

# Learning Environment



Midwifery Research

# Learner Booklet

## Welcome

We would like to warmly welcome you to Lancashire Teaching Hospitals NHS Foundation Trust (LTHTR).

We have created this pack as a useful resource to help you to settle in with us. The purpose of this booklet is to provide you with information to help you on your learning environment.

## About LTHTR

**We have three equally important strategic aims:**

- To provide outstanding and sustainable healthcare to our local communities
- To offer a range of high-quality specialist services to patients in Lancashire and South Cumbria
- To drive health innovation through world class education, training and research

We provide a range of Hospital based health services for adults and children and cover a range of specialities. These include cancer services such as radiotherapy, drug therapies and surgery, disablement services such as artificial limbs and wheelchair provision. Other specialities include vascular, major trauma, renal, neurosurgery and neurology including brain surgery and nervous system diseases.

**Our five core values:**

- Being caring and compassionate
- Recognising individuality
- Seeking to involve
- Building team spirit
- Taking personal responsibility



We deliver care and treatment from three main facilities:

- Royal Preston Hospital
- Chorley and South Ribble Hospital
- Specialist Mobility and Rehabilitation Centre, Preston

In relation to car parking, please refer to your Induction to the Trust, for information regarding car parking. Additional information can be found on our Intranet page.

<https://legacy-intranet.lthtr.nhs.uk/car-parking-documents>



### **E-roster for Nursing and Midwifery Learners**

It is your responsibility to ensure that you access your Healthroster account on a regular basis, to make a note of your rota.

Please note the following;

- You will need to make any specific requests of change to your rota to your placement area, in line with our Trust Healthroster deadlines.
- You will need to make a request to your placement area for study leave to be added to your Healthroster, should study leave be required.

## **Orientation to your Learning Environment – Adult Nursing**

*Please complete and present at your initial meeting.*

### **Pre-orientation 2 weeks prior to starting your Learning Environment**

- Arrange a pre-visit to your new Learning Environment.
- Visit your Learning Environment; ask to be shown around and ask what to expect on your first day i.e. where do I put my belongings, where can I put my lunch, where should I go on my first day and who should I report to.
- Ask to be shown your Learner Board, where you will find out who your Supervisor and Assessor is.
- Ask to be shown your Learner Resource File.
- Access your Healthroster to ensure you have your off duty and should you have any queries regarding your rota, please direct them to your Ward Manager or Learning Environment Manager.
- Access your learning handbook via the Health Academy webpage and start planning what you want to achieve from your Learning Environment.
- We advise that on your **first day you will be starting at 9am**, please discuss this with your learning environment.

### **First day on your new Learning Environment**

- Introduce yourself and inform them that it's your first day.
- Ask to be shown around again, should you require this.
- Request to be shown the Team Board where the teams for the day are displayed, so you can familiarise yourself with, who is in your team, who you are working alongside and where your break times will be displayed.
- Ask to have the chain of command explained to you on this Learning Environment and ask who oversees this Learning Environment (i.e. Unit/Ward Manager).
- The local fire procedures have been explained and where you can find the equipment needed.
- Resuscitation equipment has been shown and explained.
- You know how to summon help in the event of an emergency.
- Lone working policy has been explained (if applicable).
- Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed).
- You are aware of your professional role in practice.

### **Within your first week on your Learning Environment**

- Resuscitation policy and procedures have been explained.
- You are aware of where to find local policies.
  - Health & Safety

- Incident reporting procedures
- Infection control
- Handling of messages and enquiries
- Information Governance requirements
- Other policies
- Policy regarding Safeguarding has been explained.
- Complete your initial meeting with your Practice Supervisor/Assessor and discuss any Inter-professional Learning Sessions that you would like to attend.

If you require any further support with your orientation, please contact your Unit/Ward Manager or our Clinical Placement Support Team on 01772 528111/placement.support@lthtr.nhs.uk

**Please note: Any member of staff can complete this document with you.**

## Learning Environment

We would like to welcome you to your learning environment.

This booklet has been created with the aim of providing you with guidance and support and to reduce any nerves you may have, prior to starting your clinical placement. Contact telephone: 01772 524628.

This handbook is for you to gain an understanding of what to expect on your clinical placements at Lancashire Teaching Hospitals NHS Foundation Trust and will go through a range of information to help you on your journey to becoming a Qualified Midwife. Enjoy!

Midwifery:- Basic concept of research in Health within the midwifery sector.

### **Learning Opportunities**

Within this placement you will gain the following skills and knowledge:-

- \* Will gain an awareness of ethical and legal considerations related to consent and recruitment of vulnerable participants into clinical research.
- \* Will develop an understanding of the resources involved and their allocation relating to the delivery of clinical research
- \* To develop an understanding of the underlying principles applied to data management in clinical research.
- \* To develop an understanding of the requirements for data entry, secure data storage, transfer and archiving of data as part of the research process.
- \* To gain an understanding of the principals involved in the safe handling, processing and storage of biological samples
- \* To develop an understanding of the key aspects of managing investigational medical products (IMP)
- \* To have an understanding of the overall role of the NIHR and NIHR Office for Clinical Research Infrastructure (NOCRI), Chief Scientist Office (CSO) and Health and Care Research Wales
- \* To describe what is meant by Patient and Public Involvement and why it is important to research
- \* Develop a broad understanding of the basic principles of clinical research
- \* To develop an understanding of the processes involved in obtaining informed consent in clinical research including legal, ethical, good practice and communication considerations, looking at capacity and the mental capacity act.
- \* To develop an understanding of recruiting participants into clinical research.

- \* Blood analysing and processing of samples, human tissue act.
- \* COVID trails- swabbing
- \* Venepuncture and Cannulation
- \* ANTT
- \* Basic Life Support
- \* Moving and Handling
- \* Datix reporting and AE + SAE reporting, corrective and preventive action reports.

Midwifery:-

- Overview of the role of a research midwife
- Clinical research facilitate
- Knowledge of the wider Research team
- Good Clinical Practice certificate in place for 3 years once qualified
- Tours of the clinical Lab with the spinning samples
- Get involved in current programme and projects

Students Midwives have the following learning opportunities whilst on a placement with the Research Team

To contribute to the research projects ongoing within the hospital of a Practice Supervisor or Practice Assessor. This links to Student Midwife competencies across the PRIMARY - PRACTICE - PROFICIENCY levels for clinical assessments including KNOWLEDGE & SKILLS, COMMUNICATION and possibly MEDICINES MANAGEMENT (Clinical Assessment Documents / CADS).

- Under supervision, student midwives will be able to providing holistic care from a, working within the remit of Research Midwife, and following the appropriate research design methods and adhering to ethical considerations and any relevant governance mechanisms.

Potential learning opportunities include under the supervision of the Practice Supervisor / Practice Assessors:

- Communication skills, informed consent, risk assessments, history taking, audit, referral and emergency care as per the Midwife's remit across the AN, IN, PN and neonatal period, transfer of care to other appropriate practitioners.
- Audit / Local and national reporting, investigations and governance mechanisms

- Medicines management around medicines such as (but not exclusively), PGDs, advice to women and administration of prescribed medications and the side effects / contraindications for the woman or her baby (e.g. Vitamin K) and advice on pharmacological and non-pharmacological pain relief options during the AN, IN and PN periods and specialist medications part of the research study if relevant.

As per NMC The Code (Professional standards of practice and behaviour for nurses, midwives and nursing associates), the student midwife will be able to experience the NMC standards in action:

- Prioritise People
- Practice Effectively
- Practice Safety
- Promote Professionalism and Trust

EU's –

Students will be able to work towards the following EU's during this placement:

- Prenatal (Antenatal) Women
- Postnatal Women
- Healthy Newborn Infants
- Care in Labour
- Facilitated Births
- Care where you were present but did not facilitate the birth
- Episiotomy & or Suturing
- Supervision and Care of Women at Risk (AN, IN, PN)
- Breech Birth
- Women with Pathological Conditions of Obstetrics & Gynae
- Care of at Risk Newborn Infants

## Confidentiality

Learners are reminded that all information regarding women, babies and their families are confidential and as such should not be divulged to anyone who does not have the right to this information. Learners are referred to their NMC “The Code” and “Midwives rules and standards”.

**Please also note guidelines with regards to the use of social networks. Please do not post pictures of yourself in uniform or input information on social media that relates to work or women in your care. This is a disciplinary action if found to do so.**

**Smoking or vaping** on the NHS Trusts premises is **not permitted**. Although there are designated areas, please note that cigarette smoke odours can be offensive to



others. Any breach of either the University or NHS Trusts policies will lead to disciplinary procedures.

**A professional appearance must always be maintained as you are both an advocate for the women and families you are caring for and an ambassador for your university.**

### **ID Badges**

It is important that when you obtain your ID badge you wear it in accordance with the Trust Policy. Your ID badge must be worn at every shift with photograph and written details visible. **DO NOT** lend your ID badge to anyone else or allow anyone else to use it. You will need to contact the Maternity Managers or Matrons to give you access via your badge for areas within the Sharoe Green Unit as it is a secure area.

### **Sickness and absence policy**

Please remember to follow Trust and the University Policy in reporting absence. Also, remember to document this on PARE.

Any absence must be reported to.

- Placement Area
- Maternity Manager/ Band 7 01772 524731
- Placement Unit at the University
- Learner Absence  
([learner.absences@lthtr.nhs.uk](mailto:learner.absences@lthtr.nhs.uk))

You need to call every day for absences, unless you have stated it's for a full week.



### **Trust email**

Every student should have a trust email address. Please contact the Allocations Team to request one if you do not receive one. [Allocations@LTHTR.nhs.uk](mailto:Allocations@LTHTR.nhs.uk)

### **Bleep System**

- Dial 66 and listen for instruction to enter bleep number (the person you want to contact)
- This is followed by the extension number you are calling from (number is normally on the phone)
- Listen for instruction to replace handset

### Emergency calls - Do you know what to do?

Please ensure you are familiar with correct procedure for contacting OBSTETRIC and NEONATAL TEAMS. **WHEN AN EMERGENCY OCCURS IT IS IMPERATIVE THAT CORRECTS INFORMATION IS GIVEN.**

Phone: **2222**

**State what the emergency is** -e.g., Obstetric/Neonatal/Security

**State where you are**-e.g., Maternity Ward Sharoe Green Unit, Birth Centre Sharoe Green Unit

**State where the patient is** e.g., Bay 1 Bed 2



## Induction

The Local Induction process will take place throughout the first week of your placement.

This will comprise of:

- Trust and department orientation, including housekeeping information
- Location of emergency equipment
- IT access

- Reading & acknowledgement of Mandatory Trust policies such as Health & Safety, Fire Safety, Infection Control, Information Governance, Staff Code of Conduct, Social Networking and Dress Code policies.
- Adult Basic Life Support training if applicable
- Trust Moving & Handling Training if applicable
- COVID-related policies & procedure
- Orientation
- Professional voice: - freedom to speak up, datix, chain of command, open door policy
- An awareness of our Educational Governance Team- evaluation and importance of feedback
- Inter-professional Learning Sessions
- Practice Assessment Record and Evaluation (PARE) training, if applicable
- Collaborative Learning in Practice (CLiP™), if applicable



## What to bring on your first day

- Uniform: All other items in the dress code policy must be adhered to <https://legacy-intranet.lthtr.nhs.uk/search?term=uniform+policy>
- A smallish bag which would fit into a small locker.
- You may wish to bring a packed lunch and a drink on your first day.

## Inter-professional Learning Sessions and eLearning Resources

At our Trust, our Education Team facilitates a yearly programme of Inter-professional Learning (IPL) sessions. This programme consists of various teaching sessions, delivered by our Specialist Teams, to support and enhance our learners and trainees' learning experience with us.

Inter-professional learning is an important part of your development and allows you to build professional relationships and communication skills with the wider multi-disciplinary teams. Our IPL sessions are valuable in supporting you to stretch your knowledge and experiences to enhance your clinical practice. They also help bridge the gap between theory and practice, allowing you to hold a deeper understanding of the topics discussed. Our sessions are open for all learners and trainees on placement at our Trust to attend and these learning opportunities are an extension to your learning environment; therefore, these hours need to be recorded on your timesheets. We encourage our staff to facilitate enabling a learner/trainee to attend these sessions.

***Please note: You must inform your learning environment prior to attending a session.***

These IPL sessions need to be discussed in a timely manner with your learning environment.

You are required to complete a reflection on each of your IPL sessions, as well as documenting on your HEI documentation what you have learnt and how this relates to your current placement.

You can book onto our IPL Sessions by accessing this link <https://elearning.lthtr.nhs.uk/login/index.php> and searching for 'IPL'.

You can access our policies and procedures via our Intranet page, which will help expand and stretch your knowledge.

## Support with evidencing your learning outcomes or proficiencies

We encourage you to use the Trust learning logs to collate and evidence your skills, knowledge and abilities achieved. You can then present your completed learning logs to your Practice Assessor/Educator during your assessment meetings.

Any staff member who is involved in coaching you can complete your learning log feedback.

You can request time during your placement hours to complete these and request feedback prior to your shift ending. To obtain a copy of our learning logs, please visit our Health Academy Webpage on the link below, where you will see a copy of our

CLiP™ Learning Log available for you to download, on the right hand side - <https://healthacademy.lancsteachinghospitals.nhs.uk/support/clinical-placement-support/collaborative-learning-in-practice-clip/>

## Collaborative Learning in Practice (CLiP™)

CLiP™ is an innovative clinical education model designed to enhance the learning experience of healthcare learners by fostering a collaborative and supportive environment. Originating in Amsterdam and introduced to the UK by Charlene Lobo, Senior Lecturer at the University of East Anglia, CLiP™ has been successfully implemented in various NHS trusts, including Royal Preston Hospital and Chorley & South Ribble Hospital.

### ➤ How CLiP™ Works in a Learning Environment

Learners are assigned to a practice environment and divided into smaller groups. These groups consist of learners from various year levels, promoting peer learning and support.

Each group is supervised by a coach rather than a traditional mentor. The coach is responsible for guiding the learners in delivering holistic patient care, covering essential skills, documentation, ward rounds, and shift handovers. Our coaches;

- Provide guidance and ensure that learners meet their learning objectives.
- Help bridge the gap between theoretical knowledge and practical application. Offer continuous feedback and support to enhance the overall learning experience.

Learners will be encouraged to engage in a comprehensive range of patient care activities, which include performing essential clinical skills, maintaining accurate documentation, participating in ward rounds and conducting handovers. Additionally, learners will have the opportunity to follow their patient's journey through specialist units, by attending surgeries and also partaking in specialised treatments, therefore gaining a broader practical experience.

An overarching Practice Assessor supports the coach in order to promote the quality of the learning experience. The Practice Assessor is responsible for overseeing the learners practice assessment documentation and providing necessary support to both the coach and learners.

### ➤ Benefits of Collaborative Learning in Practice (CLiP™)

The collaborative environment helps address the challenges of traditional mentoring, such as workload balance and teaching time. This model aims to alleviate stress for both learners and Practice Assessors whilst promoting a supportive and effective learning experience.

By involving Practice Supervisors and Educators, CLiP™ ensures comprehensive support and continuous feedback, leading to richer learning experiences and better-prepared healthcare professionals.

The structured support system and hands-on learning opportunities help mitigate issues related to perceived lack of support, reducing learner dropout rates compared to traditional mentoring models. (not sure I would include this paragraph as it sounds a bit negative and I don't think the learner needs to read this)

LTHTr are dedicated to implementing innovative educational methods, such as CLiP™, to ensure our learners receive high-quality clinical education and are well-prepared to deliver exceptional patient care.

## Creating a positive Organisation Culture

LTHTr strive to create a great place to work for every colleague and deliver excellent care with compassion to our patients. We all play a pivotal role, not only in providing services but also in shaping the culture of our organisation.

The attitudes, actions and behaviours we experience from others makes a huge difference, both personally and professionally. We want you to feel safe and supported in work to be able to deliver high quality care to others. We also want you to feel confident, supported and empowered in taking positive action to address and challenge others in situations that may make you or those around you feel uncomfortable.

We take a zero-tolerance approach towards any form of abuse. You can find out more about this by reading our [Zero-Tolerance](#) taking a look at [Creating a Positive Culture](#) Here you will find the links to lots of information, resources and training opportunities to help develop your knowledge, skills, and awareness in how to uphold the principles of [zero-tolerance](#), as a colleague at LTHTr. There is also further information available on [Civility](#), our [Best Version of Us Culture Framework](#) and [Supporting Sexual Safety in the Workplace](#).



[Statement](#), or by [Intranet](#) pages.

## Chain of Command

Keeping patients safe, providing the best care that we can and learning in an environment where you feel safe and valued is important to us. Speaking up about

any concern you have on your learning environment is also important. In fact, it's vital, because it will help us to keep improving our services for all patients.

There may be occasions where we witness, experience or are asked to do something that causes us concern. Often these concerns can be easily resolved, but sometimes it can be difficult to know what to do.

Our Clinical Placement Support Team are available Monday to Friday, 8.00am – 5.00pm should you need to contact them in relation to any concerns regarding your learning environment. If your concern relates to patient safety and/or your concerns are outside of these hours, please follow the chain of command in your learning environment and speak with the person in charge.

Please visit our Freedom to Speak Up page on the Intranet for more details.



## **We value your feedback**

Our Trust values your feedback. To continuously improve, we offer opportunities for our learners and trainees to provide feedback regarding both your learner experience and your learning environment. We would encourage you to kindly complete your end of placement evaluation, within your clinical hours.

We will keep you updated with the improvements that we make based on the feedback you provide us with.

Nursing Directorate monthly meetings are held to share new and innovative ideas as to how we can collaboratively enhance our learning environments, to support both learners, trainees and staff.