**Hospital @ Night**



**Student Nurse Resource Pack**

**2025**

**Welcome**

The Hospital @ Night team would like to extend a warm welcome to you. All the staff will endeavour to ensure that your time with us is educational, informative and constructive. During this placement you will be given the opportunity to develop or enhance your nursing skills and knowledge. The aim of this pack is to provide you with resources and signposting to enable your on-going professional development.

**Hospital @ Night**

* Placement Educator Lead: Kat Curtis
* Location - Control Centre (Ladywell Building)
* Contact details – 0161 206 0167, 0161 206 4598 (from 16:30 – 08:30 only)
* Email: [kathryn.curtis@nca.nhs.uk](mailto:kathryn.curtis@nca.nhs.uk)
* **Shift times range from 15:00 – 08:30 as we are made up of little teams:**
* Out of Hours Patient Flow Facilitators – 15:00 – 01:00
* Health Care Assistants – 19:00 – 07:30
* iBleep Coordinators – 16:30 – 00:30
* Site Coordinators – 20:00 – 08:30
* Advanced Clinical Practitioners – 20:00 – 08:30

**Team Philosophy**

The Hospital @ Night Team strives to provide a safe, clean, and personal service to patients, relatives, carers, and visitors at all times.

The team will ensure that they respect each other ensuring our patients, their relatives and carers receive optimum care in a caring and supportive manner.

We support staff to develop both personally and professionally and periods of peer reflection and discussion are encouraged to ensure we provide a supportive and productive working environment that ultimately benefits our patients.

The team will provide a warm, welcoming environment that is conducive to learning and we will provide you with an abundance of learning opportunities that will support you in fulfilling your learning needs. We will ensure communication between qualified staff and learners is facilitated, encouraged, and supported to ensure the dissemination of evidence-based knowledge between education and practiced is fulfilled and to ensure our learners are supported throughput their placement.

Our aim is to continually improve the quality of the learner’s placement. Therefore, we will value the contribution and feedback made by learners to ensure our placement continues to support the learning needs of our learners.



**Dress Code**

Learners will be required to wear full nursing uniform provided by the University and your Student ID badge at all times. Please ensure that your uniform is clean and presentable as you will be attending wards and clinical environments. There is a uniform policy within the Trust which you are expected to adhere to. This policy is available on the intranet.

**Supervisor and Assessor Arrangements**

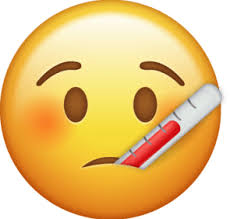
At the start of your placement, you will be orientated and introduced to members of the teams. You will be allocated a supervisor within each of the teams and an overall assessor. All of the team will be available to support you through your placement. You will be allocated off duty at the start of your placement. Please liaise with you supervisor of any special requests.

If you have any reasonable adjustments which need to be made, please inform your supervisor and assessor either prior to you commencing placement (please email one of the leads listed above) or at the start of your placement.

Please bring with you on each day your welcome pack, any relevant documentation and learning needs.

**Absence**

If for any reason you are off sick you need to ring the control centre on 0161 206 4598 at the earliest possible time and speak to the allocated supervisor/ nurse in charge. Please inform the supervisor / nurse in charge when you will next contact the control centre or are going to return to work. Absence will be reported to the university online by the supervisor / nurse in charge.



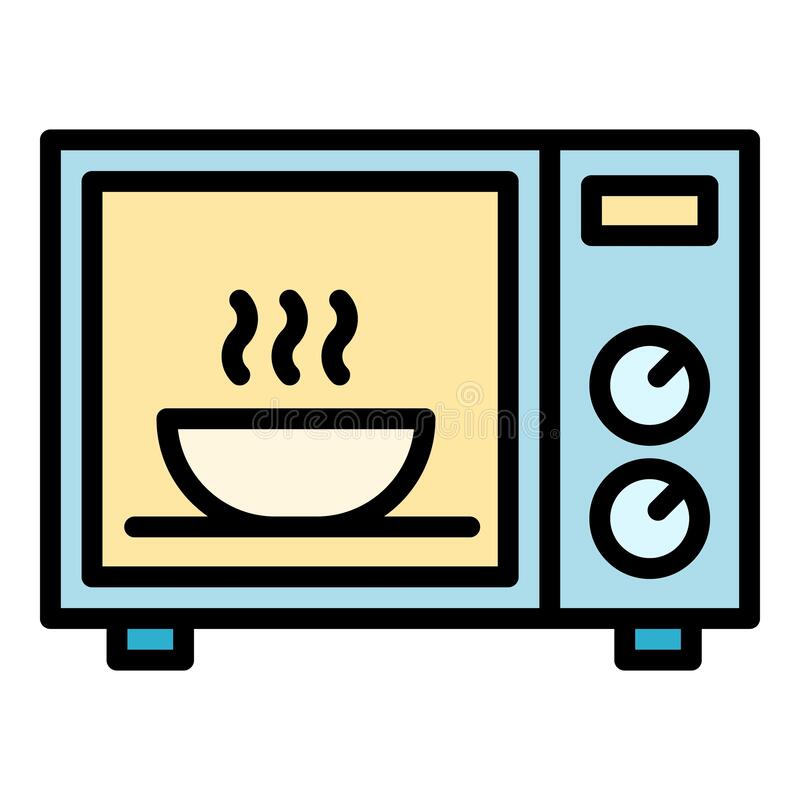


**Office Facilities**

Microwave, fridge, kettle and hot / cold filter tap are available within the control centre. Tea and Coffee are available for a small contribution or student nurses can bring own supply. There is a café on the ground floor of the Hope Building and shops including WH Smith and Marks and Spencer that are open during the day.

Please bring your own food when working a night shift as there are no facilities open on site.

Learners will be signposted to fire exits, changing area / toilets at the start of placements.



**Historical Background**

In 1993, The European Working Time Directive (EWTD) was introduced with the intention of regulating hours worked by the European workforce to forty-eight hours per week; in order to promote their health and safety (The Royal College of Physicians, 2011). The application of this directive resulted in increased staffing pressures within hospitals. This had a ‘knock on effect’ of increasing hours being worked by junior doctors overnight (The Royal College of Physicians, 2011).

The Hospital at Night [H@N] concept is a Department of Health project which was introduced in order to deliver compliance with European Working Times Directives whilst still maintaining patient safety (DOH, 2009).

**Current Service Provision**

The H@N service is a clinically driven and patient focused multidisciplinary approach to delivering out of hours care within hospital. The H@N operates between the hours of 15:00 and 08.30, seven days a week. Our team is made up of smaller teams that incorporate into the overall Hospital @ Night service. These are:

**Out of Hours Patient Flow Facilitators:** This team assist the bed management team in enabling safe, effective discharges are completed in a timely manner, finding empty beds that haven’t been escalated to the bed managers, flipping bays to create cohorted bays e.g, providing terminal cleans for infectious rooms/bays, extra med on the IT, ordering ambulance transport.

**Health Care Assistants:** This team are trained to assist the medical team in inserting cannulas, taking bloods (venepuncture), taking ECGs, and obtaining blood cultures as ordered and requested by a clinician. This team have been trained and signed off to provide these.

**iBleep Coordinators:** This team utilise the iBleep triage system in which Nursing staff on the wards escalate any concerns regarding patients to be escalated to a clinician. The iBleep team are experienced nurses who are trained to triage any calls coming through the system and delegate jobs to the appropriate clinician. Also further supporting the wards by offering evidence based advice over the phone to Nursing staff.

**Site Coordinators:** This team work across the trust to ensure the smooth running of the hospital out of hours ie staffing, emergency calls ie crash calls, fire calls. Take over iBleep at 00:30am and bed management at 02:00am. As well as complaints from patients/relatives. Being the first port of call to deal with any issues ie major incidents etc with the help and guidance of the senior manager on call.

**Advanced Clinical Practitioner**s: This team are either qualified Nurses or AHP’s that has completed a masters in advanced clinical practice and has completed the v300 non-medical prescribing course. They predominantly cover medicine and attend to medical matters such as NEWS 6<, Chest Pain, review blood results & X-RAYs, Order tests and investigations, ECG reading, offering expert advise over the phone to ward Nurses, Post falls reviews to name but a few.

**Expectations of Learners in Year 2 Block 2 & Year 3 Block 1**

* Prepare for the placement by identifying learning needs.
* Contact the control centre for off duty one week prior to placement commencing and to discuss any special requests.
* To be punctual.
* Inform the team as soon as possible if you are ill or delayed. Learners will be expected to provide a contact number to their supervisor/assessor on commencement of their placement.
* Learners are expected to show initiative and participate, acknowledging limitations in their own knowledge and competence.
* Should any professional or personal problems arise during placement, these must be raised as soon as possible with an appropriate member of staff.
* Learners must adhere to the uniform policy as defined by the school of nursing.
* Learners should ensure they have access to, or bring with them, relevant documentation daily, for use at appropriate times.
* Learners need to familiarise themselves with policies and procedures relevant to their placement.
* We have strong links with SPOKE areas and we would expect you to arrange the SPOKE placement and inform you practice supervisor/educator of the arranged dates. We have a dedicated student board and folder within the office for students to utilise and read

**Expectations of Staff**

* Supervisors and Assessors will be allocated to learners prior to the commencement of the placement.
* All staff will welcome learners as part of the ward team.
* Staff will ensure that learners receive an appropriate orientation to the placement including ward routines for each different shift pattern, staff policies and procedures.
* Learners off duty will be given to coincide with that of the supervisor and/or assessor. Any problems with this can be discussed with the supervisor or assessor.
* Supervisors will give continuous feedback to the learner with regards to their progression. Any problems/issues perceived by the supervisor will be discussed with the assessor and raised with the learner as soon as possible in a professional manner.
* Supervisors will ensure that learners are not regarded as an extra pair of hands, their role of learner will be respected, and supernumerary status always.
* Supervisors will encourage the learner to participate in learning new skills and developing skills they may already have, whilst acknowledging any limitations in their knowledge or competence.
* Supervisors must ensure that the learners learning needs are identified and fulfilled and assessments are carried out on time. These will be in collaboration with the assessors.
* It is the supervisor’s responsibility to ensure learners are aware of their role during emergency procedures (fire, cardio-respiratory arrest)

**Learning Opportunities**

• Triage skills

• Communication on all levels

• Care of patients / relatives out of hours

• National Early Warning Score (NEWS)

• Clinical observations

• Record keeping and documentation

• Interpretation of the NMC code of professional conduct in practice

• Co-ordination and organisation of relevant investigations

• The Hospital @Night multidisciplinary team

• Liaising and referring to the wider multidisciplinary team

• Exposure to specialist clinical areas

• Resuscitation – cardiac arrest calls

• Professional Development Plan

• Careers advice

* Reflective practice
* Patient Flow
* Major Incident Planning
* Complaints
* Resource Management

**Hospital @ Night Team**

|  |  |
| --- | --- |
| **Name** | **Role** |
| **Lynette Wright** | Band 8a Site Coordinator and H@N Lead Nurse |
| **Helen Campayne** | Band 7 Site Coordinator |
| **Simon Rose** | Band 7 Site Coordinator |
| **Heather Koppens** | Band 7 Site Coordinator |
| **Nicky Jackson** | Band 7 Site Coordinator |
| **Helen Boland** | Band 8a Advanced Clinical Practitioner |
| **Cathy Collins** | Band 8a Advanced Clinical Practitioner |
| **Cath Gowans** | Band 8a Advanced Clinical Practitioner |
| **Allan Thomson** | Band 8a Advanced Clinical Practitioner |
| **Phil Barton**  **Michelle Brady** | Band 8a Advanced Clinical Practitioner  Band 7 Trainee ACP |
| **Karen Munro** | Band 6 iBleep Coordinator |
| **Kat Curtis** | Band 6 iBleep Coordinator |
|  |  |
| **Mechelle Cabalitan** | Band 3 Health Care Assistant |
| **Richard Oliver** | Band 3 Health Care Assistant |
| **Martin Boden** | Band 3 Health Care Assistant |
| **Victoria Birtwistle** | Band 3 Health Care Assistant |
| **Zoe Elliott** | Band 3 Health Care Assistant |
| **Linda Hanson**  **Jan Monaghan**  **Kathy Bainbridge**  **Aeden Smith** | Band 3 Health Care Assistant  Band 3 Health Care Assistant  Band 3 Out of Hours Patient Flow Facilitator  Band 3 Out of Hours Patient Flow Facilitator |

**The Hospital @ Night Multidisciplinary Team**

|  |  |
| --- | --- |
| **Nursing Team** | **Medical/Surgical Team** |
| **1 x Lead Nurse/Site Coordinator (Team Lead)** | **1 x (Surgical, Neuro, Ortho, Stroke) Registrar, 2 x (Medical) Registrar (Team Leads)** |
| **5 x Advanced Clinical Practitioners**  **2 x Trainee Advanced Clinical Practitioners** | **1 x Advanced Clinical Practitioner (Wards)** |
| **4 x Site Co-ordinators** | **1 x Senior House Officer (Remote Medical Officer)** |
| **3 x iBleep Co-ordinators** | **1 x Foundation Year 2 (Senior House Officer) (Wards)** |
| **7 x Health Care Assistants**  **2 x Out of Hours Patient Flow Facilitators** | **1 x Foundation Year 1 (House Officer) (Wards)** |

**Achieving excellence in learning and care...**

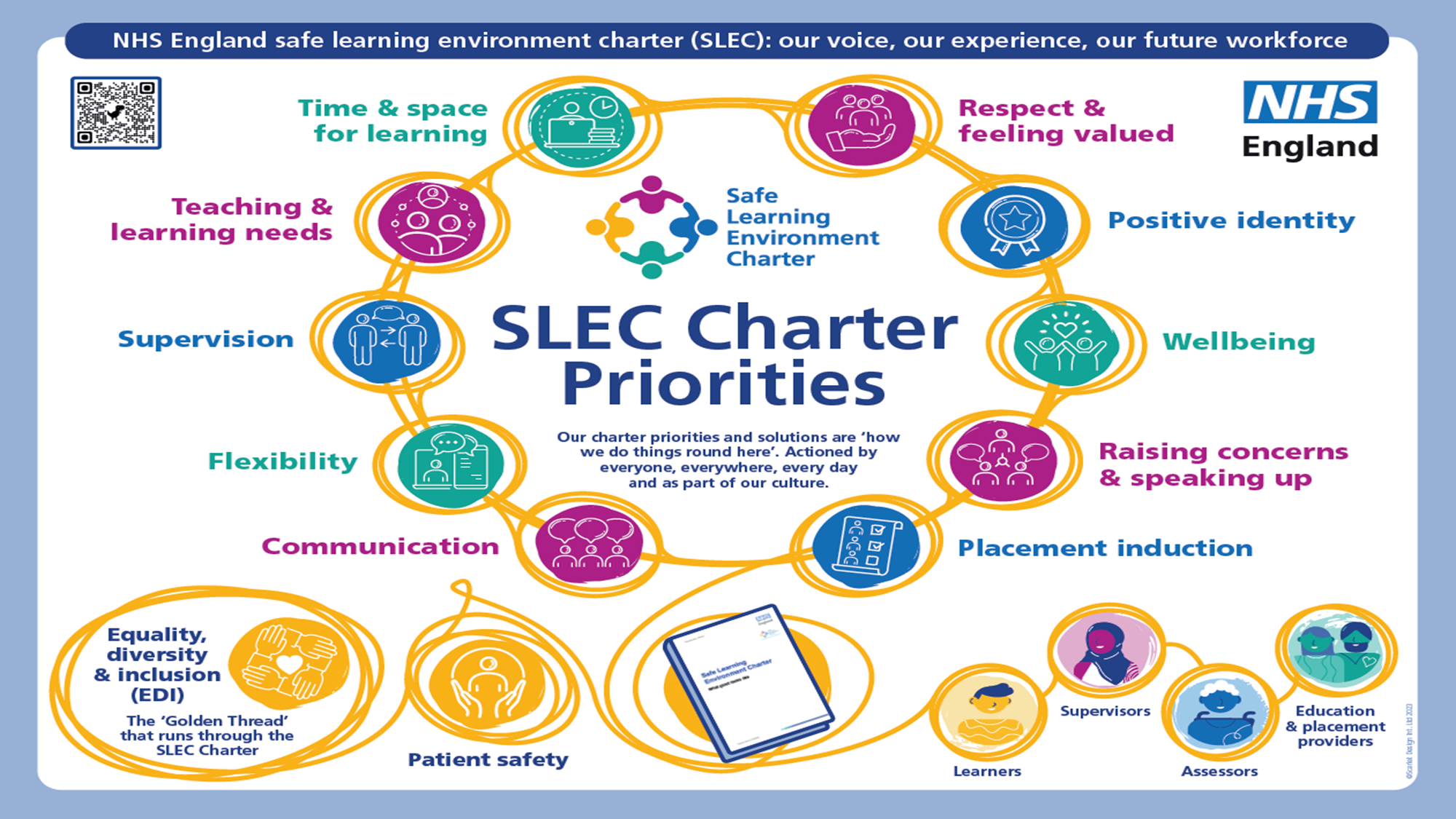
**Placement Charter**

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), Health Education England’s NHS Education Outcomes Framework (DH 2012) and NMC Education Standards (2018).

|  |  |
| --- | --- |
| **Placement Pledges** | **Rights, Roles and Responsibilities of learners** |
| Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience. | Prepare adequately for the placement, including contact with the placement in advance. Disclose any health or learning needs that may impact on the placement, or the achievement of learning outcomes. |
| 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. | 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. |
| Provide all learners with a named and appropriately qualified / suitably prepared Practice Assessor/ Practice Supervisor/ mentor / placement educator to supervise support and assess all learners during their placement experience. | Actively engage as an independent learner, discuss learning outcomes with an identified named Practice Assessor/ Practice Supervisor/ mentor / placement educator, and maximise all available learning opportunities. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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 | 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. |
| Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners. | Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner. |
| • ‘Learner’ refers to all health, education and social care students, trainees, hosted learners.  • ‘Placement’ relates to all learning environments / work based learning experiences.  • ‘Practice Assessor’ / ‘Practice Supervisor’ / ‘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.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | **Health Education North West**  **Safe Learning Environment Charter (SLEC)**  **What Good Looks Like (NHS England 2024)** | |

****

The Charter and its associated resources highlight how the integration of learners into psychologically safe teams can be used to support the development of positive safety cultures and foster continuous learning. It is based on the latest research findings and outlines the key requirements of environments designed to help learners thrive. Principles of equality, diversity, and inclusion underpin the priorities, recommendations, and solutions and are the golden thread that runs through the charter.

Education and placement providers, as well as learners, should work collaboratively on its implementation to ensure that the priorities and solutions are actioned by everyone, everywhere, every day, and so become part of the wider culture.

The charter has 10 priorities, recommendations and solutions to be embedded across the organisation, the crucial question being what does good look like

The golden thread running through the charter are Equality, Diversion and Inclusion (EDI), patient safety, and psychological safety. Projects and initiatives to implement the Charter’s priorities should be linked to ongoing work in these key areas to exploit synergies and strengthen their impact.

The charter will contribute and feed into other projects organisationally, regionally and nationally and is not a standalone piece of work

**Respect and feeling valued** – learners are respected and feel valued in the learning environment, demonstrated by effective communication and engagement

**Positive identity** – learners are easily identified and are viewed positively within the clinical environment

**Wellbeing** – learners understand the importance of physical, emotional, and psychological safety and are aware of services and resources that can support their health and wellbeing

**Raising concerns** – learners know how to raise a concern and feel empowered to speak up knowing that they will be appropriately supported

**Placement induction** – learners receive a placement induction that supports their learning and adequately prepares then for their roles. Placement induction processes are well-established and evidenced to support learners.

**Communication** – learners have a clear pathway for support from both the Education provider and the Placement provider. They know by whom, when and how that support is delivered

**Flexibility** – learner wellbeing and professional development are supported by flexible working and learning practices, both in terms of accessibility to facilities and to forms of educational opportunities

**Supervision** – learners are supported by positive role models and appropriate levels of supervision. Continuity of supervision builds on individuals learning needs, develops confidence and proficiency.

**Teaching and learning needs** – learners are supported by supervisors who are adequately prepared for the role and understand the underpinning principles regarding how individuals learn in a practice setting. They are recognised as learners rather than workers and enabled to develop towards independent practice.

**Time and space for learning** – learners are given time to reflect on and process learning experiences. They receive regular verbal and written feedback which provides opportunities for development and assessment to occur