunities
- learn the NHS values and behaviours of care, compassion, equality, respect and dignity
- and to promote and foster these values in others
- be proactive and willing to learn with and from others, demonstrating respect for diversity of culture and values
- maximise opportunities to experience delivery of care in a variety of practice settings
- ensure effective use of available support, information, guidance and feedback, and to be open and willing to change and develop on a personal and professional level
- comply with placement policies, guidelines and procedures, and to uphold standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations
- evaluate the placement, ensuring feedback provided is given in an open and constructive manner

The Placement Charter is our commitment to achieving excellence in learning and care.

Through the Placement Charter we pledge to:

- welcome and value all learners, providing a safe and supported learning experience
- promote a workplace that is built on openness and accountability
- provide learners with a dedicated, appropriately qualified and supportive supervisor
- demonstrate core NHS values and behaviours through role modelling and leadership
- facilitate the development of all learners by ensuring they form an integral part of a multi-disciplinary team
- provide opportunities that allow learners to benefit from breadth of experience and inter-professional learning
- adopt a flexible approach that supports the achievement of placement learning outcomes
- ensure supervisors undertake their responsibilities to support learners in accordance with professional and regulatory requirements
- respond to learner feedback on placement quality, making improvements to further enhance the placement experience.

Further information can be obtained for all NW Placement Providers at: https://www.enw.nhs.uk/resources/item/2019
### Achievement excellence in learning and care...

**Placement Charter**

This Charter demonstrates the Placement's commitment to provide a safe and high quality learning environment for all learners to prepare them for their future roles working collaboratively in multi-professional teams. The ‘Placement Pledges’ and the ‘Rights, Roles and Responsibilities of learners’ instil the values embedded within the NHS Constitution (DH 2013) and Health Education England’s NHS Education Outcomes Framework (DH 2012).

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<tr>
<th>Placement Pledges</th>
<th>Rights, Roles and Responsibilities of learners</th>
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<tr>
<td>Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience.</td>
<td>Prepare adequately for the placement, including contact with the placement in advance. Declare any health or learning need that may impact on the placement, or the achievement of learning outcomes.</td>
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<tr>
<td>Promote a healthy and ‘just’ workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or ‘risk’, including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity. Respond appropriately when concerns are raised.</td>
<td>Raise any serious concerns about poor practice or ‘risk’, including unacceptable behaviours and attitudes observed at the earliest opportunity. Be clear who to report any concerns to in order to ensure that high quality, safe care to patients/service users and carers is delivered by all staff.</td>
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<tr>
<td>Provide all learners with a named and appropriately qualified / suitably prepared mentor / placement educator to supervise support and assess all learners during their placement experience.</td>
<td>Actively engage as an independent learner, discuss learning outcomes with an identified named mentor / placement educator, and maximise all available learning opportunities.</td>
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<tr>
<td>Provide role modelling and leadership in learning and working, including the demonstration of core NHS values and behaviours of care and compassion, equality, respect and dignity, promoting and fostering those values in others.</td>
<td>Observe effective leadership behaviour of healthcare workers, and learn the required NHS values and behaviours of care and compassion, equality, respect and dignity, promoting and fostering those values in others.</td>
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<tr>
<td>Facilitate a learner’s development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team.</td>
<td>Be proactive and willing to learn with, from and about other professions, other learners and with service users and carers in the placement. Demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team.</td>
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<td>Facilitate breadth of experience and inter-professional learning in placements, structured with the patient, service user and carer at the centre of care delivery, e.g. patient care pathways and commissioning frameworks.</td>
<td>Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to learn with and from patients, service users and carers.</td>
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<td>Adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment across the placement circuit in order to support the achievement of placement learning outcomes for all learners.</td>
<td>Ensure effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level.</td>
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<tr>
<td>Offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation.</td>
<td>Comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations.</td>
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<tr>
<td>Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners.</td>
<td>Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner.</td>
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- ‘Learner’ refers to all health, education and social care students, trainees, host learners.
- ‘Placement’ relates to all learning environments / work based learning experiences.
- ‘Mentor’ / ‘placement educator’ relates to all trainers / supervisors / coordinators appropriately qualified / suitably prepared to support learners.
- ‘Professional and regulatory body and organisation’ relates to standards required to ensure patient and public safety, and professional behaviours.

Developed in the North West by healthcare learners, service users, carers, and health and social care staff from all professions in the North West region.