

# Welcome to Bolton NHS Foundation Trust

## Making the most of your Practice Learning Placement

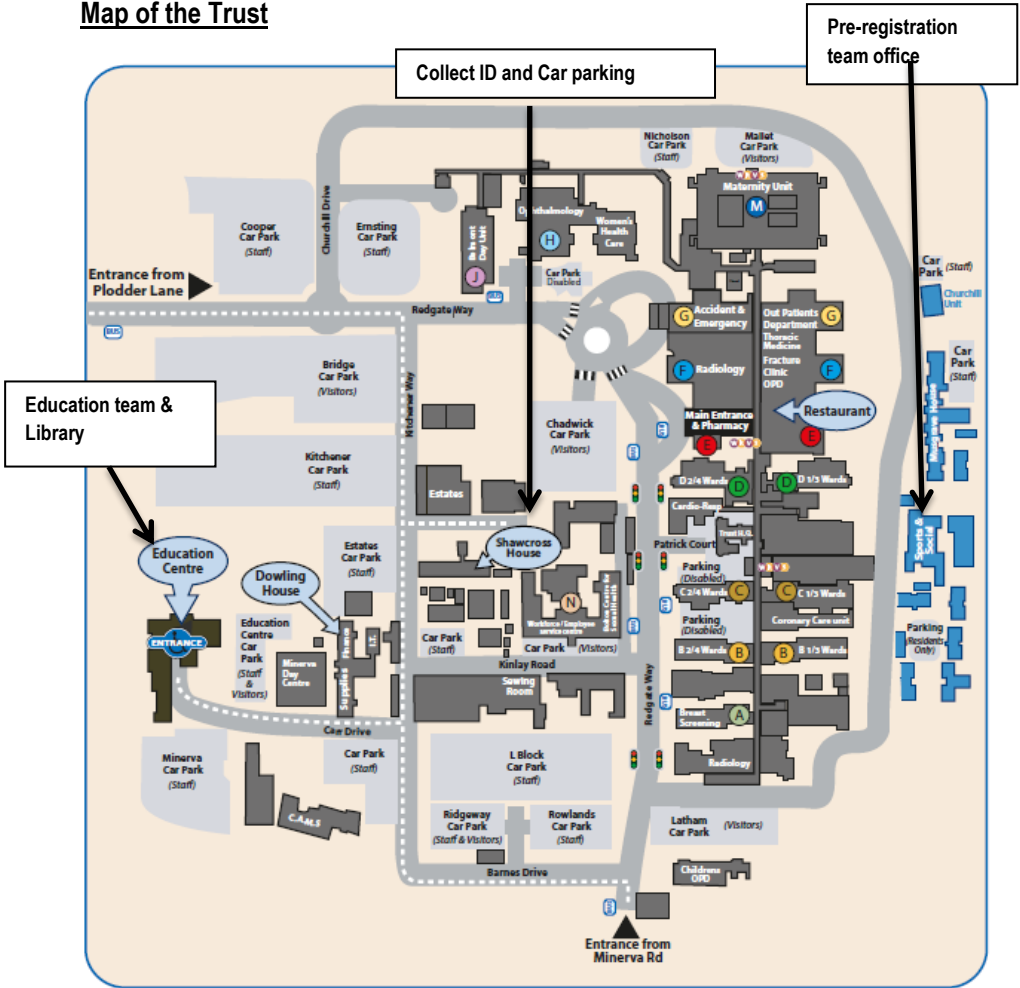
Royal Bolton Hospital, Minerva Road, Farnworth, Bolton BL4 0JR

Tel: 01204 390390

Our Bolton NHS FT Values



Map of the Trust



**Key**

- ..... = suggested route
- 🚦 = Crossing
- ⚓ = Zebra crossing
- 🚌 = Bus stop

Our Bolton NHS FT Values

V	O	I	C	E
VISION	OPENNESS	INTEGRITY	COMPASSION	EXCELLENCE

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**Welcome** to Bolton NHS Foundation Trust. We hope you enjoy your placement with us and make the most of the valuable learning opportunities that are offered to enable you to develop as a healthcare practitioner in your chosen field.

This booklet is designed to offer you information, advice and guidance to enable you to:

- Access information and resources that will help induct and orientate you into your placement and the trust.
- Understand the support you can access and what you can expect.
- Understand your responsibilities and expectations in regards to governing policies and procedures.
- Make use of the placement learning opportunities that have been made available to you.

The information contained within this welcome pack is supplementary to your university learner handbooks, the welcome packs and induction information available to you from your placement within the trust. Please ensure you are familiar with these to help you make the most of your placement. You will be responsible for progressing your learning whilst on placement with the support of others and adhering to expected standards.

**An electronic copy of this booklet is available on the trust intranet/ university blackboards. Your placement manager or Practice education lead will also have an electronic copy. Please request this if you need to print off ID/ IT/ car parking forms.**

**Policies referred to within the document are available on the trust intranet.**

We hope you enjoy your placement and are proactive in making the most of the learning opportunities that are being made available.

## Overview of the organisation.

Bolton NHS Foundation Trust and employs over 5000 members of staff and is a major provider of hospital and community health services in the North West Sector of Greater Manchester, delivering services from the Royal Bolton Hospital and also providing a wide range of community services from locations across Bolton.

The Trust received a 'Good' overall rating from the CQC in July 2016.

### The divisions and departments within the trust include:

- Acute Adult Care Division
- Elective Care Division
- Estates & Facilities Division
- Family Care Division
- Integrated Community Services Division

### Trust values

The trust aims to provide high quality, safe, effective care which meets the health needs of our population by providing efficient services and contributing to the re-shaping of local health and social care services to improve patient experience.

All staff are expected to maintain the trust values to promote quality care by all. The trust values are Visions, Openness, Integrity, Compassion, and excellence. (More information available on trust intranet)

**Our Trust Values**

VISION	OPENNESS	INTEGRITY	COMPASSION	EXCELLENCE
<p>We have a plan for the future that is ambitious, realistic and achievable.</p> <p>We are committed to the highest standards of care and service.</p> <p>We are committed to the highest standards of safety and quality.</p> <p>We are committed to the highest standards of patient and public involvement.</p> <p>We are committed to the highest standards of staff development and well-being.</p>	<p>We are open to the views of our patients, staff and the public.</p> <p>We are open to the views of our partners and the wider community.</p> <p>We are open to the views of our regulators and the public.</p> <p>We are open to the views of our stakeholders and the public.</p> <p>We are open to the views of our shareholders and the public.</p>	<p>We are honest and transparent in all our dealings.</p> <p>We are fair and equitable in all our dealings.</p> <p>We are respectful and courteous in all our dealings.</p> <p>We are accountable and responsible in all our dealings.</p> <p>We are committed to the highest standards of ethics and governance.</p>	<p>We take a personal interest in the health and well-being of our patients.</p> <p>We are committed to the highest standards of care and service.</p> <p>We are committed to the highest standards of safety and quality.</p> <p>We are committed to the highest standards of patient and public involvement.</p> <p>We are committed to the highest standards of staff development and well-being.</p>	<p>We are committed to the highest standards of care and service.</p> <p>We are committed to the highest standards of safety and quality.</p> <p>We are committed to the highest standards of patient and public involvement.</p> <p>We are committed to the highest standards of staff development and well-being.</p> <p>We are committed to the highest standards of ethics and governance.</p>

**Our Bolton NHS FT Values**

V	O	I	C	E
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## Placement Charter; placement pledges and learner expectations

Clinical placements are required to ensure that placement learning supports the principles and values of the NHS in England, as set out in the NHS Constitution (DoH, 2012).

The learning environments, in which learners are placed in, are required to be conducive to learning, in order to develop safe, competent, caring practitioners of the future.

The trust education team support placements to provide 100% quality assurance within all clinical placements and uphold the trust values and beliefs whilst providing safe learning environments, which are committed to requirements laid out in the Clinical Placement Charter. These values have been embedded across Nursing and Midwifery and are the expected standard for all placements supporting learners in practice.



### Pledges and learner expectations

The placement charter outline what pledges clinical placements make to ensure learners are supported with safe and effective learning environments.

The Charter also outlines the standards expected by learners within a placement learning environment.

All learners will be expected to be familiar with these standards on all placements. The placement charter will be displayed on learner noticeboards or learner files within each placement area.

## Staff Structure-Recognising Staff Members

There are various staff uniforms that you may see around the trust. All staff should have a name badge displayed upon their uniforms to help identify their role. This guide may also help:

### **Head of Nursing/ Directors/Deputy Directors of Nursing/ Senior nursing staff**

– Lilac with single white braiding

**Matron**- bright red with navy piping

**Specialist Nurses/ EDPs** – Navy with Red piping

**Education Team Practitioner/ PEF/ Clinical Educator** -Black with white piping

**Ward Manager**- Navy blue with white piping

**Sister/Charge Nurse**- mid-blue with white piping

**Staff Nurse**- light-blue with white piping

**Allied Health Professionals**- White with various coloured piping

**Assistant Practitioner/Trainee Assistant Practitioner**- Lilac

**Clinical Support Worker/Ward Clerk**- Grey

**Nursing Associates**-Biscuit with white piping

**Nursing and Midwifery Learners**- White tunic with University Logo

## **Placements running the GM Synergy project.**

The GM Synergy project is not a new concept (rather than pulling all good practices together). Much of the placement learners support principles remain the same. Each learner will be allocated a named mentor for assessment purposes and sign off. Placements are still required to meet the Educational audit outcomes. Principles of assessment remain unchanged. Trust / HEI / NMC protocols and procedures must be followed. Staffing levels remain unchanged. Individual learning outcomes remain unchanged. Learners should be teaching each other, sharing knowledge under the guidance of their coaches.

What is different on GM Synergy placement areas is that learner learning is focused on holistic care – moving away from task orientation.

Learners are supported by coaches and mentors. The coach has overall responsibility for the learner caseload, but must not have additional patient caseload. The Clinical Coach and wider MDT team will be allocated work by the learner. The Clinical Coach teases out answers through probing questions, rather than just telling.

Information being picked up from learner evaluations, placement visits and practitioner feedback is that learners are not always being supervised when performing clinical skills.

It is essential that Trust & HEI policies must be adhered to at all times and the learner must have had the theoretical components within their educational programme first and be able to articulate this to their mentor before being allowed to carry out that skill.

Resources can be found on following link:

<http://hub.salford.ac.uk/gmsynergy/>

<http://hub.salford.ac.uk/gmsynergy/coaching-resources/>

**Key contact for information Kisma Anderson: Tel 5984 / 01204 390984**



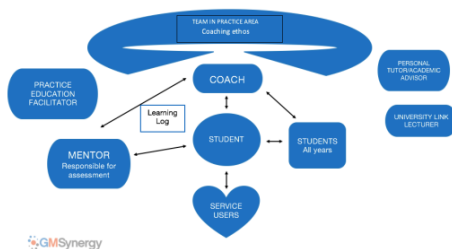
## GM Synergy Project Placement guidance - The Four what's and how

### WHAT is it?

GM Synergy is based on the CLiP™ model (Collaborative learning in Practice) developed by the University of East Anglia and is based on the concept of coaching compared to mentoring to enhance the confidence, competence and performance of students through the hands on care. The coaching approach to practice learning adopts a stronger focus toward self-directed learning and personal responsibility for learning. The learning is student led, less focused on following the direction of the mentor and more focused on students taking responsibility in identifying their goals and objectives and working with the 'coach' offering guidance and critical challenge.

In the coaching model, a student will still be allocated a named mentor but on a day-to-day basis be 'coached' by a suitably experienced practitioner who is not necessarily a mentor. This means that there are times when the named mentor may be present in the clinical area without acting as the coach.

The practice learning area will be supported by a practice project lead / Practice Education Facilitator (PEF) and University Link Lecturer (ULL) who act as a source of expert advice and challenge to students, mentors and coaches. Mentoring and coaching are both learning and development tools and there are advantages and disadvantages to both. The GM Synergy model is fully compliant with the NMC Standards for Learning in Practice and practice (NMC 2008) as regards appropriate delegation and rigour of assessment. Students are to be allocated a named mentor who have an NMC recognised mentorship qualification the, however the GM Synergy project enhances all staff with appropriate coaching skills.



Our Bolton NHS FT Values



## WHAT its not!

### The GM Synergy project is not to be afraid of.

- The learning model must not be used to supplement staffing levels
- It is not to replace robust assessment
- Its not a new concept (rather than pulling all good practices together)

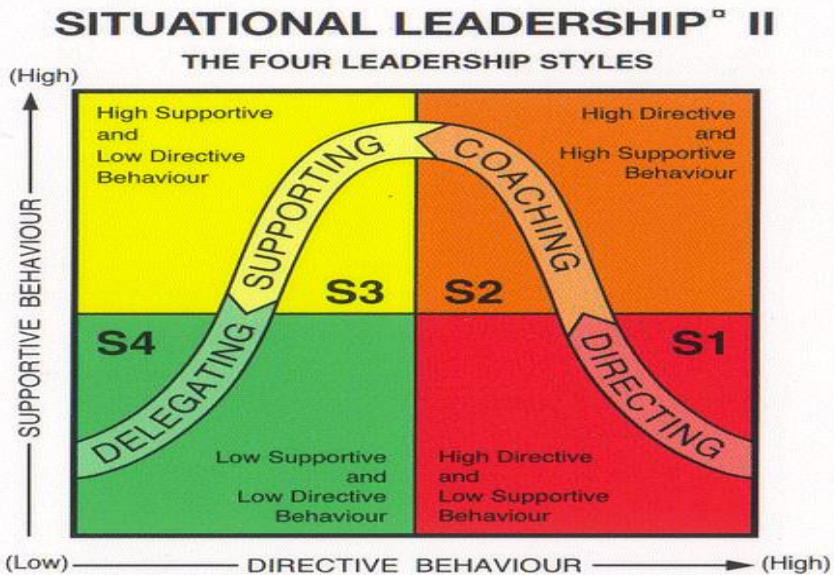
## WHAT stays the same

- Each student will be allocated a named mentor for assessment purposes and sign off
- Placement still requires to meet the Educational audit outcomes
- Principles of assessment remain unchanged
- Trust / HEI / NMC protocols and procedures must be followed
- Staffing levels remain unchanged
- Individual learning outcomes remain unchanged

## WHAT is different?

- Clinical Coaching support and support from mentor
- Learners will lead on care of service users
- Emphasis on the learner to identify their learning needs
- Assessment will be carried out in conjunction with the wider team and not solely the named mentor
- Learners will be responsible to complete relevant learning logs / reflections to support assessment.
- Learners will be responsible for supporting and teaching each other, sharing knowledge under the guidance of their coaches.
- The focus is on holistic care – moving away from task orientation
- The coach has overall responsibility for the student caseload, but must not have additional patient caseload.
- The Clinical Coach and wider MDT team will be allocated work by the student.
- The Clinical Coach teases out answers through probing questions, rather than just telling
- Empower the students to step forward and take a lead in providing holistic care
- Full utilisation of situational leadership styles dependent on prior knowledge of learner.

A model to help facilitate the leadership skills of the student and the interaction of the mentor with the student is the Situational Leadership model developed by Hersey and Blanchard (1969). The model helps to identify when and what support is required. This may involve appropriate delegation of activities and high levels of support, similar to a mentor style of one to one. N.B this may also be the case when supporting a student with progression concerns. The model demonstrates the fluidity of leadership skills required by the mentor towards a student in placement from the initial orientation phase to the final weeks. Similarly as knowledge, experience and confidence grows in the students the same curve can be mirrored by the student on placement.



Hersey, P. and Blanchard, K. H. (1969)

## HOW it works

- Staff attend relevant coaching programme, to give them the appropriate knowledge and skills to utilise the model.
- Students are suitably prepared by HEI and Trust for the changes in placement model.
- HEI & Trust plan timely allocations of learners to GM Synergy areas
- Minimum number of learners will be 3 to operate the GM Synergy model.
- Flexible model to be utilised dependent on the number of students on duty at any given time.
- Students must be given a named mentor for assessment purposes and initial, mid point and final assessment dates identified.
- Up to 15-20 students will be allocated to each placement area and separated into identified “learning bays” with a Clinical Coach who facilitates 1-3 students to undertake holistic care of a group of patients from essential skills, documentation, ward rounds and handover to the next shift.
- Direct patient caseload given to students dependent on their prior knowledge and experience.
- Daily coach identified via allocations board so clear to the patient, student and wider team.
- As the clinical coach only focus for the shift is to supervise students, they have the time to teach and assess.
- Students must access and regularly complete the identified learning logs and reflection to support their assessment, which must be signed by their coach. Kept in a central folder to be accessed by wider team accordingly.
- Students may follow patient pathways and relevant spokes linked to their patients, but must ensure they still manage their caseload effectively.
- Practice Education Facilitator with additional support from the ULL for the placement area to support coaches

## References

Hersey, P., & Blanchard, K. H. (1969). Life Cycle Theory of Leadership. Training Development, 23, 26-34.

NMC (2008) NMC Standards for Learning in Practice and practice.

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-pre-registration-nursing-education.pdf>

Collaborative Learning in Practice (CLiP® 2014) University East Anglia.

## GROW Questions for coaching.

These G.R.O.W model coaching questions may help you when supporting someone using coaching.

Try using one or two of these when you are having a discussion with a learner or work colleague about how you plan to work/support during the day.

### **GOAL -**

What do you want to achieve from this session?

What goal do you want to achieve?

What would you like to happen with \_\_\_\_\_?

What would you like to accomplish?

What result are you trying to achieve?

What outcome would be ideal?

What do you want to change?

Why are you hoping to achieve this goal?

What would the benefits be if you achieved this goal?

### **REALITY -**

Have you already taken any steps towards your goal?

How would you describe what you did?

Where are you now in relation to your goal?

On a scale of one to ten where are you?

What has contributed to your success so far?

What progress have you made so far?

What is working well right now?

What is required of you?

What do you think was really happening?

What did you learn from \_\_\_\_\_?

What have you already tried?

How could you turn this around this time?

What could you do better this time?

## OPTIONS -

What are your options?

What do you think you need to do next? What could be your first step?

What do you think you need to do to get a better result ?

What else could you do?

What has worked for you already? How could you do more of that?

What would happen if you did that?

What is the hardest/most challenging part of that for you?

What would you gain/lose by doing/saying that?

What's the best/worst thing about that option?

Which option do you feel ready to act on?

How have you tackled this/a similar situation before?

What could you do differently?

If anything was possible, what would you do?

What else?

## WAY FORWARD -

How are going to go about it?

What do you think you need to do right now?

How will you know when you have done it?

Is there anything else you can do?

On a scale of one to ten, what is the likelihood of your plan succeeding?

What would it take to make it a ten?

What obstacles are getting in the way of success?

What resources can help you?

What one small step will you take now?

How will you know you have been successful?

What support do you need to get that done?

What do you need from me/others to help you achieve this?

What are three actions you can take that would make sense this week?

## Local Induction procedures to placement

All placements should offer learners a local induction to the placement and give each learner the opportunity to discuss any individual needs or issues. This will be in line with learners Placement assessment documentation (written or on PARE). Learners should be signing the ward kept register of their induction for trust records (refer to copy of trust local induction for learners form at back of booklet).

## Supernumerary status and mandatory training.

Learners have Supernumerary status. This means that they are not calculated as part of the workforce. Under supervision by mentors/placement educators/coaches/ trained staff, learners are able to undertake clinical duties in order to develop into safe and competent practitioners.

Learners will be able to gain experience of direct patient care and clinical skills within their level of understanding and stage of training. This will form the basis for learner's assessment against their expected competencies as a developing practitioner.

It is the learner's responsibility to attend their mandatory study days provided to them by their University before they commence on placement so they can be involved in direct patient care. It is also a legal requirement that Basic Life Support and Moving and Handling training are completed once every 12 months. **Please ensure that you bring your training certificates with you to placement, to clarify with your mentor that this training has been completed.**

## Accessing a trust ID Badge

When you start in the trust you will need to display your student ID badge until you have obtained your trust ID badge.

To obtain an Identification Badge, complete the ID access form (**available from your university blackboard, Preregistration team, your placement manager/ PEL or on the trust intranet – (Copies also at the back of this booklet to print out in A4)**).

You must bring proof of University Identification so your placement manager/ PEL can authorise your access on your form. without University identification, we will be unable to provide you with an Identification badge. The ID Badge Form needs to be completed by learner and to be signed/authorised by PEF Team or your placement manager/ PEL. Please take your completed form to the Security and Car Parking Office at Shawcross House at Bolton NHS trust (refer to map).

Please note, learners are not granted swipe access to their placement areas. If you lose your ID badge, you may be required to pay for a new one.

### Access to IT while on placement.

**(available from your university blackboard, Preregistration team, your placement manager/ PEL or on the trust intranet – (Copies also at the back of this booklet to print out in A4))**.

Learners will be able to acquire an individual password to enable them to access the trust intranet. You will be able to download useful resources to help with your studies from the intranet. You will need to complete IT access form and read the IT trust policy. Completed forms need to be returned to Dowling House, Bolton NHS Foundation Trust (See Map). The IT department will generate you a password and this will be posted out to the ward where you are based. If you need to contact them in relation to gaining your password the contact number is: 01204390150 (ext 5150).



## Car Parking Application Process (for learners)

Car parking for learners is free while on placement at Bolton NHS trust. To apply for a car parking permit you need to complete the form attached and take it to security/ car parking office at Shawcross House, Bolton NHS Trust (see map).

The car parking team will endeavour to allocate you a parking space close on the site when you have your parking badge displayed in your car. Please only park in the car parks assigned for staff.

Car parking application forms are available from your university blackboard, Preregistration team, your placement manager/ PEL or on the trust intranet. **(A copy is also at the back of this booklet to print out in A4)).**

## Library services

The Trust library has a range of nursing and healthcare related books that are up to date. Computers without individual passwords are available to use. Contact the library for further information.

**Library Manager: Internal: 5935 (External: 01204 390935)**

Email: [Library@boltonft.nhs.uk](mailto:Library@boltonft.nhs.uk)

## How to place an emergency call within the hospital setting

### Emergency Number: 2222

If you are asked to place an emergency call, you must:

## How to place an emergency call within the community setting

Placing an emergency call in the community setting differs from that of the hospital setting. To place an emergency call in the community setting, you; **Dial: 999**

Please familiarise yourself with the location of the defibrillator, it is usually stored in the reception area of each health centre.

## How to use the bleep system

If you are asked to bleep someone, you dial 8 (the number you want to contact/ then the number you are ringing from) now wait for operator to say call is being processed before putting phone down.

For example, the Preregistration Education team is on bleep number **5984** therefore: press **8**, and await an answer, input **5984** and the extension number for the area you are calling from. Wait for the operator to confirm your bleep has gone through – then disconnect your call.

## Uniform Policy

It is very important that you adhere to the Trust and School of Nursing uniform policy.

Compliance with the uniform policy is required at all times of wearing it (i.e. to and from work), not just on hospital ground.

If you are on a placement where uniform is not required please ensure that you wear smart casual, but conservative, clothing

## Infection Control

The prevention and control of infection is a top priority for Bolton NHS Foundation Trust. Please take time to familiarise yourself with the Infection Control Policy available on the intranet when you start working in a clinical area and discuss with the nursing team your understanding of these and the expectations of you as a learner in the area.

We have a dedicated Infection Control Team are available to offer advice and guidance on hand hygiene and protective equipment required. They are also able to offer spoke placements if this fits with your placement objectives.

Infection control team contact:

Tel: 01204390408 (Ext.5408)

Email: [infection.control@boltonft.nhs.uk](mailto:infection.control@boltonft.nhs.uk)

## Sickness and Absence Reporting

If you are unable to come to placement due to sickness or other absence you must contact the placement area at your earliest convenience and ask to speak to the nurse in charge of the shift (make a note of who you speak to and leave a message with). You must also contact your University to inform them of your sickness and absence.

When you are well enough to return to placement, ensure that you contact the area, even if you are not meant to be on shift, as days off will be documented as sickness if you have not contacted the placement to inform them of your return.

The placement area will also inform the University and the Preregistration team of any sickness and absence you may have had whilst on placement.

## Accompanying/Escorting a patient

As per Trust Policy, learners are not to escort or transfer any patients without the direct supervision from a registered practitioner.

Patient Transfer/ Escort Policy for Adults Incorporating both Internal and External Transfers is available via the trust intranet page.

Your University Placement handbook may also offer further advice.

## Moving and Handling

The trust Manual handling policy is available via the intranet page.

Prior to partaking in any moving and handling procedure, you must ensure that you have had appropriate training from your University and obtained a certificate. This certificate must be shown to your mentor at your initial interview, so they are aware that you have had the appropriate training to perform moving and handling procedures.

On each placement area, there are moving aids available to provide assistance, i.e. slings, transfer boards (pat slide) and slide sheets. **You must ensure that you have had specific training on each piece of equipment that you are involved in using and been assessed as competent before undertaking moving and handling using that piece of equipment.**

When carrying out any moving and handling you must ensure the environment is safe, you have been fully assessed in what you are about to do and that the aids are there to assist you prior to you performing any moving and handling procedures. If you are in any doubt as to whether to carry out the procedure safely, ensure that you seek help.

## Use of medical devices

Students involved in the use of any medical device must first be assessed as being competent in the use of that device by a registered practitioner.

Assessment should involve checking for understanding of policy and procedure and observing safe, competent use of the device with accurate recording.

**Learners must ensure they are assessed appropriately before participating in the use of any equipment.**

## Clinical skills

Your **Mentor/ Registrant** you holds accountability for delegating any tasks to students and must ensure that **direct supervision** is given to students undertaking clinical skills as part of their learning outcomes. A clinical skill should bring together both theory and practice, it is not just being able to perform the skill, but also about understanding the rationale that underpins the action (Theorised practice).

**All skills must be undertaken in keeping with local and national guidelines** so you and your mentor will need to familiarise yourself with these prior being involved with the undertaking of each skill. Individual trusts will have specific policies and procedures in relation to what skills learners are able to participate in. If you are unsure of any issue around clinical skill participation speak with the ward manager/ mentor/ PEL or the preregistration team.

For further guidance refer to the clinical skills alert for learners (available on the intranet).

## Supporting Cultural Needs

Bolton NHs trust serves a population with differing cultural needs. Should the family wish to spend some quiet time to pray there is a multi-faith room available. The trust has a dedicated chaplaincy serve who support all faith.

Contact: Revd Neville Markham, Head of Chaplaincy

Tel No Direct: 01204 390770

## Raising and Escalating Concerns

As a trainee Health Professional, you have a duty to report any concerns from your workplace which put the safety of the people in your care or the public at risk. The code (NMC, 2015) stipulates:

- Recognise and work within the limits of your competence
- Be open and candid with all service users about all aspects of care and treatment, including when any mistakes from harm have taken place
- Always offer help in an emergency arises in your practice setting or anywhere else
- You must act without delay if you believe that there is a risk to patient safety or public protection
- You must raise concerns immediately if you believe a person is vulnerable or at risk and needs extra support and protection
- You must report your concerns in writing if problems in the environment of care are putting people at risk

### Guidance

If you believe that you, a colleague or anyone else may be putting someone at risk of harm you must immediately:

- Inform your mentor, tutor or lecturer immediately
- Seek help immediately from an appropriately qualified professional if someone for whom you are providing care has suffered harm for any reason.
- Complete accurate records in line with university guidelines and trust policy and protocols.
- Seek help from your mentor, PEF, tutor or lecturer if people indicate that they are unhappy about their care or treatment.

We recognise that as a learner it might not be easy for you to raise a concern and you may be unsure how to raise a concern or feel that the process. If you want some advice at any stage, we recommend that you talk it through with your university tutor or lecturer, your mentor or a member of the pre-reg team.

**You must ensure you are familiar with and follow both your university guidelines and trust Raising Concerns Policy which can be accessed via the Trust Intranet whilst on placement.**

## Support on Placement:

If you have a problem on placement it's important that you know who to contact for support.

It's always best to keep in touch with your personal tutor, whether it's an issue with your own learning experience or regarding any issue or incident you have observed or are experiencing in practice. If you are not sure where to go with an issue your personal tutor will be able to point you in the right direction.

If you're concerned about meeting your placement outcomes or have queries about your learning in practice, discuss this with your mentor placement manager. If your placement has a team based mentorship style there may be other team members who you feel more comfortable discussing your concerns with and may be able to offer you support. There is space to record these additional meetings in your PAD as well as your initial, midway and end of placement meetings.

If your issue involves your mentor or placement manager or you don't feel able to talk to them, you can contact the Pre-registration education team/ PEF for your area in conjunction with your personal tutor; this can offer a quicker, on-site resolution for difficult situations.

There are also University Link Lecturers who liaise within each trust from the university to develop academic and practice links. Part of their role includes supporting learners in clinical practice, particularly when clinical learning issues arise.

The Preregistration educator team and PEFs request that learners to come forward with placement/mentorship issues as they arise, so help to improve placement experiences can be quickly put in place.

If you have enjoyed your time in practice honest feedback from your evaluations will help to maintain high standards in placements.

## Contacting some for support while on placement

Whilst on placement you will have support from your placement manager, Practice Education Leads (PELS), mentor(s) and/or coaches and staff in the placement area, as well as the support from the Pre-registration team.

You should also be given the name of your mentor when you ring up for your first shift and they should note their contact details down in your PAD when you have your initial induction meeting.

**The role of the pre-registration team** is to ensure the provision of high quality learning environments for all pre-registration learners within the trust. PEFs and Clinical educators assist in ensuring that every learner receives an outstanding clinical placement experience, which meets both quality assurance standards and regulatory body requirements. The pre-registration team can offer support on many placement/ educational issues including:

- Providing on-site support to learners /staff with educational concerns/queries
- Information on the completion of learner paperwork
- Support with learners who are failing to progress with some learning outcomes
- Support with learners requiring reasonable adjustments
- Information on supervisor/mentorship courses
- Information on university curriculums/requirements

Details of the PEFs, ULLs and other people involved in learner learning should be on the learner noticeboard at your placement.

Preregistration team you can contact a member of the team on:

**Pre-Registration Team Contact: 01204 390984 (Internal: 5984)**

**Pre-Registration Team Bleep: 5984/5984**

## Local induction to your placement

All new students commencing placement within a clinical area should receive and have signed off a Local induction within the 1st 24hrs. This is a necessity from a health & safety point of view and is an NHSLA requirement. The placement area must keep a log within a section of the Educational Audit Folder. The Practice education team will conduct regular audits of placements throughout the year to check against compliance.

### Ensure you receive induction on these areas:

<b>Induction to the placement environment to be completed on first day by a qualified member of the practice team.</b>  <b>All 13 points must be completed.</b>	<input checked="" type="checkbox"/>
Fire regulations discussed	
Informed of BLS procedures, equipment, emergency number and student role	
Health and safety policies discussed	
Informed of assigned mentor's name	
Uniform policy discussed	
Orientation programme/booklet provided	
Practice Learning Environment philosophy discussed	
Introduction to staff and environment	
Informed of the PEF, PEL & ULL for the practice placement	
The student's role in the process of evaluating and auditing the learning environment is discussed	
Sickness and absence protocols discussed	
Evidence of student attending mandatory training applicable to their field of practice	
*Student to confirm that they are aware they must not use any manual handling equipment or medical devices that they have not received specific training on and deemed competent.	
Discussed any issues re – health or learning needs	



**Application for Car Parking Permit**

**PLEASE COMPLETE ALL DETAILS IN CAPITALS**

Title (Mr Mrs Dr etc.)  First Name  Last Name

Job Title  Ward / Dept

Contact phone number (ward / dept) or bleep Extn  Bleep (if applicable)

Vehicle Registration Number

Are you paid by Bolton NHS Foundation Trust? Yes  No

If YES please complete the authorisation section below.

If NO please give details of employer   
and you may be required to make payment by an alternative method

Date leaving Trust (students, placements, work experience, Locums etc)

Signature  Date

**Car Parking Office use only**

Permit number  Date issued  Expiry Date (if applicable)

Other payment method  Salary Sacrifice Yes  No

**Please complete this authorisation section for deductions from salary**

**if paid by Bolton NHS Foundation Trust.**

**Payroll Information - Please tick one box per line**

Standard Parking  Reserved Parking  Resident

Salary sacrifice  Non-salary sacrifice

Name  Job Title

Ward / Dept  Assignment (Payroll) Number (8 digits)

*I understand that if I knowingly provide false information this may result in disciplinary action and I may be liable for prosecution and civil recovery proceedings. I consent to the disclosure of information from this form to and by the Trust and the NHS Protect for the purpose of verification of this application and the investigation, prevention, detection and prosecution of fraud.*

**I hereby authorise the Payroll Department to deduct the appropriate amount in line with the current Car Park charges**

Signature  Date

Our Bolton NHS FT Values





## Appendix C

### Bolton NHS Foundation Trust

#### ACKNOWLEDGEMENT FORM EM-1

As an employee of Bolton NHS Foundation Trust I recognise and understand that the Trust's E-mail and access to the Internet system is to be used for conducting business in compliance with Trust policy and that the Trust may monitor e-mails and internet access.

I agree not to disclose any passwords, access tokens or other security arrangements. I am aware that violations of this Policy may subject me to disciplinary action.

I acknowledge that I have read and understood the Trust's Policy regarding the use of E-mail and Internet usage.

#### PLEASE COMPLETE THE BELOW FORM IN CAPITAL LETTERS

##### Managers Full Name:

**Full Name** .....  
(e.g. DAVID MARK JONES)

**Preferred Email Name** .....  
(e.g. DAVE JONES)

**Job Title:** - student.....

**Department** .....

**Location** .....

**Directorate / Division** .....

**Telephone (Work)** .....

**Signed** .....  
**Date** .....

**Training Required (Please Tick):** No.....

Send to IT Dept, Dowling House  
Bolton NHS Foundation Trust  
Minerva Road Farnworth  
Bolton

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