



Student Midwives Welcome Booklet - Clinical Placements at LTHTR



Together

**Produced by Student Midwives A.Gonzales-Alexander, N.Ardern, S.Mcewen
& D.Wane Edit by Placement Support Team**

Introduction

Hi Student Midwives!

Welcome to the life of a Student Midwife. The next 2 or 3 years is going to be both rewarding and yet challenging at times, but you will get through it with the help of; other students, Qualified Midwives on your clinical placements, the Clinical Placement Support Team and University.

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 placements.

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!



Trust Values

At Lancashire Teaching Hospitals, trust values are at the forefront of care we provide for women, babies and families throughout their maternity care.

- These include:
- Caring and Compassionate – We treat everyone with dignity and respect, doing everything we can to show we care.
- Recognise Individuality – We respect, value, and respond to every person's individual needs.
- Seeking to Involve – We will always involve you in making decisions about your care and treatment and are always open and honest.
- Team Working – We work together as one team and involve patients, families, and other services to provide the best care possible.
- Taking Personal Responsibility – We each take personal responsibility to give the highest standards of care and deliver a service we can always be proud of.

Confidentiality

Students 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. Students 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.

Uniform Policy

It is important that whilst in any clinical area you wear your student uniform/scrubs (depending on the area you are working in). If you do not adhere to the uniform policy, it may be likely that you will be challenged by a member of staff, the Clinical Placement Support Team or other students. You will only be given one warning and after that you will be sent home from placement and will be required to make up your clinical placement hours that you missed.

You will be given 4 tunics and 3 pairs of trousers which is organised by the University. If a student becomes pregnant, they must contact their Course Leader at their University who will provide details of who to contact regarding obtaining a maternity uniform. Student uniforms are to be worn in all areas.

Uniform Dress Code:

- Appropriate black footwear – black, flat, enclosed toes, lace up/ slip on type, wipe clean or washable. (If ordering footwear via Alexandra UK, students are entitled to University of Bolton’s discounted price).
- Hair **must** be kept clean, neat and tidy and kept off the shoulders at all times. Facial hair must be well groomed.
- Make up should be kept discreet – false eyelashes are **not permitted**.
- Jewellery: earrings must be plain studs whilst wearing only 1 pair, plain wedding band with no stones.
- Only a fob watch can be worn.
- Nails must be kept short and clean. Nail varnish and false nails are **not permitted**.
- Trust ID badges containing photo **must** be worn and be visible at all times.
- Cardigans/sweatshirts may be worn for warmth; however, they **must be removed** when carrying out any clinical duties.
- Full length coat to be worn when on community placement to cover up uniforms.

- Due to infection control risks, especially since the beginning of the Covid-19 pandemic, uniforms are **ONLY** to be worn on shift. You are required to arrive on shift in your own clothes and change into your uniform at the hospital. On finishing your shift, you are required to change back into your own clothes. If you fail to do so you may be challenged.
- There is a changing room on the 1st floor between the Birth Centre and Maternity A.
- Uniforms should be washed on their own following manufactures guidelines
- For learners on a community placement please see blow advice on uniform.
- If the midwife is working in the community, it is accepted that they will start and finish their day from home and in uniform and will wear this in and out of many homes/community venues, they must ensure use of PPH for each contact put on prior to entry into a home and removed on exit. If they come into the unit for any reason, they are expected to use PPE like anyone else.
- On completion of the working day the midwife should remove her uniform as soon as in the house and wash it.

Smoking or vaping on the University or 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

- Your ID badges should be issued at Trust induction. If you do not receive your ID badge, please contact the Clinical Placement Support Team.
- 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 you badge for areas within the Sharoe Green Unit as it is a secure area.

Transport

As a student, you will be required to organise your own transport to your placement allocation. You may be allocated at either Royal Preston Hospital (RPH) or Chorley Hospital (CDH).

Public Transport

Number 23 & 19 buses run from Preston Bus Station to RPH. The Stagecoach number 125 bus runs from RPH to CDH. Please visit: www.prestonbus.co.uk and www.stagecoachbus.com for local bus timetables.

10% discounted Preston Bus weekly and monthly Easirider bus passes are available from the General Office at RPH on the production of your Trust ID badge. This is situated at the front of the hospital (near the blood clinic).

Alternatively, you can apply for a Preston Bus Pass from Preston Bus Station. The current cost is £90 per term. These can only be purchased from the Travel Office at Preston Bus Station from 9.00 am to 5.00 pm, Monday to Friday. Please ensure you adhere to social distancing and face-covering guidelines when attending. You are required to provide a 'letter of proof' to receive the discounted pass which your Year Co-ordinator will be happy to provide by emailing UndergradSTAPS@LTHTR.nhs.uk. These letters can also be requested for landlords, bank/building societies, etc.

Weekly discounted bus vouchers for travel on Stagecoach Chorley Network are available from the General Office at CDH on the production of your Trust ID badge.

Car Parking

As with any busy organization, car parking can be problematic. There is a car parking scheme, which you can join, and passes are allocated according to the type of placement hours you are working. If you require Car Parking, you can email the Car Park Help Desk at CarparkHelpdesk@lthtr.nhs.uk

Free secure bicycle bins are available to all who wish to travel via bicycle.

Shuttle Bus

The Trust provides a free shuttle bus service between RPH and CDH. The bus stops are at the Gordon Hesling Block entrance at RPH and the main entrance at CDH.

It is important you are not in uniform when getting on the shuttle bus. If you are then you will be refused regardless of what time it is. This incidence will be reported to a member of the clinical placement support staff and the University.



Arrival/Departure Points

- Chorley & South Ribble Hospital - Main Entrance (near General Office).
- Royal Preston Hospital - Outside Gordon Hesling Block entrance.
- **(No arrival or departure from PCT at Royal Preston Hospital)**

Inter Site Transport Service (Chorley – Preston) For the Transfer of Staff and Goods



Arrival/Departure Points

- Chorley & South Ribble Hospital - Main Entrance (near General Office).
- Royal Preston Hospital - Outside Gordon Hesling Block entrance.

Key:	Staff Service ONLY	Staff, Patients & Visitors Service
	Temporary Service	

Children must be accompanied by parent or guardian at all times and use a seat belt or an appropriate child car restraint / booster cushion

Mondays to Fridays (Except Bank Holidays)

Depart from Royal Preston	Arrive at Chorley	Depart from Chorley	Arrive at Royal Preston
6.30am	6.50am	6.55am	7.15am
7.20am	7.40am	7.45am	8.10am
8.15am	8.45am	8.50am	9.15am
9.20am	9.45am	9.50am	10.10am
10.15am	10.35am	10.40am	11.00am
11.05am	11.25am	11.30am	11.50am
11.55am	12:15pm	12:20pm	12:40pm
12:45pm	1.10pm	1.15pm	1:35pm
2.30pm	2.50pm	2.55pm	3.15pm
3.20pm	3.40pm	3.45pm****	4.05pm
4.10pm****	4.30pm	4.35pm	4.55pm
5.00pm	5.25pm	5.30pm	5.50pm
5.55pm	6.15pm	6.20pm	6.40pm



Welcome to Chorley & South Ribble Hospital

HOW TO USE THIS MAP
This information is provided with the aim of helping you to find your way around the hospital. It is not intended to be used as a substitute for professional advice. Please contact the hospital if you have any queries.

- Key to symbols**
- Level 1-4: Floor level symbols
 - NHS logo
 - Car: Car parking
 - Wheelchair: Wheelchair accessible
 - Baby: Baby changing facilities
 - Cafe: Cafe/refreshments
 - Bus: Bus stop
 - Cycling: Cycling routes
 - Hearing aid: Hearing aid services
 - Smoking: Smoking areas
 - First aid: First aid points
 - Pharmacy: Pharmacy
 - Mental health: Mental health services
 - Dental: Dental services
 - Physiotherapy: Physiotherapy services
 - Podiatry: Podiatry services
 - Pre-op: Pre-operative services
 - Urology: Urology services
 - Womens: Womens services
 - X-ray: X-ray services

Excellent care with compassion

1 ACCIDENT AND EMERGENCY	14 CHAPEL / PASTORAL CARE SERVICES	27 ENDOSCOPY UNIT	35 PHARMACY	68 THEATRE SUITE
2 ARLINGTON WARD	15 CLINROCK	28 GENERAL OFFICE	36 PHYSIOTHERAPY	69 TRUST HEADQUARTERS
3 ANTE-NATAL	16 CHORLEY BIRTH CENTRE	29 GYNAECOLOGY CLINIC	37 PODIATRY (FOOT CLINIC)	70 ULTRASOUND
4 APPOINTMENT CLINIC	17 CHURCHES DINING ROOM	30 HAZELWOOD WARD	38 PRE-OP ASSESSMENT	71 URGENT CARE CENTRE
5 ASSESSMENT & TREATMENT CENTRE (ATC)	18 CLINICAL INVESTIGATION UNIT	31 HEALEY	39 RAWCLIFFE WARD	72 WINSTANLEY WARD
6 ASTLEY	19 COURT SHOP	32 HUMAN RESOURCES	40 RENAL UNIT	73 X-RAY/DIAGNOSTIC IMAGING
7 BELMONT ASSESSMENT CENTRE	20 CO-COPY SUITE	33 HYPNOSIS SUITE	41 ROCKWOOD UNIT A	74 YARROW
8 BEEBAMBERT CENTRE	21 CROSTON UNIT	34 INTENSIVE CARE UNIT	42 ROCKWOOD UNIT B	
9 BLOOD CLINIC	22 DENTAL UNIT	35 LANCASHIRE BREAST SCREENING	43 RVS SHOP	
10 BRINDLE WARD	23 DERMATOLOGY	36 LUTYLAND WARD	44 SELLERS WARD	
11 CARDIAC UNIT	24 DIABETES	37 LONGTON DAY CASE UNIT	45 SPEECH AND LANGUAGE THERAPY (MEDICAL)	
12 CARDIO RESPIRATORY UNIT	25 DIALYSIS UNIT	38 LOSTOCK	46 OCCUPATIONAL THERAPY (MEDICAL)	
13 CHANGING PLACES	26 EDUCATION CENTRE 3 HEALTH ACADEMY	39 MAIN RECEPTION	47 OCCUPATIONAL THERAPY (PHYSICAL)	
		40 MARIEBERTY UNIT	48 ORAL & MAXILLOFACIAL SURGERY	
			49 ONTROPEDIC CLINIC	
			50 OUTPATIENTS	
			51 OXYGEN CLINIC	
			52 PALS	
			53 PATHOLOGY	
			54 PATIENTS TRANSPORT	
			55 MEDICAL ASSESSMENT UNIT	
			56 MORTUARY	
			57 OARFIELD UNIT	
			58 OCCUPATIONAL HEALTH	
			59 OCCUPATIONAL THERAPY (MEDICAL)	
			60 RENAL UNIT	
			61 ROCKWOOD UNIT A	
			62 ROCKWOOD UNIT B	
			63 RVS SHOP	
			64 SELLERS WARD	
			65 SPEECH AND LANGUAGE THERAPY (MEDICAL)	
			66 SUMNER SUITE	



Get this map on your smartphone, scan here.

Contacts

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
- Academic Assessor
- Placement Unit at the University
- Learner Absence
(learner.absences@lthtr.nhs.uk)



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

Please see back of booklet for Trusts Standardize Operational Procedures on attendance

Placement Areas:

Antenatal Ward (Maternity A) and Triage: 01772 524959

Postnatal Ward (Maternity B): 01772 524830

Delivery Suite: 01772 528294

Community: 01772 528223 or 524235

Preston Birth Centre: 01772 528223 or 524235

Chorley Birth Centre: 01257 525116

Home Birth: - 01257 525116

ESMT Teams: 01772 524027

Gynae: 01772 524231

Neonatal Unit: 01772 524242

Public Health: 01772 522303

Tulip: 01772 52 4338

Research: 01772 52 4628

Screening: 01772 52 4693

Critical outreach team: - 01772 52 1585/3388

Main Hospital

Royal Preston Hospital - Tel: 01772 716565

Chorley and South Ribble Hospital - Tel: 01257 261222

Placement Support Team – STAPS

The Placement Support Team is a team of dedicated staff who work across all areas of the Trust. Their remit is to work on the quality of student experience and student learning. They are the experts and advocates for ensuring a positive learning experience. This team like to see students face to face to discuss anything they are concerned about. You can contact a member of this team if you need to discuss things such as your placement area, untimely off duty, constructive feedback and information regarding becoming a Student Ambassador.
Email: placement.support@lthtr.nhs.uk Telephone: 01772 528111 (ext. 8111)

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

Student ID

Please contact the Manager in your clinical placement area to request your student ID to allow access to changing rooms, wards and applicable clinical areas.

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

Clinical Placement Areas: What will you learn?

Maternity A (Antenatal ward) & Triage

Maternity A is the Antenatal Inpatient Unit. Women are admitted for induction of labour, assessment for reduced fetal movements and any antenatal complex health needs that need monitoring.

You can expect to start to gain and develop skills around the following areas:

- Observations
- CTG's
- Medicines management particularly around the use of anti-hypertensives, analgesia and prostaglandin's
- Communication skills
- SBAR
- Abdominal palpation
- Documentation skills
- Antenatal top to toe assessment
- Admitting and discharging
- Venepuncture
- Holistic care of the woman and her family
- MDT working

Maternity B (Postnatal ward)

Maternity B is the Postnatal Inpatient Unit caring for women and their babies. Here, you will be caring for women and their families after the birth of their baby. This will include assisted deliveries and caesarean sections. Some women may be re-admitted due to complexities postnatally.

You can expect to start to gain and develop skills around the following areas:

- Observations
- NOTT's
- NAS
- Wound care
- Communication skills
- Documentation skills
- Admitting and discharging
- Venepuncture
- Holistic care of the women and her family
- MDT working
- Breast feeding support
- Post-surgical care
- Medicines management particularly around analgesia and antibiotics
- Newborn baby check
- Postnatal check
- Catheter care

Delivery Suite

Delivery Suite care for women and their families during labour and in the early postnatal period. Women may be induced or come to our Delivery Suite already in labour. Delivery Suite can be a very clinical environment; however, steps can be taken to make the environment less intimidating and more calming by utilising the mood lighting and candles available on the unit. Delivery Suite can be very fast paced. You will work closely with Theatres, Registrars, Anaesthetists, the Neonatal Team and Paediatricians. You can expect to gain and develop skills in the following areas: **Please find another student book on HA website with additional information**

- Observations
- Care in labour
- Medicines management (particularly around oxytocin, analgesia and magnesium sulphate)
- Newborn checks
- CTGs
- Antenatal check
- Postnatal check
- NAS – Neonatal Abstinence Syndrome
- NOTTS -
- MDT working
- Catheter care
- FBS – Fetal blood sampling
- Stages of labour
- Assisted births
- Caesarean sections
- Theatres – scribing, scrubbing
- Complex care
- Suturing
- Documentation
- Admissions
- ARMs – artificial rupture of membranes
- Vaginal examinations
- Management of women who have had epidurals

Birth Centre – Preston and Chorley

Preston Birth Centre is located on the first floor of the Sharoe Green Unit. Changing rooms are located on the same floor at the side of the Maternity Ward. Chorley Birth Centre is located within Chorley Hospital grounds (please see map). Prior reading for this placement is required so that you can gain a better understanding of the placement area and the different stages you will see.

On these placements you will be able to gain experience and knowledge in a variety of different things such as.

- Normality
- Care of women in labour
- Medicine management
- Obstetric Emergencies
- Immediate Care of the newborn
- Communication Skills
- Water birth
- Aromatherapy
- NIPE
- Breastfeeding support

Community midwives

Midwives travel around the areas of Preston, Chorley and South Ribble. You will be visiting women in their own homes, covering clinics and may also cover shifts at the Birth Centres. You will care for women in the antenatal, intranatal and postnatal stages and the newborn. You can develop your skills by further reading prior to this placement and during it you will witness and conduct a variety of care such as.

- Booking appointments
- Screening tests in pregnancy
- Antenatal Care – observations, urinalysis, auscultation
- Postnatal Care – breastfeeding advice, safe sleep advice,
- Midwife led clinics
- Safeguarding
- Newborn checks
- PKU- Phenylketonuria
- TCB- transcutaneous Bilirubinometer

Preston and Chorley Community Hubs:

- Ribbleton Children and family well-being centre, Ribbleton Hall Drive, Preston, PR2 6EE
- Preston West Children’s centre, Ainsdale drive, Preston, PR21TU
- Preston Central children and family well-being centre, Brieryfield, Preston, PR1 8SR,
- Preston East Children and family wellbeing centre, Watling Street Road, Preston, PR2 6TU
- Longridge young people’s centre, Berry Lane, Longridge,
- Walton Le Dale young people’s centre, 131 Brindle Road, Bamber Bridge, Preston PR5 6YJ
- St Mary’s Health Centre, Cop Lane, Penwortham, Preston, PR1 0SR
- Yewlands Drive Medical centre, Yewlands Drive, Leyland PR25 2TN
- Bamber Bridge Health centre, School Lane, Bamber Bridge, PR5 6QE

GP surgeries:

- Fatima Centre
- Buckshaw Village
- Library House
- Regent House
- Granville House
- Chorley Surgery
- Worden MC
- Whittle MC
- Sandy Lane surgery
- Coppull Surgery
- Berry Lane surgery
- Stonebridge surgery

Public Health

Public health is defined as ‘the art and science of preventing disease, prolonging life and promoting health through the organised efforts of society’ (Acheson, 1988). It seeks to identify risks to health and find the best ways to minimise them, in order to give everyone, the best chance of leading a healthy life (RCM 2017).

To provide specialist public health care to women with during antenatal, intrapartum and postnatal period, as well as neonatal care to the infant in the postnatal period.

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

- ✚ To provide specialist public health care to women with during antenatal, intrapartum and postnatal period, as well as neonatal care to the infant in the postnatal period, working under the supervision 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 MEDICINES MANAGEMENT (Clinical Assessment Documents / CADS).
- ✚ Under supervision, student midwives will be able to provide holistic care from a specialist public health focus, within a range of care settings following and working within the remit of the Midwife, and following the appropriate at-risk care pathway, recognizing deviations from the norm and referring to Obstetric Team and working within the wider MDT as appropriate.
- ✚ Communication skills, risk assessments, history taking and routine assessments, referral and emergency care as per the Midwife's remit across the AN, IN, PN and neonatal period, transfer of care and discharge to HV Team and GP and other Public Health Specialist Practitioners as required.
- ✚ 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.

Tulip (Diabetic continuity team)

To provide continuity of care to women with gestational or type 1 or type 2 diabetes and their newborn infants during the antenatal, intrapartum and postnatal period, as well as neonatal care to the infant in the postnatal period

Learning Opportunities on Tulip Diabetes case loading team: -

This links to Student Midwife competencies across the PRIMARY - PRACTICE - PROFICIENCY levels for clinical assessments including KNOWLEDGE & SKILLS, COMMUNICATION and MEDICINES MANAGEMENT (Clinical Assessment Documents / CADS).

All aspects of antenatal, intrapartum and postnatal care of all types of diabetic pregnant, labouring or postnatal women and their newborn infants, is provided within an hospital/community setting •

Under supervision, student midwives will be able to follow the diabetic woman / pregnant person wherever they choose to birth and receive care throughout the pregnancy continuum, providing holistic care within a range of care settings following the continuity model and working within the remit of the Midwife, and following the appropriate at risk care pathway, recognizing deviations from the norm and referring to Obstetric – Diabetic Team or Neonatal Team, and working within the wider MDT as appropriate.

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

- Communication skills, risk assessments, history taking and routine assessments, referral and emergency care as per the Midwife's remit across the AN, IN, PN and neonatal period, transfer of care and discharge to HV Team and GP with a specific focus on Diabetes.
- Antenatal, Intrapartum, Postnatal and Neonatal Clinical Skills, including care in labour and facilitating normal birth and immediate postnatal and neonatal care with a specific focus on Diabetes.
- 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, with the additional specialist focus on Diabetes.

Home Birth Continuity Team

To provide continuity of care to women during antenatal, intrapartum and postnatal period who indicate they would like homebirth as their place of birth. The woman is given a named midwife who provides 70% of their care with support from the on-call team if required. All learners work under the supervision of a Practice Supervisor or Practice Assessor.

Learners need to be a car owner and have business insurance; they will be provided with a sky guard during this placement for security purposes as part of the lone worker policy; however, the learner will not be a lone worker.

Out of hours working will be undertaken on this placement such as on calls.

Learning Opportunities -

- All aspects of antenatal, intrapartum and postnatal care and neonatal care, (including home early-labour assessments), is provided either at the home / GP centres.
- Under supervision, student midwives will be able to follow the woman / pregnant person throughout the pregnancy continuum, providing holistic care within a home birth setting and the continuity model, working within the remit of the Midwife. Recognizing deviations from the norm and referring to Obstetric Team and working within the wider MDT as appropriate (e.g., GP HV, Infant Feeding Services).

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

- Prenatal (Antenatal) Women
- Postnatal Women
- Care of Healthy Newborn Infants
- Birth Witness
- 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) – if presents unplanned
- Breech Birth – if unplanned
- Care of at-Risk Newborn Infants – if presents at birth (unplanned)

Research

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 facilitates
- 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 provide 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.

Screening

To provide specialist antenatal and newborn screening advice and care to women with during antenatal, intrapartum, and postnatal period, as well as neonatal care to the infant in the postnatal period with routine and additional screening needs, working under the supervision 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 MEDICINES MANAGEMENT (Clinical Assessment Documents / CADS).

Specialist routine and additional / complex screening advice and diagnostic counselling provided within a hospital-setting.

- Under supervision, student midwives will be able to provide holistic care from a specialist screening focus, working within the remit of the Specialist Screening Midwife, and following the appropriate screening / diagnostics pathway within the wider Obstetric and Neonatal (and when needed Bereavement) MDT.

The obstetric ultrasound department provides a range of scans including nuchal translucency as part of the first trimester screening for Down's syndrome, full anatomy scans of the baby between 19-21 weeks gestation as well as growth scans, and other scans as required. Amniocentesis is available to support diagnosis of Down's syndrome and other chromosomal abnormalities.

Here, you will have the opportunity to attend the bluebell clinic for those at risk of pre-term labour. (Chorley Sumner suite).

You will be able to attend ECV (external cephalic version) service to massage babies in the breech position to the head presenting position.

You will be able to research many additional abnormalities in fetus and referral to fetal medicine/genetics at Manchester Hospital.

Shift Times

Community:

Day – 08.30 – 16:30

Long Day – 08:30 – 20:30

Comm long- 08:30 – 20:30

(Long shift may include a community shift and clinic straight after)

PBC, CBC, Maternity A, Maternity B, Delivery Suite

Early – 07:30 - 15:30

Late – 12:30 – 20:30

Long day – 07:30 – 20:30

All placement profiles can be found on the Trust Health Academy webpage for each placement area which will give you further guidance of the shift pattern that the placement area is likely to work.

Off duty

Your off duty is now provided via Health Roster and guidance on how to use this system is in the Trust Induction E-Learning. Make up time needs to be arranged via your University and not directly with the placement areas.

Health roster information

- The off-duty requests open 16 weeks in advance and close after 12 weeks. The off duty is published 6 weeks before to staff.
- Student midwives receive the same number of requests as midwives and are entitled to 4 requests per month.
- Students are not allowed to request annual leave (AL) whilst on placement; they are using this function to request additional requests. The requests are limited to the same as our Trust employees. All annual leave requests will be removed.
- All study days need to be requested in advance on health roster, this can be done for the full year, as it causes difficulties with off duty planning.
- Due to the current staffing pressures, once off duty has been given, learners should not ring to say they cannot work certain shifts or need to swap. A swap of shift maybe considered with another student, but it would need to be like for like.
- If a student cannot attend the shift that has been allocated, they will be marked as an unauthorised absence and no other shift will be given in turn. Make up time will then be required to be undertaken in their annual leave or at the end of year.
- Any unprofessional behaviours and attitudes will now be action planed and documented on their PARE account and a request will be made with Academic Assessor to have a discussion regarding professional behaviour in the workplace.

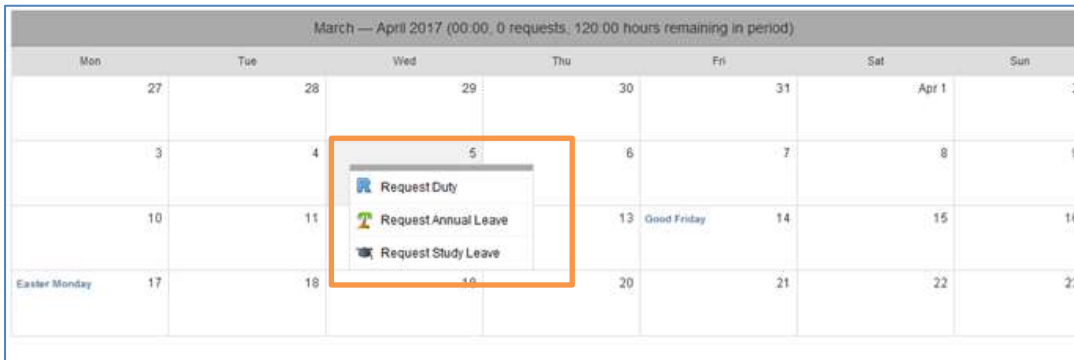
How to request a duty

Once you have logged into Employee Online (EOL)

Click into "Request Duty" tab, click into box on date required, there may be 2 boxes this depends on time of month.



A calendar will show click on the date you require; another box will appear choose “Request a Duty”



Choose shift required, another box will appear, can enter notes then click submit and then this shift will appear on your calendar. To cancel the shift click remove button.

Early 4 available

07:00 - 15:00
 Work Time 7h 30m
 Rest 30m

Request Booking

Notes
 Enter a request note

Cancel Submit

Request for 4 Apr 2017

Vacant Duties Select a duty to request

2. RN

E x 4

L x 3

N x 2

LD x 3

REST

DO

Health roster deadline information

Please refer to the Intranet for up-to-date information

Roster Deadline Timetable Guidelines 2022 - 2023

4 WEEK ROSTER TO BE WORKED		ROSTER AVAILABLE FOR REQUESTS	CLOSED TO REQUESTS	PRODUCTION DEADLINE	MATRONS APPROVAL DEADLINE	PUBLICATION DEADLINE (Monday)
Mon-16-May-22	Sun-12-Jun-22	Mon-07-Feb-22	Fri-11-Mar-22	Sun-27-Mar-22	Fri-01-Apr-22	Mon-04-Apr-22
Mon-13-Jun-22	Sun-10-Jul-22	Mon-07-Mar-22	Fri-08-Apr-22	Sun-24-Apr-22	Fri-29-Apr-22	Mon-02-May-22
Mon-11-Jul-22	Sun-07-Aug-22	Mon-04-Apr-22	Fri-06-May-22	Sun-22-May-22	Fri-27-May-22	Mon-30-May-22
Mon-08-Aug-22	Sun-04-Sep-22	Mon-02-May-22	Fri-03-Jun-22	Sun-19-Jun-22	Fri-24-Jun-22	Mon-27-Jun-22
Mon-05-Sep-22	Sun-02-Oct-22	Mon-30-May-22	Fri-01-Jul-22	Sun-17-Jul-22	Fri-22-Jul-22	Mon-25-Jul-22
Mon-03-Oct-22	Sun-30-Oct-22	Mon-27-Jun-22	Fri-29-Jul-22	Sun-14-Aug-22	Fri-19-Aug-22	Mon-22-Aug-22
Mon-31-Oct-22	Sun-27-Nov-22	Mon-25-Jul-22	Fri-26-Aug-22	Sun-11-Sep-22	Fri-16-Sep-22	Mon-19-Sep-22
Mon-28-Nov-22	Sun-25-Dec-22	Mon-22-Aug-22	Fri-23-Sep-22	Sun-09-Oct-22	Fri-14-Oct-22	Mon-17-Oct-22
Mon-26-Dec-22	Sun-22-Jan-23	Mon-19-Sep-22	Fri-21-Oct-22	Sun-06-Nov-22	Fri-11-Nov-22	Mon-14-Nov-22
Mon-23-Jan-23	Sun-19-Feb-23	Mon-17-Oct-22	Fri-18-Nov-22	Sun-04-Dec-22	Fri-09-Dec-22	Mon-12-Dec-22
Mon-20-Feb-23	Sun-19-Mar-23	Mon-14-Nov-22	Fri-16-Dec-22	Sun-01-Jan-23	Fri-06-Jan-23	Mon-09-Jan-23
Mon-20-Mar-23	Sun-16-Apr-23	Mon-12-Dec-22	Fri-13-Jan-23	Sun-29-Jan-23	Fri-03-Feb-23	Mon-06-Feb-23
Mon-17-Apr-23	Sun-14-May-23	Mon-09-Jan-23	Fri-10-Feb-23	Sun-26-Feb-23	Fri-03-Mar-23	Mon-06-Mar-23

CLiP (Collaborative Learning in Practice)

CLiP is an approach to mentorship and teaching on placement where students work in small teams, supporting each other with a Midwife as a Coach (Mentor) supporting the small team, to care for women and families. This approach is used really successfully across Nursing. Please find more information by following the link and logging into your ELearning. <https://elearning.lthtr.nhs.uk/course/view.php?id=591>

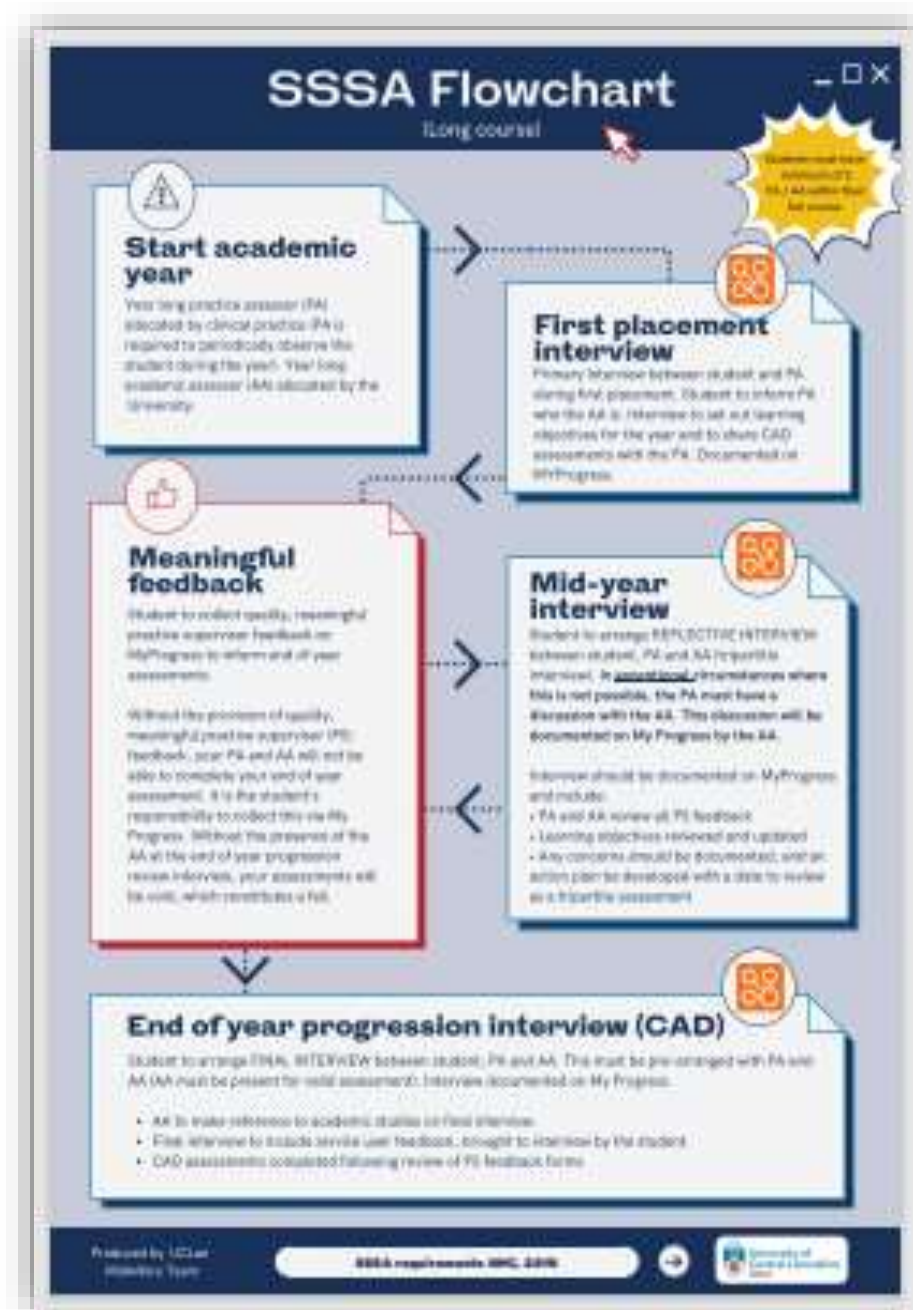


Peer Learning benefits

"We always made sure if we learnt a new experience, we would pass it on"
[CLiP Pilot, learner]

Experienced learners		New learners
<ul style="list-style-type: none"> Forming professional relationships (Ford et al., 2018) Solidify knowledge (Naeger et al., 2013) Increased sense of accountability, motivation and purpose (Naeger et al., 2013) Improved confidence in own skills (Loke & Chow, 2007) 		<ul style="list-style-type: none"> Role models (Christiansen & Bell, 2010) Ability to learn (Naeger et al., 2013) Relate to the language and social experience of peers (Ford et al., 2018) Encourages active participation (Han et al., 2015) Reduced anxiety (Sprenge & Job, 2004)

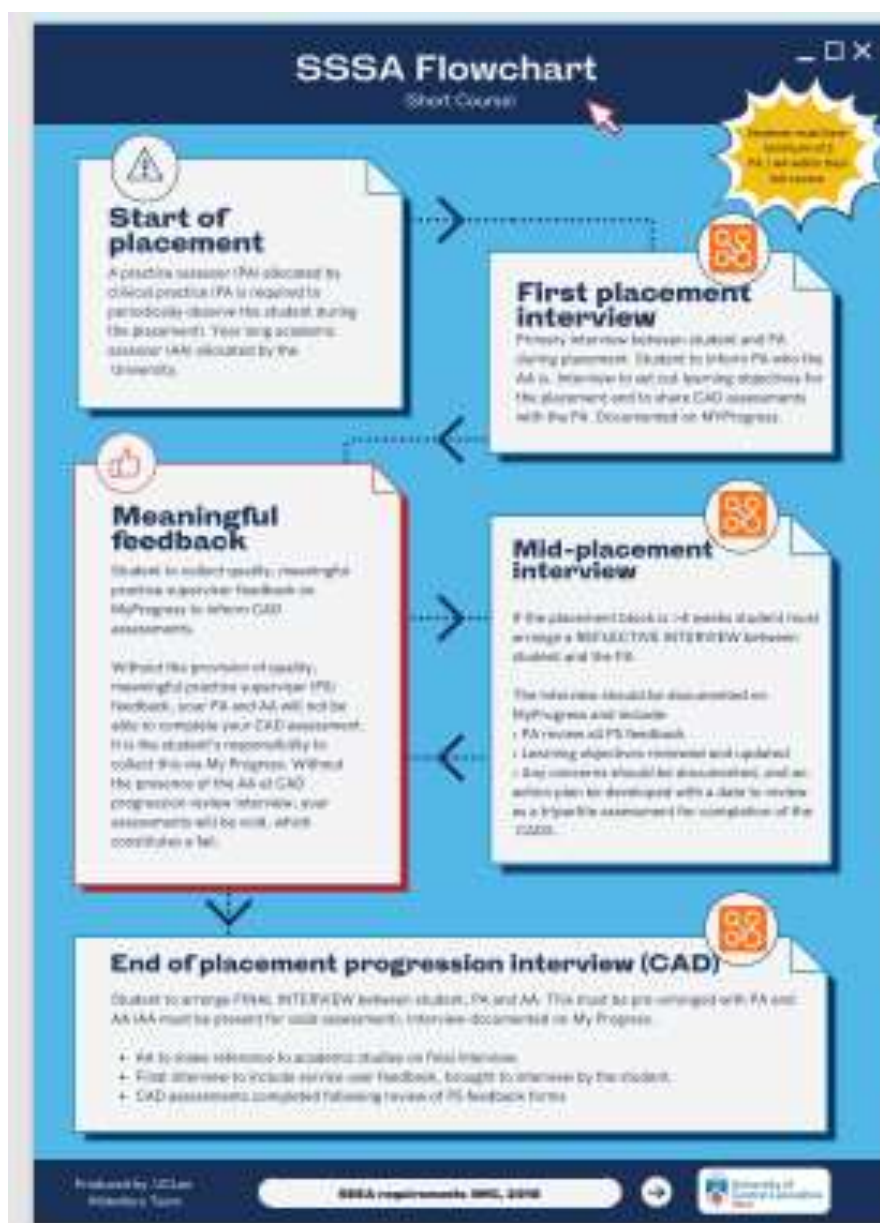
Long Course Student's Standards for Student Supervision and Assessment (SSSA)



SSSA set out the NMC expectations for the learning, support and supervision of students in the practice environment. They also set out how students are assessed for theory and practice.

[student-supervision-assessment.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/student-supervision-assessment.pdf)

Short Course Student's Standards for Student Supervision and Assessment (SSSA)



SSSA set out the NMC expectations for the learning, support and supervision of students in the practice environment. They also set out how students are assessed for theory and practice.

More information can be found here:

[student-supervision-assessment.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/student-supervision-assessment.pdf)

FACT SHEET: STUDENT AND LEARNER SUPPORT IN PRACTICE NMC CHANGES

Fact Group 1: What will the changes mean for mentorship?

The current NMC standards will cease to apply (with exception to Midwifery, they will continue until September 2020). The term 'mentor will no longer be used and the traditional role of a mentor will change. The sign-off mentor and practice teacher role will cease to exist in its current form Practice learning and support of students will be the responsibility of **every** registered practitioner.

The 40% mentor-student contact requirements will be removed. Triennial review will no longer be a requirement

Registered practitioners will be prepared for their roles in supervising/assessing students and will be required to keep these skills up to date in line with NMC local practice policies. It is possible to be a practice supervisor and a practice assessor-but not for the same student. A national Practice Assessment Document will be introduced for nursing & nurse associate undergraduate programmes.

Fact Group 2: New roles will exist to support students in the practice setting (NMC Standards for Student Support and Assessment)

Practice Supervisor	Practice Assessor	Nominated Person
Discusses learner needs and contributes to setting realistic goals to achieve these	Undertakes own preparation or evidence previous relevant experience to undertake role	(Title may vary between practice areas)
Supports learner to seek learning opportunities to achieve skills and practice learning outcomes	Receives feedback from Practice Supervisors/Service Users on student performance to inform assessment	Promotes a quality practice learning environment
Uses coaching skills/skilful questioning to support student learning	Observes aspects of student's practice	Ensures students are allocated to a Practice Supervisor and Practice Assessor
Collects and documents evidence of student performance	Undertakes and records summative assessment/grading as appropriate	Actively support students and address student concerns
Provides verbal and written formative	Uses NMC Code (2018) to inform all decisions	Acts as a point of contact for Practice Supervisors and Practice Assessor
	Discusses student performance with Academic Assessor,	Academic Assessor

<p>feedback to learner and practice assessor</p> <p>Support students who may have protected time or be super nummary</p> <p>Actively supports students and addresses their concerns</p>	<p>mutually agreeing progression on programme and proficiency</p> <p>Required to have appropriate experience in relation to the field or area of practice e.g., NMP prescribers are required to be a prescriber</p>	<p>This university role liaises with the Practice Assessor to discuss and agree student progression/completion</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

Fact Group 3: What remains the same?

- ✓ Students will be supernumerary or have protected time depending on the programme and will require the support of a registered practitioner
- ✓ Induction, learning contracts, mid-point (formative) assessment, action plans and summative assessment will continue
- ✓ Students will receive continuous feedback to inform their progress
- ✓ Raise and respond to student competencies, concerns, safeguarding

Acknowledgement to Anglia Ruskin University and University of Essex

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) and Health Education England's NHS Education Outcomes Framework (DH 2012).

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 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 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 pathways and commissioning frameworks.	Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to
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.
- '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.

Key changes to the Standards for Pre-Registration Nurse Education

Standard supervision & assessment

The new standards separate out supervision and assessment, and students are assigned to a practice supervisor, practice assessor and an academic assessor.

Practice supervisors can be any registered health and social care professional and can contribute to the student's record of achievement.

Practice assessors obtain feedback from practice supervisors and others to assess the student.

Academic assessors liaise with the practice assessor to agree practice assessment decisions.

There are revised definitions of supernumerary status, and the level of supervision can decrease as the student's proficiency and confidence increases. Students can undertake clinical procedures to provide person-centred care without direct oversight once they are proficient.

Supervisors and assessors will be required to self-declare against the NMC standards, and there will be a range of resources available to upskill staff to meet the outcomes. Organisations will assign appropriate professionals to carry out each of these roles within practice placements. Organisations will monitor and provide ongoing support for persons undertaking these roles.

The future nurse

The Nursing & Midwifery Council (NMC) has reviewed and updated the standards of proficiency for nurses and the standards for education and training. These reflect the changing needs for the role nurses will play in future healthcare services. Midwifery standards will also be developed in the near future.



The new standards have a greater emphasis on leadership, multi-disciplinary working and working across different settings. All programmes offered by all Approved Education Institutions (AEIs) must be aligned to the new standards by September 2020. AEIs in the North West plan to adopt these new standards from September 2019.

Programme content

The Future Nurse standards apply across all four fields and all care settings. All registered nurses are expected to be able to meet the person-centred, holistic care needs of people at any stage of life who may have a range of mental, physical, cognitive or behavioural health challenges.

Students on all four fields will be required to meet **annexe A**: communication and relationship management skills. A greater depth of knowledge and more advanced skills are required to care for people in the students chosen field of practice.

Students on all four fields will be required to meet **annexe B**: nursing procedures. This includes venepuncture, ECGs, mental health assessment/exposure, chest auscultation and interpreting results from these. A greater depth of knowledge and more advanced skills are required to care for people in the students chosen field of practice.

Newly qualified registrants can access the community practitioner nurse prescribing course (V150) straight away if seen as an organisational service need. Qualified nurses will be able to access the independent/supplementary prescribing programme (V300) after one years' experience.

The new standards have seven platforms:

- | | | | | | | |
|-----------------------------------|--------------------------------------------|-----------------------------------|-------------------------------|--------------------------------------------------------|--------------------------------------|--------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Being an accountable professional | Promoting health and preventing ill health | Assessing needs and planning care | Providing and evaluating care | Leading and managing nursing care and working in teams | Improving safety and quality of care | Co-ordinating care |

Student Midwifery

Standard Operating Procedure for requesting make up time for students on Healthroster

A student is requesting to complete make up time in the block of placement they are currently in

A st
req
plac

A student can request to make up an extra 37.5 hours on one placement in advance as long as the placement has capacity to facilitate this, and the student adheres to the European Working Directive - not exceeding more than 48 hours (this is including any paid or voluntary work that the student does)

This
by H
adv
can

Any request to make up more than 37.5 hours in one placement needs to be made by the HEI to the Allocations Team. The Allocations Team requires a minimum of 2 weeks' notice to arrange make up placements

The
the
that

Once approved, a request to Healthroster will be submitted by the Allocations Team and both the student and the placement area will be informed.

Onl
con
Tea
plac

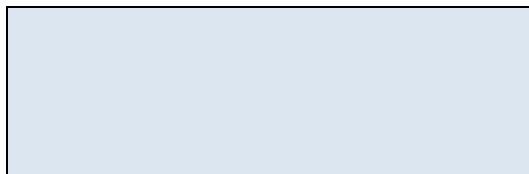
If there is no capacity for the student to complete make up time during this period, the Allocations Team will liaise directly with HEI to discuss the options available, and HEI will liaise with the student.

If th
tim
with
mat

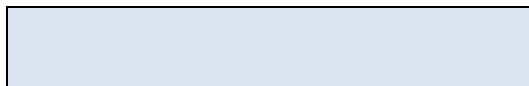
Student Midwifery Standard Operating Procedure for reporting sickness and absence

Student sickness and absence reporting	Placement sickness and absence reporting
Student who is reporting in sickness or absence from placement	Midwife in charge who has taken the phone call to follow local guidance of reporting this sickness as well as emailing learner.absence@lthtr.nhs.uk
Student is to ring and speak to the Midwife in charge and report sickness or absence	who will monitor students' pattern of sickness/absence and will arrange the additional support meetings as required
They are to do this on a daily basis until they are fit to resume	To follow the above step on a daily basis
They need to ring and speak with the Midwife in charge and resume back from sick	Any student who has been off sick cannot request to make that sickness up on your placement without this being approved with HEI, this will be picked up at a later stage.
You are to document your sickness on PARE and in the comment box document who you spoke to and at what time	
If your sickness is longer than 3 working days, then you need to inform your Academic Assessor	
Report your sickness on day one to your HEI and everyday afterwards until resuming	
Report your sickness to learner.absence@lthtr.nhs.uk who will monitor your sickness or absence and if required arrange a meeting with yourself to offer additional support	

HEI will advise you further of making up your additional time, however it is not expected that you will make this time up on this placement.



This will be documented on Healthroster



Student Midwifery

Standard Operating Procedure for Did Not Attend, Attended on wrong day and Childcare and other commitments

Student and Placement guidance on Did Not Attend for placement	Student and Placement guidance on turning up for the wrong shift	Student and placement guidance on placement hours
Did not attend shift	Student will be asked to go home	Student are expected to be given 4 weeks of off duty 2 weeks prior to placement commencing
Document on both PARE and Health roster that student DNA	Placement hours will be recorded as per hours worked	Student will be given the full 24-hour shift pattern to work depending on their placement type
Send email to the following placement.support@lthtr.nhs.uk and learner.absence@lthtr.nhs.uk who will monitor and arrange the relevant meeting with both HEI and student and offer support and guidance	If this becomes a pattern email to be sent to placement.support@lthtr.nhs.uk, learner.absence@lthtr.nhs.uk and their Practice Assessor to be informed and an action plan put in place	student have committed to this condition at interview prior to commencing their placement
If this becomes a pattern of behaviour to inform the students Practice Assessor who will generate an action plan and inform	Learner support will arrange a meeting to offer additional support to the student	Childcare arrangements need to be arranged prior to commencing placements, however reasonable requests will be facilitated where possible

placement.support@lthtr.nhs.uk who will inform HEI		
If this continues with action plan in plan student is highly likely to fail their year.	Clinical Placement Support team will inform HEI of the action plan and continue to offer both placement and student support.	You are allowed 3 requests in a working 28 days via health roster within the timeframe that is set with the Trusts health roster deadlines, see https://intranet.lthtr.nhs.uk/healthroster
	If this continues with action plan in plan student is highly likely to fail their year.	Other employed commitments need to be worked around your placement commitments

Midwifery SPOKE placements

As part of the 'hub' placement, students may undertake a series of 'spoke' or 'satellite' placements overseen by a range of supervisors who feedback to the 'hub' assessor. All spoke placements are deemed to be a formative assessment or observational.

Audit Midwife

Breastfeeding Specialist midwife

Bereavement midwife

01772 524575

Ultrasound Department

01772 524416

Hearing screening department-Newborn Hearing Screening Local Manager

01772 524128

Neonatal Unit community nurse. Email: Neonatal.outreach@lthtr.nhs.uk

01772524339

Advanced Neonatal practitioners

01772524566

FAB team-

Gynaecological Theatres

01772524564

Alcohol liaison team

01772528428

Quit Squad

Maternity matrons

Complex care matron

Midwifery-led care

Mother and Baby unit (CDH) -01257520781

We hope you enjoy your placement with us at Lancashire Teaching Hospitals Trust. Please feel free to contact the placement support team if you have any questions or any of the maternity areas. You are one step closer to becoming a qualified midwife! Good Luck with your training.