Name
Number
Cohort
University
Academic Assessor
Submission Date(s)
Module Code

# MIDWIFERY PRACTICE ASSESSMENT DOCUMENT Year 3

Mama

**Practice Learning Competencies for Entry to the Register** 

**BSc (Hons / PGDip** 





















Midwifery Practice Assessment Document

# Midwifery Practice Assessment Document

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### **Guidance for using the Practice Assessment Document**



# Student responsibilities

This Practice Assessment Document (PAD) is designed to support and guide you towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC 2009). The PAD is designed around the NMC Essential Skills Clusters (ESCs) and domains incorporating the UNICEF UK Baby Friendly Initiative (BFI) standards for universities (2014). Successful completion of this PAD will enable you to demonstrate that you have achieved the required competencies of a student midwife at each point in the midwifery programme. The Ongoing Achievement Record (OAR) is a separate document that summarises your achievements in each cluster and, combined with this document, provides a comprehensive record of your professional development and performance in practice. It is your responsibility to complete the self-assessment prior to assessment by your Practice Assessor and to reflect on the feedback given.

You will have access to confidential information when in practice placements. You are required to record your EU cases in this document, however it must not contain any woman/service user/carer identifiable information such as name, date of birth or address. The acceptable case identifier will be agreed by your university, please ensure that you are aware of this. The contents of your PAD must not be disclosed to any unauthorised person, photocopied or used outside the placement or university to ensure client confidentiality is maintained.



# **Practice Supervisor responsibilities**

When working in clinical practice, students must always be under the direct or indirect supervision of a Practice Supervisor (PS). All Registered Midwives (RMs) can supervise students and must serve as role models for safe and effective practice. Practice Supervisors can assess student competencies and sign EU records. When deciding if the student has demonstrated competence, please consider all sources of evidence that encompass their knowledge, skills, attitudes and the views of those receiving care. PSs are required to regularly complete the Practice Supervisor feedback section to provide written feedback to the student on their progress, which will inform the holistic assessment undertaken by the Practice Assessor (PA).

Other registered health care professionals who work with the student and are not RMs may act as Practice Supervisors and contribute to student assessment if they have the knowledge and skill to do so (please see page 4 for details). Students can be provided with feedback to inform the holistic assessment by completing the Practice Supervisor feedback section.



# **Practice Assessor responsibilities**

All students must have a nominated Practice Assessor (PA) for a practice placement or series of placements. PAs are required to make and record objective, evidence-based assessments on the knowledge, attitude (professional values) and skill (proficiencies) of the student. The assessment must utilise evidence from PSs, student records, student reflections and other sources such as direct observation. PAs undertake the holistic assessment at both the mid-point and summative point of a placement. The holistic assessment includes the completion of the specified proficiencies, professional values and the award of the holistic descriptor. Students must demonstrate most of the behaviours within the descriptor section for the overall descriptor to be awarded. If the student meets any of the descriptors in the 'unsatisfactory' category, you must award them the 'unsatisfactory' descriptor.

If the student is not meeting the required standards, an action plan should be written and feedback given at the formative review. If there is a cause for concern or a fitness for practice issue that requires prompt action, seek guidance from the university representative and/or senior practice representative.



# **Academic Assessor responsibilities**

Students are required to have a nominated Academic Assessor (AA) for each part of their programme. The AA will collate and confirm student achievement for each part of the programme and work in partnership with the PA to evaluate and recommend the student for progression for each part of the programme. Communication between the PA and AA will occur at relevant points during the programme, and may be through the OAR, electronic communication or by meeting in person. The mode of communication will be that which is most appropriate to the student's situation and performance.

For additional information please refer to Standards for Education and Training Part 2: Standards for student supervision and assessment NMC 2018 available at <a href="https://www.nmc.org.uk">www.nmc.org.uk</a>

# **Components of Assessment**

**Clusters:** There are 4 clusters of competencies per year/part:

- Antenatal
- Labour and birth
- Postnatal and neonatal care
- Infant feeding

These clusters can be assessed in a range of placements as part of a continuous assessment process, but all competencies must have been achieved by the end of each year or part of the programme.

Achievement of competencies: Practice Supervisors can indicate that students have achieved competency by signing and dating the appropriate section. When deciding if the student has demonstrated competence, please consider all sources of evidence that encompass their knowledge, skills, attitudes and the views of those receiving care.

**Practice Supervisor feedback:** Written feedback is required from the student's PS when competencies have been assessed. This feedback provides evidence for the holistic assessment, which must be completed by the student's nominated PA.

**Professional values**: These form part of the assessment and must all be achieved by the summative assessment of each cluster. Practice supervisors are required to make an assessment of the student's professional behaviour within the written feedback. If the student fails to meet any of the professional values, they must be awarded the unsatisfactory descriptor and be referred to the PA or AA.

Assessment: The overall summative holistic assessment of the professional values, knowledge, attitude and skills of the student must be assessed by the PA. Formative assessment opportunities should always be offered as these act as a benchmarking process and create the opportunity for the student to self-assess and be given feedback on their performance prior to a summative assessment. This must also be undertaken by the student's nominated PA. The assessment must utilise evidence from PSs, student records, student reflections and other sources such as direct observation.

Woman receiving care and/or their family feedback form: The PS must seek permission from the woman receiving care and approach them for feedback on the student's performance. This is not formally assessed but will contribute to the holistic assessment.



# Process of practice assessment

### **Assessment Planner**

The assessment planner should be discussed with the academic representative and placement facilitator at the beginning of the year/part of the programme. A plan should then be made for when and where the assessments will take place.





### Prior to placement

Student contacts the placement area to obtain relevant information regarding duty rota, working practices, details of PS and PA and considers potential learning opportunities.



### **Placement orientation**

This provides specific placement information and health and safety regulations and should be undertaken on the first day in the placement area.

Some aspects of orientation may occur during the first week.





### Initial meeting

Student and PA meet to identify learning needs and practice learning opportunities. A clear learning plan is identified and dates for assessments set.





## Completion of competencies on a continuous basis

The student and PS agree which competencies have been met on an ongoing basis throughout the placement. Evidence can be gathered from direct observation and discussion.

Competencies practised should be recorded in the EU records.

Any PS who works with the student may assess competencies.





# Formative feedback of performance: knowledge, attitude and skills

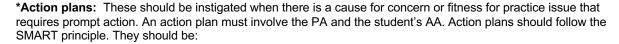
Student completes self-assessment. Student and PA meet to discuss progress and identify learning and development needs. PA completes holistic assessment. If any competencies have not been achieved a plan should be made to facilitate opportunities for the student. If any concerns are identified an action plan\* must be made.





### Summative assessment of performance: knowledge, attitude and skills

Student completes self-assessment. Student and PA meet to review progress, complete the holistic assessment and award a final descriptor. PA completes OAR. PAD and OAR are reviewed by the student's AA.



Specific: Refer to the competency or professional value specifically

Measurable: State what you want the student to achieve and ensure that you can measure the outcome

Achievable: Ensure that what you are expecting is an achievable target

Realistic: Check what is expected at each academic level, and that your expectations are realistic

Timed: State when you will undertake reassessment

# Midwifery Practice Assessment Document

Document Signatories: Practice Assessors

A sample signature must be obtained for each Practice Assessor who signs this document (Practice Assessors will be nominated by their employer and be appropriately prepared for the role)

	Name (please print)	Signature	Initials	Month and year of last update	Practice Area
e.g.	May Brown	MJBrowa	MJZ	May 2019	Community Green team
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
10					

# Document Signatories:



# Practice Supervisors (Registered Midwives)

A sample signature must be obtained for each midwife who signs this document

	Name (please print)	Signature	Initials	Date of preparation for supervision or latest update	Practice Area
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					



A sample signature must be obtained for each midwife who signs this document

	Name (please print)	Signature	Initials	Date of preparation for supervision or latest update	Practice Area
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					

# **Document Signatories: Registered Healthcare Professionals**

A sample signature must be obtained for each registered healthcare professional who signs this document

	Name (please print)	Signature	Initials	Professional Qualification and Registering body	Practice Area
e.g.	Rachel Evans	RSEVans	RSE	RN Adult NMC	HDU, Middleton NHS Trust
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

# Midwifery Practice Assessment Document

# Orientation

Students may be allocated to more than one placement area or may return to the same area at a later point in the year. For all new areas, or upon returning after a significant period of time, please complete an orientation.

year. For all new areas, or upon returning after a si  Please initial that this has occurred in the relevant boxes and provide the date when the criteria has been completed	Antena		Laboui		Postnatal/ Comm Neonatal areas areas		unity	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Placement Provider induction/update has been completed, if applicable								
The following criteria need to be met within the first	t day in	placem	ent					
A general orientation to the placement setting has								
been undertaken for location of equipment/facilities								
The local fire procedures have been explained								
The student has been shown the:								
• fire alarms								
fire exits								
fire extinguishers  Resuscitation policy and equipment for emergency								
resuscitation of mother/baby have been explained								
The student knows how to summon help in the event of an emergency								
The student is aware of where to find local policies								
health and safety     incident reporting proceedures.								
<ul><li>incident reporting procedures</li><li>infection control</li></ul>								
<ul> <li>handling of messages and enquiries</li> </ul>								
clinical guidelines								
The shift times, meal times and sickness policies								
have been explained								
The student has been given an orientation								
booklet/sheet if available  The lone working policy has been explained (if								
applicable)								
Risk assessments/reasonable adjustments relating to								
disability/learning/pregnancy needs have been discussed (where disclosed)								
Date all first day criteria completed								
<u> </u>								
Please initial and date when complete:  The student has been made aware of the moving and								
handling equipment used in the clinical area								
The student has been shown and given a								
demonstration of the medical devices used in the								
clinical area								
The following criteria need to be met within the first week of placement								
The student has been made aware of information					1	1		
governance requirements								
The student is aware of the local policy for								
supply/administration/destruction/surrender of								
controlled drugs including midwives exemptions  The student is able to identify their Professional					1	-		
Midwifery Advocate (PMA)								
The policy regarding safeguarding has been								
explained								
The student understands why materials provided by								
the formula feeding industry should not be used in the								
clinical area (BFI UK standard 1)  Date all first week criteria completed						+		

# Year 3 assessment planner

During year 3 you are required to complete assessments in the areas outlined below. Discuss your assessment plan with your Placement co-ordinator and academic representative. Use this page to plan when you will undertake your assessments.

Skills cluster	Name of Practice Assessor	Practice area and date planned for formative review	Practice area and date planned for summative assessment	Date of review by Academic Assessor	
Antenatal care					
*Guidance	Completion of appr antenatal assessme	•	Completion of approx antenatal assessmen	_	
Labour and birth care					
*Guidance	Participation in the approximately 30 w providing care during	omen in labour and	Participation in the care of approximately 40 women in labour, and providing care during 40 normal births		
Postnatal & neonatal care					
*Guidance	Completion of appr postnatal assessme approximately 75 n assessments	ents and	Completion of approximately 90-100 postnatal assessments and 90-100 neonatal assessments		
Infant feeding					
*Guidance	Participation in 8 ep breastfeeding supp infant feeding activi accumulative totals	ort and 2 other ity (these are not	Participation in 12 episodes of breastfeeding support and 4 other infant feeding activities (these are not accumulative totals)		

<sup>\*</sup>Guidance for completion: It is useful to consider the amount of experience you have had in a certain area prior to undertaking assessments. The integrated EU requirements record will help you and your supervisors and assessors to identify how much practical experience you have had during your allocation to a clinical area. The suggested numbers for completion are provided for guidance only to facilitate the planning of assessments.

The numbers given here represent accumulative totals.

The **EU requirements** at point of registration (Article 40 of Directive 2005/36/EU) include:

- Advising of pregnant women, involving at least 100 antenatal examinations
- Supervising and caring for at least 40 women in labour
- Performance of episiotomy and initiation into suturing
- Personally facilitating at least 40 births
- Supervising and caring for 40 women at risk during pregnancy, labour or the postnatal period
- Supervising and caring for (including examination) at least 100 postnatal women and at least
   100 healthy newborn infants
- Active participation with breech births (may be simulated)
- Observation and care of the newborn requiring special care, including those born pre-term, post-term, underweight or ill

There may be situations where the care that you provide for a woman fits more than one of the categories above. Record the care given in the appropriate section and highlight any cases where complexity has been identified (see example on p.14)

	Antenatal examination	Care in labour	Birth personally facilitated	Postnatal examination	Woman 'at risk' during pregnancy, labour or the postnatal period
Client 1	X				X pregnancy induced hypertension
Client 2		Х	Х		X post-partum haemorrhage
Client 3		Х		X following recovery prior to transfer	X emergency CS

### **Definitions of commonly used terms**

**Academic Assessor (AA):** This is the person nominated by your university to collate and confirm your achievement of proficiencies (competencies), and overall assessment for each part of your programme. Their name should be on the front of this document.

**Academic representative:** This is the person employed by an Approved Education Institution to support students on midwifery programmes. This may be a link lecturer, personal tutor or module leader. This may be the same person as your Academic Assessor (AA) but it might not be.

**Placement Co-ordinator:** This is the person employed by the NHS Trust to support student midwives in clinical practice and to manage their clinical experience. This role can be undertaken by a people with various job titles, which will vary. This may be the Clinical Placement Facilitator, Practice Development Midwife, Student Co-ordinator or someone in a similar role.

Holistic Assessment Descriptors: These represent the levels of performance expected to meet the grading criteria at each academic level. The descriptors describe the knowledge, skill and attitude expected across and between levels. Practice Assessors award a descriptor that matches the student's performance. This descriptor is then converted into a grade at university level by the AA.

**Practice Assessor (PA):** This is a Registered Midwife who is nominated by the employer, having been appropriately prepared for the role. The PA will complete the holistic assessment at the formative and summative points of the placement. A student may have more than one nominated PA.

**Practice Supervisor (PS):** Registered Midwives (or other registered healthcare professionals) who supervise and support a student in practice. The PS will provide verbal and written feedback to the student. A PS must be a registered healthcare professional and have current knowledge and experience of the area in which they are providing support, supervision and feedback. PSs must be suitably prepared and supported to supervise student midwives. Records of progress from the PS will inform the PA's holistic assessment of the student's performance.

**Ongoing Achievement Record (OAR):** This document contains summaries of student achievements in each placement and, with the Practice Assessment Document, forms a comprehensive record of professional development and performance in practice. The OAR enables the PA and AA to confirm that a student is proficient at designated points in the programme.

Frequently asked questions/easy reference guide: Who can complete the MPAD/OAR?

	Practice Supervisor (PS) (registered healthcare professional)	Practice Assessor (PA) (nominated and prepared for role)	Academic Assessor (AA) (nominated by the university, different for each part)	Non- registered healthcare worker e.g. nursery nurse, support worker	Client or family member
Can I undertake student orientation	Yes	Yes	If appropriate but unlikely	If appropriate	No
Can I complete the initial planning meeting with the student?	No	Yes – you should complete this section at the start of each placement	No	No	No
Can I assess that a student has met a competency statement within an assessment cluster?	Yes – if you have the knowledge and expertise relating to the competency and understand the proficiencies and programme outcomes	No – but there are some specific competencies to assess within the holistic assessment. You cannot act as the PS and PA for the same student.	No - you cannot act as the AA and PS for the same student. You might work with a student as a PS but you cannot be their AA too.	No	No
Can I give provide feedback to inform the holistic assessment?	Yes – this is really important to inform the holistic assessment of the student	Yes – please complete the additional feedback page at the back of the document.	No – see above	Yes – please complete the additional feedback page at the back of the document.	Yes – please complete the service user feedback form
Should I write an action plan if I am concerned about the student's performance?	No – if you have concerns, please record them in the feedback section and contact the PA and AA	Yes - in partnership with the <b>AA</b> see page 5	Yes - in partnership with the <b>PA</b>	No – if you have concerns please record them in the feedback section and contact the PA and AA	No – please complete the service user feedback form
Can I complete either holistic assessment?	No	Yes	No	No	No
Can I complete the OAR?	No	Yes – please do this after each summative holistic assessment	Yes – after reviewing the PAD in partnership with the <b>PA</b>	No	No

If you are unsure – please check with the Academic Representative or Placement co-ordinator in your area

# **Antenatal**

# **Antenatal initial meeting**

This should be completed by the Practice Assessor, ideally during the first week of placement where antenatal care is undertaken, in order to plan the student experience.

Practice area
Name of Practice Assessor
<b>Student completion:</b> Please comment on your learning needs in relation to the competencies listed on the following pages
How can you be helped to learn most effectively?
Practice Assessor completion: Please comment on the learning opportunities available to the student in this allocation with regards to the completion of the competencies and the
summative assessment.
Please also note any specific expectations regarding professional behaviour in this practice area:
Planned date for formative review:
Planned place and date for summative assessment:
Practice Assessor Signature:
Student Signature:
Date / /

Please complete the details on the assessment planner on page 11

No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
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Gravida/Parity:			
EDD: Gestation:	Midwife signature: Date:	Print Name:	
Gestation.			

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Gravida/Farity.	
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	Date:
No.	Competencies practised:
Case identifier:	Additional information:
Gravida/Parity:	
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Case identifier:	Additional information:
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Gestation:	Date:

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No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Additional information:	
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	

No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Additional information:	
EDD:	Midwife signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
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Case identifier:	Additional information:	
Gravida/Parity:		
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Additional information:	
EDD:	Midwife signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Additional information:	
EDD:	Midwife signature: Date:	Print Name:

Achievement of Antenatal Competencies
The Student Midwife must achieve all the competencies by the summative assessment
Competency must be determined by the Practice Supervisor

Antenatal competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
A1. The student midwife provides antenatal care that always ensures women the planning and provision of care. The student midwife:				entral to
	it illiawile.			
A1.1 Ensures that personal judgments,				
prejudices, values, attitudes and beliefs do not				
compromise the provision of care				
A1.2 Facilitates informed choices regarding antenatal screening tests ensuring women				
understand the purpose of all tests before they				
are undertaken				
A1.3 Sensitively shares test results with women,				
and demonstrates the ability to discuss any				
further action/consequences as necessary				
A1.4 Is proactive in advising women of				
appropriate health promotion strategies in				
pregnancy				
A1.5 Shares information effectively and with				
sensitivity in challenging circumstances, such as				
a previous pregnancy/neonatal loss, or high risk				
screening result with women and their families				
A1.6 Is skilled in providing the opportunity for				
women to disclose domestic abuse and				
responds sensitively and appropriately				
A1.7 Discusses infant feeding options with				
women, providing accurate information				
A1.8 Facilitates the woman to develop				
attachment with her unborn baby during				
pregnancy				
A1.9 Shows sensitivity and skill when enquiring				
whether the woman has experienced any form				
of surgery to their genitals, including female				
genital mutilation, and can respond and refer				
appropriately				
A2. The student midwife can be the first point	of contact w	hen women	are seeking	antenatal
advice and/or information about being pregnar	nt. The stude	ent midwife:		
A2.1 Articulates how midwives can be accessed				
through routes other than the traditional GP				
route of referral				
A2.2 Can accurately and competently undertake				
the initial antenatal interview (booking)				
A3. The student midwife ensures that consent will be sought from the woman prior to care being given and that the rights of women are always respected. The student midwife:				
	iwaya respe	TOLEU. THE SL	uuent miuw	IIG.
A3.1 Always seeks valid consent before any				
care is initiated				
A3.2 Uses strategies to enable women to understand interventions so that they can give				
informed consent				

The Student Midwife must achieve all the competencies by the summative assessment Competency must be determined by the Practice Supervisor

Antenatal competencies					
Has the Student Midwife achieved the	Formative Review			Summative Assessment	
following?	Yes/No	Sign/Date	Yes/No	Sign/Date	
A3. The student midwife ensures that consent will be sought from the woman prior to care being given and that the rights of women are always respected. (continued) The student midwife:					
A3.3 Respects the woman's autonomy when making a decision in relation to care and treatment					
A3.4 Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding/protection procedures)					
A4. The student midwife provides care in a wa The student midwife:	rm, sensitiv	e and respe	ctful mannei		
A4.1 Is attentive and acts with kindness, communicating in a manner that is sensitive and respectful to the woman and her family					
A4.2 Can initiate and maintain a supportive relationship with women and their families					
A5. The student midwife is attentive and share meaningful at a level which women, their partr The student midwife:				and	
A5.1 Communicates effectively and sensitively in different settings, using a range of methods and styles in individual and group settings					
A5.2 Uses appropriate and relevant communication skills when faced with difficult and challenging circumstances in individual and group scenarios					
A6. The student midwife works in partnership sensitive and is free from discrimination, haras					
A6.1 Within UK legal frameworks, understands the rights of the women and the need to speak out when these are at risk of being compromised	55ment und	CXPIOIGGO	. The stade		
A6.2 Promotes care environments that are diversity sensitive and free from exploitation, discrimination and harassment					
A7. The student midwife can assess maternal a can identify when to refer to other professional safely and competently perform and record the normal parameters of results:	ls when app	oropriate. Th	e student m	idwife can	
A7.1 Maternal vital signs and urinalysis					
A7.2 Abdominal examination including appropriate assessment of fetal growth					
A7.3 Auscultation of the fetal heart					
A7.4 Visual observation and discussion of maternal physical and emotional health					
A7.5 Sensitive use of assessment tools to identify possible anxiety or depression (e.g. the 'Whooley questions')					
A7.6 Recording information accurately					

The Student Midwife must achieve all the competencies by the summative assessment Competency must be determined by the Practice Supervisor

Antenatal competencies				
Has the Student Midwife achieved the	Formativ	Formative Review		native ssment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
A7. The student midwife can assess maternal				
can identify when to refer to other professiona				
safely and competently perform and record the	e following s	showing an	awareness o	of the
normal parameters of results: (continued) A7.7 Responding to and referring appropriately	1			
when findings are outside the scope of normal				
midwifery practice				
A7.8 Venepuncture and selection of appropriate				
tests				
A8. In the role of lead carer, the student midwi	fe can plan	an appropria	ate individua	al antenatal
care pathway in partnership with the woman, r				
as required. The student midwife:	J		•	
A8.1 Can plan an individual antenatal care				
pathway in partnership with the woman to				
ensure her physical, psychological, social and				
cultural needs are met, in accordance with the				
latest evidence and local guidelines				
A8.2 Demonstrates the skills required to share				
information with women who have physical,				
cognitive or sensory disabilities and those who				
do not speak or read English				
A8.3 Empowers women to recognise normal pregnancy development and when to seek				
advice				
A8.4 Respects the role of women as partners in				
their care, encouraging and promoting choice				
A8.5 Supports women's choices				
A8.6 Is competent in recognising and advising				
women who would benefit from more				
specialised services and refers appropriately				
A8.7 Provides accurate, truthful and balanced				
information to enable women to make choices				
A10. The student midwife works confidently a professionals and external agencies. The stud			ther health	
A10.1 In accordance with NMC Midwives rules	I	<u> </u>		<u> </u>
and standards (2012), knows how and when to				
refer women who would benefit from more				
specialist services				
A10.2 Can collaborate with the wider healthcare				
team and agencies valuing the roles and				
responsibilities of others to ensure optimum				
outcomes for women and their babies				

The Student Midwife must achieve all the competencies by the summative assessment Competency must be determined by the Practice Supervisor

Antenatal competencies							
Has the Student Midwife achieved the	Formativ	e Review	Summative Assessment				
following?	Yes/No	Sign/Date	Yes/No	Sign/Date			
A10. The student midwife works confidently and collaboratively with other health							
professionals and external agencies. (continue	ed) The stud	ent midwife:					
A10.3 Can reflect on own practice and							
discusses issues with other members of the							
team to enhance learning							
A11. The student midwife is able to keep accurate antenatal records. The student midwife:							
11.1 Keeps accurate and timely records							
detailing assessment, planning, implementation							
and evaluation of care in accordance with the							
NMC and local expectations							



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Information for PS: Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Practice area:

Date:

Number of hours worked with the

	-					s	tudent:		
Please comment on the student's performance and proficiency:									
			feedback? Ye						
								nalism by referring to	)
					$\sqrt{\text{or x in the box be}}$				
student's PA c				50	circle the 'Unsatisfa	iClC	ry descriptor	and contact the	
Commitment	Care	Cui	Competence		Communication		Courage	Compassion	
Using the desc	criptors or	n p.4	42 please indic	ate	the level you cons	ide	the student l	has achieved whilst	
			the most accu						
Excellent		Ver	y good		Good		atisfactory	Unsatisfactory*	
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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



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Practice area:	•			Date:	Number of hours worked with the student:			
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Excellent	Ver	y good		Good	Sa	tisfactory	Uns	satisfactory*
Name and signature	e: 				Co	ontact details	:	

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Practice area:

Number of hours worked with the

Practice area:		Date:	Number of ho student:	urs worked with the
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Commitment Care	Competence	Communication	Courage	Compassion
Using the descriptors on p. working with you by circling			ider the student	has achieved whilst
	ry good	Good	Satisfactory	Unsatisfactory*
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	udent's performan			urs worked with the
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Practice area:	•			Date:	Number of hours worked with the student:			
Please comment on	the stu	dent's perfor	mand	e and proficiency:				
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Commitment C	are	Competence	•	Communication		Courage	Co	ompassion
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Excellent	Ver	y good		Good	Sa	tisfactory	Uns	satisfactory*
Name and signature	e: 				Co	ontact details	:	

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately

# Expectations of student professional behaviour and performance

Professional valu	es
Commitment	In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.
Care	The student has made a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.
Competence	The student has recognised and worked within the limitations of their own knowledge, skills and professional boundaries. The student has demonstrated the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.
Communication	The student has demonstrated that they can communicate clearly and consistently with colleagues, women and their families. The student has worked effectively within the multi-disciplinary team with the intent of building professional caring relationships.
Courage	The student has demonstrated openness, trustworthiness and integrity, ensuring the woman is the focus of care.
Compassion	The student is proactive in providing holistic, responsive and compassionate midwifery care ensuring that dignity and respect are always maintained
	credit level descriptors Credit Descriptors for Higher Education 2016)
Operational context	The student is able to operate in known contexts which may be unpredictable, requiring selection and application from a range of often standard techniques and information sources.
Autonomy and responsibility for actions	The student acts with appropriate supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal outcomes.
Knowledge and understanding	The student is developing a systematic understanding of the knowledge base and its interrelationship with other fields. Demonstrates current understanding of some specialist areas in depth.
Ethical awareness and application	The student demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. The student is aware of their personal responsibility and practices in accordance with The Code.
Personal evaluation and development	The student takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts. The student is effective in professional and interpersonal communication in a range of situations.

Formative review
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you need to plan and deliver care in this area?
What <i>knowledge</i> do you need to develop further? How will you do this?
Which competencies in this cluster do you need to develop before the summative assessment? What will you do to achieve this?
Which of the <i>professional values</i> do you most need to develop and how will you do this?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Supervisors, and women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 42) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at the formative review:
Student signature: Date:

# Formative review

# **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

Has an action plan been completed? Yes\* / No

Comments:

#### Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at the summative assessment?

### Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve at the summative assessment?

### Attitude: review feedback on professional behaviour

Please review the records from the student's Practice Supervisors.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at the summative assessment?

# Please assess the following competency through discussion with the student

**A9.1** The student midwife demonstrates an understanding of the legal frameworks for data protection when sharing information in situations where there may be limits to confidentiality, e.g. child protection, protection from harm (multi-disciplinary team, across agency boundaries)

#### Achieved / Not achieved\*

Comments:

Holistic Assessment: Please complete the holistic descriptor on p.42

Which descriptor did you award?

\*If you have answered any section where the response has an \*, or the student has not achieved A9.1 please contact the Academic Assessor.

Name of Academic Assessor:

Date contacted:

I confirm that we have reviewed the available evidence and discussed current achievement and progress.

Practice Assessor signature:

Date:

Student midwife signature:

Date:

# **Summative Assessment** Student reflection – to be completed prior to meeting with Practice Assessor Describe the practice area: What knowledge did you demonstrate during the planning and delivery of care in this area? What knowledge do you need to develop further? How will you do this? In which competencies do you feel most skilled? Which of the professional values do you most need to develop and why is this important? What have you enjoyed most about providing care in this area? What has been the most challenging aspect? Having reflected on the feedback from your Practice Assessor at your formative review, your Practice Supervisors, and the women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation? Refer to the holistic assessment descriptors (on page 42) and sign the column that you feel most describes your practice. Which descriptor did you give yourself? Use this space to add your reflection following feedback from your Practice Assessor at your summative assessment: Student signature: Date:

### **Summative Assessment**

# **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

If any action plans were written, are they now achieved? Yes / No\*

Comments:

#### Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve during a retrieval placement.

# Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve during a retrieval placement.

### Attitude: review feedback on professional behaviour

Please review the records from the student's PS.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at during a retrieval placement?

# Please assess the following competency through discussion with the student

**A9.1** The student midwife demonstrates an understanding of the legal frameworks for data protection when sharing information in situations where there may be limits to confidentiality, e.g. child protection, protection from harm (multidisciplinary team, across agency boundaries)

### Achieved / Not achieved\*

Comments:

#### Holistic Assessment: Please complete the holistic descriptor on p.42

Which descriptor did you award?

\*If you have answered any section where the response has an\*, or the student has not achieved A9.1 please contact the Academic Assessor

Name of Academic Assessor:

Date contacted:

I have filled in my details on	The student and I have checked the record	I have completed the OAR	
document signatory page	of practice hours		ı
A .L.P.C L			

Additional comments:

Practice Assessor signature: Date:

Student midwife signature: Date:

# **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used to			
Placement area:	Names of those present at	meeting:	Date agreed for
			review:
			( <b>T</b> imed)
Nature of concern:	What measures can the stu		o ensure the
Refer to Competency or Professional	expectations are met (Mea	surable)?	
value (Specific), state the reason for	Ensure an appropriate level of expectation – refer to the		
concern and/or why competency has	expectations at the student		
not been achieved.	level (Achievable and Real		•
	,		
Practice Assessor name and	Student signature:	Placemer	nt co-ordinator
signature:	]	contacted	
		Name of	Academic Assessor
		contacted	
Date:	Date:	33	
Date.	Date.		
Povious Monting Date:	Outcome of masting:	l .	
Review Meeting Date:	Outcome of meeting:		
	Diam automore Autor	/ NI = 4 A - 1- '	
	Plan outcomes Achieved	Not Achie	vea
Practice Assessor name and	Student signature:	Academic	: Assessor name and
	Ottoberit signature.		
signature:		signature	•

# **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used to			Γ _
Placement area:	Names of those present at	meeting:	Date agreed for review: (Timed)
Nature of concern: Refer to Competency or Professional value (Specific), state the reason for concern and/or why competency has not been achieved.	What measures can the stuexpectations are met (Measure an appropriate leve expectations at the student level (Achievable and Real	surable)? el of expecta d's academi	ation – refer to the
Practice Assessor name and signature:	Student signature:	Placemer contacted	nt co-ordinator I:
Date:	Date:	Name of a	Academic Assessor I:
Review Meeting Date:	Outcome of meeting:		
	Plan outcomes Achieved	/ Not Achie	ved
Practice Assessor name and signature:	Student signature:	Academic signature	c Assessor name and :
	1	I	

# Woman receiving care and/or their family feedback Practice supervisors should obtain consent from women/their families

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are: Woman rec	eiving care	Fai	mily member/pa	rtner	
How happy were you with the way the student midwife:	Very Happy	Нарру	I'm not sure	Unhappy	Very unhappy
cared for you?					
<ul><li>cared for your baby?</li></ul>					
<ul><li>listened to your needs?</li></ul>					
<ul><li>understood the way you felt?</li></ul>					
talked to you?					
showed you     respect?					
What did the student midwife do well?					
Is there anything the student midwife could have done to make your experience better?  Thank you for your help. Please sign here if you wish (optional):					
Midwife name and signature:	_		Date:		

Holistic assessment descriptors					
Level 6 (Year 3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the ' unsatisfactory' descriptor must be awarded.	The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.  The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.  The student can safely undertake all the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately always, is self-aware and responds positively to feedback.  The student demonstrates leadership qualities and can facilitate	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.  The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.  The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.  The student can safely undertake all the competencies in this cluster independently with distant supervision.  The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.  The student is developing leadership skills and contributes well to effective team	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.  The student may need occasional prompts to seek new knowledge.  The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.  The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.  The student contributes appropriately within the team.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.  The student requires prompting to seek new knowledge, but responds appropriately to this.  The student can make links between the underpinning theory and their practice in known situations.  The student can safely undertake all the competencies in this cluster independently with appropriate supervision.  The student may occasionally seek prompts or direction.  The student uses their initiative appropriately in known situations and responds to feedback.  The student is aware of their own behaviours and can work within the team.	The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.  The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.  The student requires constant prompting to seek new knowledge, and may not always respond.  The student seems unable to make the link between theory and practice due to a limited knowledge base.  The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.  The student does not always use their initiative even in known situations.  The student shows a lack of or negative response to feedback.  The student lacks selfawareness, which may be detrimental to care provision or effective team working.
Formative review Student signature Practice assessor signature	effective team working	working.			
Summative assessment Student signature Practice assessor signature					

# Labour and birth

# Labour and birth initial meeting

This should be completed by the Practice Assessor, ideally during the first week of placement where intrapartum care is undertaken, in order to plan the student experience.

Practice area
Name of Practice Assessor
<b>Student completion:</b> Please comment on your learning needs in relation to the competencies listed on the following pages
How can you be helped to learn most effectively?
Practice Assessor completion: Please comment on the learning opportunities available to
the student in this allocation with regards to the completion of the competencies and the summative assessment.
Please also note any specific expectations regarding professional behaviour in this
practice area:
Planned date for formative review:
Planned place and date for summative assessment:
Practice Assessor Signature:
Student Signature:
Date//

Please complete the details on the assessment planner on page 11

# Record of women who you have personally supported to birth their babies Highlight any cases where complexity has been identified.

	s where complexity has been identified.	
No.	Competencies practised:	
Case identifier:	1	
ouse identifier.	Information:	
Gravida/Parity:		
_		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Information:	
Gravida/Farity.		
EDD.	Midwifele eigenster	Drivet Names
EDD: Gestation:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
NO.	Competencies practised:	
Case identifier:	1	
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
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Case identifier:	Information:	
Gravida/Parity:	miorination.	
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EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	i ilit Nailie.
No.	Competencies practised:	
	Compotention practiced.	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	-	
Jaco Identifica	Information:	
Gravida/Parity:		
-		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	

Record of women who you have personally supported to birth their babies

Highlight any cases where complexity has been identified. Competencies practised: No. Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: Competencies practised: No. Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date:

# Record of women who you have personally supported to birth their babies Highlight any cases where complexity has been identified.

	es where complexity has been identified	•
No.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	☐ Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:	_	
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
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Record of **women** cared for **during labour**Highlight any cases where complexity has been identified.

Highlight any cases	s where complexity has been identified.	
No.	Competencies practised:	
Case identifier:		
Gravida/Parity:	Information:	
EDD: Gestation:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:	information:	
Gravida/i arity.		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:	- momation:	
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	Time Name.
No.	Competencies practised:	
Case identifier:	1	
Jaco Idelitillei	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	

Record of **women** cared for **during labour** Highlight any cases where complexity has been identified.

	es where complexity has been identified	•
No.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	☐ Information:	
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EDD:	Midwife's signature:	Print Name:
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Case identifier:	Information:	
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EDD:	Midwife's signature:	Print Name:
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No.	Competencies practised:	
Case identifier:	Information:	
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No.	Competencies practised:	
Case identifier:	Information:	
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Gestation:	Date:	
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Record of **women** cared for **during labour**Highlight any cases where complexity has been identified.

	s where complexity has been identified.	
No.	Competencies practised:	
Case identifier:		
Guod Iudiitiiidii	Information:	
Gravida/Parity:	- Information	
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EDD: Gestation:	Midwife's signature:   Date:	Print Name:
No.		
NO.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
_	Midwife's signature: Date:	Print Name:
EDD:		Print Name:
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# Record of women cared for during labour

Highlight any cases where complexity has been identified.

No.	where complexity has been identified.  Competencies practised:	
INU.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
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EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
Case identifier:	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	

# Record of women cared for during labour

Highlight any cases where complexity has been identified.

<b>No.</b>	ere complexity has been identified.  Competencies practised:	
NO.	Competencies practised:	
Case identifier:		
	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	•
No.	Competencies practised:	
Case identifier:		
Gravida/Parity	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
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Gravida/Parity:		
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Gestation:	Date:	
No.	Competencies practised:	
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Gravida/Parity:		
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Gestation:	Date:	
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Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Ones dela/Desiltera	Information:	
Gravida/Parity:		
EDD:	Midwife's signature:	Print Name:
	Date:	. This isable.

# **Achievement of Labour and Birth Competencies**

Labour and birth competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
LB1. The student midwife is able to work in pa environment that supports their needs. The st			o facilitate a	birth
LB1.1 Practises in accordance with the NMC Code and Midwives rules and standards (2012)				
LB1.2 Ensures that labour and birth is diversity sensitive, meeting the individual needs and preferences of women				
LB1.3 Anticipates and provides for the needs of women during labour and birth				
LB1.4 Inspires confidence, bases decisions on evidence and uses experience to guide decision making				
LB1.5 Acknowledges the roles and relationships within families that are dependent upon religious and cultural beliefs, preferences and experiences				
LB1.6 Practises in accordance with relevant legislation				
LB1.7 Demonstrates the ability to be the woman's advocate and consistently shows the ability to communicate effectively with her, articulating a clear plan of care that has been developed in partnership with her				
LB1.8 Negotiates with others in relation to balancing competing/conflicting priorities and articulating professional limitations and boundaries				
LB2. The student midwife provides care in a w The student midwife:	arm, sensiti	ve and com	passionate v	way.
LB2.1 Anticipates how a woman might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort				
LB2.2 Uses touch appropriately				
LB2.3 Listens to, watches for verbal and non- verbal cues				
LB2.4 Provides care that includes both practical and emotional support				
LB2.5 Considers own values and how these may impact on interactions with women				
LB2.6 Recognises their own personal feelings and values and does not allow these to compromise any interactions with women or the care that they receive				

Labour and birth competencies				
Has the Student Midwife achieved the	Formative	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
LB2. The student midwife provides care in a way (continued) The student midwife:	arm, sensiti	ve and com	passionate v	way.
LB2.7 Appropriately responds to and reflects on emotional discomfort/distress of self and others				
LB2.8 Is proactive in maintaining the woman's dignity during labour and birth				
LB3. The student midwife is attentive to the co after birth. The student midwife:	mfort needs	of women l	before, durir	ng and
LB3.1 Responds to verbal and non-verbal cues				
LB3.2 Ensures the comfort needs of women are met, such as:  • bladder care				
appropriate hydration				
nutritional intake				
hygiene requirements				
prevention of infection				
assessment of skin integrity				
LB3.3 Applies in-depth knowledge of the physiology of labour and birth				
LB3.4 Uses skills of observation and active listening to consider the effectiveness of the care being provided				
LB4. The student midwife is able to determine	the onset of	labour. The	student mid	dwife:
LB4.1 Identifies the onset of labour, discusses the findings accurately and shares this information with women, demonstrating the ability to discuss any further action/consequences as necessary				
LB5. The student midwife is able to determine babies during labour and birth. The student mi		ig of women	and their u	nborn
LB5.1				
<ul> <li>Safely and accurately undertakes and records maternal observations</li> </ul>				
Interprets the findings accurately and				
shares this information with women,				
discussing further actions or consequences as necessary				
oonsoquonoes as necessary	4		<b>1</b> '	1

Labour and birth competencies				
Has the Student Midwife achieved the	Formativ	e Review		native
following?				sment
_	Yes/No	Sign/Date	Yes/No	Sign/Date
LB5. The student midwife can determine the w during labour and birth. (continued) The stude		women and	tneir unborr	Dables
LB5.2	iii iiiiawiio.			
Safely and accurately undertakes and				
records the fetal heart rate using a				
Pinard stethoscope and/or hand held				
doppler				
Interprets the findings accurately and				
shares this information with women,				
discussing further actions or				
consequences as necessary				
Safely and accurately undertakes and				
interprets CTG monitoring per national				
and local guidelines				
LB5.3 an identify and manage, reduce or				
remove risk that could be detrimental to				
maternal and fetal wellbeing during labour and birth				
LB5.4 Recognises when referral to another				
professional is required and refers appropriately		-4-4		
LB6. The student midwife can measure, assess The student midwife:	s and facilit	ate the prog	ress of norn	nai iabour.
LB6.1 Seeks informed consent prior to				
undertaking any procedure				
LB6.2 Assesses the progress of labour using:				
observation of changes in behaviour				
abdominal examination				
vaginal examination				
LB6.3 Makes an accurate assessment of the				
progress of labour, identifying and appropriately				
managing the latent and active phase of labour				
LB6.4 Discusses with women the progress of labour in relation to their birth plan/written				
wishes and any subsequent recommendations				
for modifications, as need dictates				
LB6.5 Critically appraises, justifies the use of				
and can safely perform to facilitate a				
spontaneous vaginal birth:				
artificial rupture of membranes				
urinary catheterisation				
LB6.6 Recognises any deviation from normal				
progress of labour/wellbeing of the woman or fetus. Initiates a timely referral to the				
appropriate professional regardless of				
hierarchy, when the expertise required exceeds				
the midwife's scope of practice using an				
appropriate tool e.g. SBAR				

Labour and birth competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
LB6. The student midwife can measure, assest (continued) The student midwife:	s and facilita		ress of norm	
LB6.7 Provides care for women experiencing				
complications in labour and birth as part of the				
multidisciplinary team				
LB7. The student midwife can support women The student midwife:	and their pa	ertners in the	e birth of the	eir babies.
LB7.1 Prepares an appropriate environment ready for the birth				
LB7.2 Cares for women sensitively and is				
attentive to the 'moment of birth', creating an				
environment that is responsive to the woman's				
needs				
LB7.3 Supports women safely in the birth of				
their baby				
LB7.4 Recognises when an episiotomy is clinically indicated				
LB7.5 Safely undertakes infiltration of the				
perineum and performs an episiotomy (may be				
simulated)				
LB7.6 Assesses and monitors the woman's				
condition throughout the third stage of labour				
facilitating safe expulsion of the placenta and				
membranes by:				
physiological management				
active management				
LB7.7 Can assess the perineum for trauma				
following the birth per local and national				
guidelines	<u> </u>		<u> </u>	
LB8. The student midwife can facilitate the mo The student midwife:	ther and bal	by to remain	together.	
LB8.1 Assesses accurately the health and				
wellbeing of the newborn baby using the Apgar				
scoring system				
LB8.2 In a culturally sensitive manner, creates				
an environment that is protective of the maternal				
infant attachment process, such as minimal				
handling of the baby, parental identification of				
gender, fostering maternal infant eye contact,				
skin-to-skin contact leading to feeding when the				
baby is ready  LB8.3 Can safely and accurately undertake the				
initial newborn examination immediately				
following birth				
LB9. The student midwife can sensitively supp	ort women	and their na	rtnore in cit	uations of
pregnancy loss, such as intrauterine death or				Jations of
LB9.1 Understands local/national policy and		e stadent m	idwire.	
legislation regarding management of				
intrauterine death and stillbirth, and participates				
in offering support to parents as appropriate			]	

Labour and birth competencies							
Has the Student Midwife achieved the	Formative Review Summative Assessment Yes/No Sign/Date Yes/No Sign/Date						
following?	Yes/No	Sign/Date	Yes/No	Sign/Date			
LB9. The student midwife can sensitively supp				uations of			
pregnancy loss, such as intrauterine death or	<b>stillbirth</b> (LB	PLO 2, DEMP	4).				
The student midwife: (continued)							
LB9.2 Is aware of local procedures and the documentation required following pregnancy							
loss and has participated in completing them							
with the parents where appropriate							
LB9.3 Is familiar with the SANDS 'Creating							
Memories – Offering Choices' form and							
understands how to sensitively offer and							
undertake the activities described participating							
where possible and appropriate e.g. taking							
photographs, foot and handprints, holding the							
baby LB9.4 Can identify sources of support available							
for managing the emotional responses of self							
and the woman/her family in situations of							
pregnancy loss							
LB10. The student midwife can identify and sa	fely manage	appropriate	emergency	1			
procedures. The student midwife:	, ,						
LB10.1 Initiates emergency measures if							
required (may be simulated) and can sustain							
emergency measures until help arrives,							
including:							
manual removal of							
placenta/examination of uterus							
<ul> <li>management of post-partum</li> </ul>							
haemorrhage							
management of shoulder dystocia							
management of an undiagnosed breech							
adult resuscitation							
neonatal resuscitation							
LB10.2 Demonstrates a knowledge of the							
medicinal products related to safe and effective							
management of obstetric emergencies			-l:£				
LB11. The student midwife can keep accurate	recoras. Ine	e student mi	awite:				
LB11.1 Maintains accurate and timely records							
which include assessment, planning,							
implementation and evaluation of care							
LB11.2 Accurately completes intrapartum charts							
in accordance with local guidelines and policies e.g. Partogram							
LB11.3 Provides rationale within their records							
for any actions or interventions taken							

Labour and birth competencies				
Has the Student Midwife achieved the	Formativ	ve Review		mative ssment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
LB12. The student midwife can ensure safe and knowledge of medicinal products, their actions recognise and respond safely to adverse drug normal childbirth. The student midwife:	s, risks and	benefits inc	luding the a	bility to
LB12.1 Applies an understanding of basic pharmacology in aspects related to midwifery practice				
LB12.2 Uses knowledge and understanding of medicines that are commonly administered to childbearing women and babies to act promptly in cases where side effects and adverse reactions occur				
LB12.3 Understands how to report adverse incidents, near misses and drug reactions				
LB12.4 Understands how to manage anaphylaxis safely in primary and secondary care settings				
LB13. The student midwife can supply and adr products (including controlled drugs) in a safe ethical frameworks. The student midwife:				
LB13.2 Consistently calculates doses accurately and safely and can demonstrates to assessor the component parts of the calculation.				
LB13.3 Demonstrates an awareness of personal accountability relating to medicines management by selecting, acquiring and administering medicinal products safely and efficiently via routes and methods commonly used including:  • oral				
intramuscular				
<ul><li>vaginal</li></ul>		ļ	<u> </u>	
<ul><li>inhalation</li></ul>			<u> </u>	
rectal  LB13.4 Can demonstrate how to safely set up and manage an intravenous infusion  LB13.5 Uses prescription charts correctly and				
maintains accurate records  LB13.6 Applies the midwives exemptions accurately to midwifery practice in both the primary and secondary care settings				

Labour and birth competencies				
Has the Student Midwife achieved the	Formativ	e Review		mative ssment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
LB14. The student midwife can work in partner				
team, to facilitate women to make safe and infe			edicinal pro	ducts
related to themselves and their babies. The stu	<u>ident midwi</u>	fe:		T
LB14.1 Ensures information sharing is woman-				
centred and provides clear and accurate				
information so that women can make safe and				
informed choices about using medicines				
LB14.2 Assesses the woman's ability to self-				
administer their medicinal products safely				
LB14.3 Demonstrates an understanding of roles				
and responsibilities within the multi-disciplinary				
team for medicinal products management				
LB14.4 Questions, critically appraises and uses				
evidence to support a discussion with the				
healthcare team when medicinal products may				
or may not be an appropriate choice				
LB14.5 Is aware of the dangers of giving				
complementary therapy advice when not				
qualified and recognises when referral to a				
registered complementary therapist is required				
LB14.6 Works within national and local policies				
and is confident in accessing evidence-based				
sources of information relating to the safe and				
effective management of medicinal products				

<sup>\*</sup>Neonatal medication administered in the immediate postnatal period e.g. vitamin K may be recorded in the Postnatal and neonatal cluster, competency P10



**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

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Practice area:

| Date: | Number of hours worked with the

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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Information for PS: Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Practice area:

Number of hours worked with the

Practice area:				Date:		umber of ho tudent:	urs v	worked with th	ıe			
Please commen  Did you obtain s		·		ce and proficiency:								
Please indicate the Professional	whether the Values ondard exp	ne student has n p.65 by placi ected, please	met ing a	the expected stand $$ or x in the box becircle the 'Unsatisfall'	elov	u. If the stude	nt ha	as not met the	0			
Commitment	Care	Competence	•	Communication		Courage	С	Compassion	T			
Using the descri working with you				the level you conse e descriptor.	ideı	the student	has a	achieved whilst				
Excellent	Ve	ery good		Good	Sa	atisfactory	Un	nsatisfactory*				
Name and signa	ture:				C	Name and signature:  Contact details:						
Practice area:				Date:		umber of ho tudent:	urs v	worked with th	ne			
Please commen  Did you obtain s Please indicate	ervice use whether tl	er feedback? <b>Y</b> ne student has	<b>′es</b> /	ce and proficiency:  No the expected stand	st	tudent:	nalisr	m by referring t				
Did you obtain s Please indicate the Professional professional stars student's PA or	ervice use whether th Values o ndard exp	er feedback? <b>Y</b> ne student has n p.65 by placi ected, please s diately.	/es / met ing a also	ne and proficiency:  No the expected stand √ or x in the box be circle the 'Unsatisfa	dard	tudent:  of profession I fithe stude	nalisr	m by referring to as not met the				
Please commen  Did you obtain s  Please indicate the Professional professional star	ervice use whether th Values o ndard exp	er feedback? <b>Y</b> ne student has n p.65 by placi ected, please	/es / met ing a also	the expected stand $\sqrt{\frac{No}{o}}$ or x in the box be	dard	tudent:  of profession I fithe stude	nalisr ent ha	m by referring to as not met the				
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Did you obtain s Please indicates the Professional professional star student's PA or Commitment Using the descri	ervice use whether the Values of ndard exp AA immed Care ptors on pure to be circling Verice uses	er feedback? Yne student has n p.65 by placi ected, please diately.  Competence 0.73 please ind	res / met ing a also de	No the expected stand √ or x in the box be circle the 'Unsatisfa  Communication the level you cons	sidard dard elowacto	of profession I of the stude ry' descriptor Courage	nalisr ent ha and C has a	om by referring to as not met the I contact the Compassion	0			

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Information for PS: Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Practice area:	student:						
Please comment on the student's performance	ce and proficiency:						
Did you obtain service user feedback? <b>Yes</b> /	No						
Please indicate whether the student has met the Professional Values on p.65 by placing a professional standard expected, please also student's PA or AA immediately.	the expected stand $$ or x in the box be circle the 'Unsatisfa	elow. If the stude	nt has not met the				
Commitment Care Competence	Communication	Courage	Compassion				
Using the descriptors on p.73 please indicate working with you by circling the most accurate		ider the student h	nas achieved whilst				
Excellent Very good	Good	Satisfactory	Unsatisfactory*				
Name and signature:		Contact details:	: 				
Practice area:	Date:	Number of hostudent:	urs worked with the				
Please comment on the student's performance  Did you obtain service user feedback? Yes /							
Please indicate whether the student has met the expected standard of professionalism by referring to the Professional Values on p.65 by placing a $$ or x in the box below. If the student has not met the professional standard expected, please also circle the 'Unsatisfactory' descriptor and contact the student's PA or AA immediately.							
Commitment Care Competence	Communication	Courage	Compassion				
Using the descriptors on p.73 please indicate working with you by circling the most accurate		ider the student h	nas achieved whilst				
Excellent Very good	Good	Satisfactory	Unsatisfactory*				
Name and signature:		Contact details:	•				

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately

# Expectations of student professional behaviour and performance

Professional values				
Commitment	In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.			
Care	The student has made a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.			
Competence	The student has recognised and worked within the limitations of their own knowledge, skills and professional boundaries. The student has demonstrated the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.			
Communication	The student has demonstrated that they can communicate clearly and consistently with colleagues, women and their families. The student has worked effectively within the multi-disciplinary team with the intent of building professional caring relationships.			
Courage	The student has demonstrated openness, trustworthiness and integrity, ensuring the woman is the focus of care.			
Compassion	The student is proactive in providing holistic, responsive and compassionate midwifery care ensuring that dignity and respect are always maintained			
	y credit level descriptors Credit Descriptors for Higher Education 2016)			
Operational context	The student is able to operate in known contexts which may be unpredictable, requiring selection and application from a range of often standard techniques and information sources.			
Autonomy and responsibility for actions	The student acts with appropriate supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal outcomes.			
Knowledge and understanding	The student is developing a systematic understanding of the knowledge base and its interrelationship with other fields. Demonstrates current understanding of some specialist areas in depth.			
Ethical awareness and application	The student demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. The student is aware of their personal responsibility and practices in accordance with The Code.			
Personal evaluation and development	The student takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.			
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts. The student is effective in professional and interpersonal communication in a range of situations.			

Formative review
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What <i>knowledge</i> did you need to plan and deliver care in this area?
What knowledge do you need to develop further? How will you do this?
Which <i>competencies</i> in this cluster do you need to develop before the summative assessment? What will you do to achieve this?
Which of the <i>professional values</i> do you most need to develop and how will you do this?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Supervisors, and women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 73) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at the formative review:
Student signature: Date:

# Formative review

# **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

Has an action plan been completed? Yes\* / No

Comments:

#### Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at the summative assessment?

### Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve at the summative assessment?

### Attitude: review feedback on professional behaviour

Please review the records from the student's Practice Supervisors.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at the summative assessment?

# Please assess the following competency through discussion with the student

**LB13.1** The student midwife is conversant with current UK medicines legislation in relation to ordering, receipt, storage, administration and disposal of medicinal products including controlled drugs.

# Achieved / Not achieved\*

Comments:

**Holistic Assessment:** Please complete the holistic descriptor on p.73 Which descriptor did you award?

\*If you have answered any section where the response has an \*, or the student has not achieved LB13.1 please contact the Academic Assessor.

Name of Academic Assessor:

Date contacted:

I confirm that we have reviewed the available evidence and discussed current achievement and progress.

Practice Assessor signature:

Date:

Student midwife signature:

Date:

Summative Assessment
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you demonstrate during the planning and delivery of care in this area?
What knowledge do you need to develop further? How will you do this?
In which competencies do you feel most skilled?
Which of the <i>professional values</i> do you most need to develop and why is this important?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Assessor at your formative review, your Practice Supervisors, and the women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 73) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at your summative assessment:
Student signature: Date:

# **Summative Assessment**

### **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

If any action plans were written, are they now achieved? Yes / No\*

Comments:

### Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve during a retrieval placement.

#### Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve during a retrieval placement.

### Attitude: review feedback on professional behaviour

Please review the records from the student's PS.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at during a retrieval placement?

# Please assess the following competency through discussion with the student

**LB13.1** The student midwife is conversant with current UK medicines legislation in relation to ordering, receipt, storage, administration and disposal of medicinal products including controlled drugs.

### Achieved / Not achieved\*

Comments:

# Holistic Assessment: Please complete the holistic descriptor on p.73

Which descriptor did you award?

\*If you have answered any section where the response has an\*, or the student has not achieved LB13.1 please contact the Academic Assessor

Name of Academic Assessor: Date contacted:

I have filled in my details on document signatory page

The student and I have checked the record of practice hours

I have completed the OAR

Additional comments:

Practice Assessor signature: Date:

Student midwife signature: Date:

# **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used to				
Placement area:	Names of those present at meeting:		Date agreed for review: (Timed)	
Nature of concern:	What measures can the student take to ensure the			
Refer to Competency or Professional	expectations are met (Measurable)?			
value (Specific), state the reason for	Ensure an appropriate level of expectation – refer to the			
concern and/or why competency has	expectations at the student's academic and professional			
not been achieved.	level (Achievable and Realistic)			
Dractice Accessor name and	Student signature:	Diagomor	at oo ordinator	
Practice Assessor name and	Student signature:		nt co-ordinator	
signature:		contacted	i: 	
		Name of	Academic Assessor	
		contacted		
Date:	Date:			
Review Meeting Date:	Outcome of meeting:			
	Plan outcomes Achieved / Not Achieved		ved	
			<b>V</b> OG	
Practice Assessor name and signature:	Student signature:	Academic signature	Assessor name and	
			j	

# **Action Plan**

An Action Plan is required when a student's performance causes concern.

The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5)

The <b>SMART</b> principles should be used to			
Placement area:	Names of those present at	meeting:	Date agreed for review: (Timed)
Nature of concern: Refer to Competency or Professional value (Specific), state the reason for concern and/or why competency has not been achieved.	What measures can the student take to ensure the expectations are met (Measurable)? Ensure an appropriate level of expectation – refer to the expectations at the student's academic and professional level (Achievable and Realistic)		
Practice Assessor name and signature:	Student signature:	contacted	Academic Assessor
Date:	Date:	Contactod	
Review Meeting Date:	Outcome of meeting:		
	Plan outcomes Achieved / Not Achieved		
Practice Assessor name and signature:	Student signature:	Academic signature	Assessor name and

## Woman receiving care and/or their family feedback Practice supervisors should obtain consent from women/their families

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are: Woman receiving care Family member/partner					
	Very Happy	Нарру	I'm not sure	Unhappy	Very
How happy were you with the way the student midwife:	ا و ا	00		9	unhappy
cared for you?					
<ul><li>cared for your baby?</li></ul>					
<ul><li>listened to your needs?</li></ul>					
understood the way you felt?					
talked to you?					
showed you     respect?					
What did the student midwife do well?					
what did the student midwife do well?					
s there anything the student midwife could have done to make your experience better?					
Thank you for your help. Plea	ase sign here	if you wish (	optional):		
Midwife name and signature: Date:					

This form has been developed by Maternity Service Users based on a form originally designed by Services Users 2013

Haliatia assa		4			
Level 6 (Year 3)	essment descrip	Very good	Good	Satisfactory	Unsatisfactory
The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.	The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.  The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.  The student can safely undertake all the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately always, is self-aware and responds positively to feedback.  The student demonstrates leadership qualities and can facilitate effective team working	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.  The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.  The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.  The student can safely undertake all the competencies in this cluster independently with distant supervision.  The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.  The student is developing leadership skills and contributes well to effective team working.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.  The student may need occasional prompts to seek new knowledge.  The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.  The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.  The student contributes appropriately within the team.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.  The student requires prompting to seek new knowledge, but responds appropriately to this.  The student can make links between the underpinning theory and their practice in known situations.  The student can safely undertake all the competencies in this cluster independently with appropriate supervision.  The student may occasionally seek prompts or direction.  The student uses their initiative appropriately in known situations and responds to feedback.  The student is aware of their own behaviours and can work within the team.	The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.  The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.  The student requires constant prompting to seek new knowledge, and may not always respond.  The student seems unable to make the link between theory and practice due to a limited knowledge base.  The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.  The student does not always use their initiative even in known situations.  The student shows a lack of or negative response to feedback.  The student lacks self-awareness, which may be detrimental to care provision or effective team working.
review Student signature					
Practice assessor signature					
Summative assessment Student signature					
Practice assessor signature					

# Postnatal and neonatal

This should be completed by the Practice Assessor, ideally during the first week of

Date \_\_\_/\_\_/

## Postnatal and neonatal initial meeting

placement where postnatal and neonatal care is undertaken, in order to plan the student experience. Practice area Name of Practice Assessor\_\_\_\_\_ **Student completion:** Please comment on your learning needs in relation to the competencies listed on the following pages How can you be helped to learn most effectively? **Practice Assessor completion:** Please comment on the learning opportunities available to the student in this allocation with regards to the completion of the competencies and the summative assessment. Please also note any specific expectations regarding professional behaviour in this practice area: Planned date for formative review: Planned place and date for summative assessment: Practice Assessor Signature: \_\_\_\_\_ Student Signature:

Please complete the details on the assessment planner on page 11

Record of **mother and baby pairs** cared for in the **postnatal period**. Highlight any cases where complexity has been identified.

Case identifier:  Gravida/Parity:  EDD:  Gestation:  No.  Case identifier:  Mode of birth:  DOB:  Birth weight:  No.  Case identifier:  Mode of birth:  Date o	other's Information:  dwife's signature: te: ompetencies practised: by's Information:  dwife's signature: te: ompetencies practised: other's Information:	Print Name:  Print Name:	
Gravida/Parity:  EDD: Gestation: No. Case identifier: Mode of birth:  DOB: Birth weight: No. Case identifier: Gravida/Parity:  EDD: Gestation: Micense identifier: Mic	dwife's signature: te: ompetencies practised: by's Information: dwife's signature: te: ompetencies practised: other's Information:	Print Name:	
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Birth weight: Da	te:		
Gravida/Parity:  EDD: Microscopic Microsco	dwife's signature: te: ompetencies practised: by's Information:		

Mode of birth:

Birth weight:

Midwife's signature:

Date:

DOB:

Record of mother and baby pairs cared for in the postnatal period

Highlight any cases where complexity has been identified. Competencies practised: No. Case identifier: Mother's Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: Competencies practised: No. Case identifier: **Baby's Information:** Mode of birth: DOB: Midwife's signature: **Print Name:** Birth weight: Date: No. Competencies practised: Case identifier: **Mother's Information: Gravida/Parity:** EDD: Print Name: Midwife's signature: Gestation: Date: No. Competencies practised: Case identifier: **Baby's Information:** Mode of birth: DOB: Print Name: Midwife's signature: Birth weight: Date: No. **Competencies practised:** Case identifier: Mother's Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: **Baby's Information:** 

**Print Name:** 

Highlight any cases where complexity has been identified.

	s where complexity has been identified.	
No.	Competencies practised:	
Case identifier:	1	
ouse identifier.	Mother's Information:	
Gravida/Parity:		
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Gestation:	Date:	
No.	Competencies practised:	
Case identifier:		
Mode of birth:	Baby's Information:	
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DOB:	Midwife's signature:	Print Name:
Birth weight:	Date:	
No.	Competencies practised:	
Case identifier:	1	
- Jaco Idelitiller	Mother's Information:	
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EDD:	Midwife's signature:	Print Name:
Gestation:	Date:	
No.	Competencies practised:	
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Case identifier:		
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Date:

Record of mother and baby pairs cared for in the postnatal period

Highlight any cases where complexity has been identified. Competencies practised: No. Case identifier: Mother's Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: Competencies practised: No. Case identifier: **Baby's Information:** Mode of birth: DOB: Midwife's signature: **Print Name:** Birth weight: Date: No. Competencies practised: Case identifier: **Mother's Information: Gravida/Parity:** EDD: Print Name: Midwife's signature: Gestation: Date: No. Competencies practised: Case identifier: **Baby's Information:** Mode of birth: DOB: Print Name: Midwife's signature: Birth weight: Date: No. **Competencies practised:** Case identifier: Mother's Information: **Gravida/Parity:** EDD: Midwife's signature: **Print Name:** Gestation: Date: No. Competencies practised: Case identifier: **Baby's Information:** Mode of birth: **Print Name:** DOB: Midwife's signature:

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Record of **women** cared for in the **postnatal period**Highlight any cases where complexity has been identified.

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# Record of women cared for in the postnatal period

Highlight any cases where complexity has been identified.

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# Record of women cared for in the postnatal period

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Record of **women** cared for in the **postnatal period**Highlight any cases where complexity has been identified.

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Achievement of Postnatal and Neonatal Competencies
The Student Midwife must achieve all the competencies by the summative assessment
Competence must be determined by the Practice Supervisor

Postnatal and neonatal competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
P1. The student midwife can work in partnersh seamless care and interventions in the postna				ide
P1.1 Works within the NMC Code when supporting women in the postnatal period				
P1.2 Demonstrates effective working relationships with other healthcare professionals who are involved in the provision of postnatal care				
P1.3 Identifies when referral to another practitioner is appropriate				
P1.4 Understands how to refer to the appropriate practitioner if deviation from the normal is detected in both primary and secondary care settings				
P2. The student midwife can participate in plan	nning safe, e	vidence-bas	sed care for	and with
women in the postnatal period. The student m	idwife:			
P2.1 Ensures postnatal care is appropriate to the woman's assessed needs, context and culture				
P2.2 Applies the current evidence to the provision of postnatal care in line with local and national guidance				
P2.3 Constructs a documented, individualised postnatal care plan with the woman which includes relevant factors from the antenatal, intrapartum and immediate postnatal period				
P2.4 Offers women an opportunity to talk about their birth experiences and to ask questions about the care they received during labour, facilitating this discussion sensitively and appropriately				
P2.5 Offers consistent information and clear explanations to empower the woman to take care of her own health. This should include support and advice on hygiene, bladder care and recuperation				
P2.6 Provides safe and appropriate care for a group of mothers and babies whilst prioritising their individual needs and utilising effective time management skills				
P2.7 Recognises any factors that may require further discussion, intervention or referral during the postnatal period and acts appropriately				

The Student Midwife must achieve all the competencies by the summative assessment Competence must be determined by the Practice Supervisor

Postnatal and neonatal competencies				
Has the Student Midwife achieved the	Formativ	e Review		native
following?	Vac/Na	Ciara/Data		sment Sign/Data
P3. The student midwife can provide woman-c	Yes/No	Sign/Date	Yes/No	Sign/Date
respect. The student midwife:	entred care	with kindnes	ss, dignity a	ina
P3.1 Always ensures that consent is gained				
prior to care being given, and that the meaning				
of consent is understood by the woman				
P3.2 Ensures that care is provided in a kind,				
sensitive and compassionate manner, showing				
respect for the woman and her family				
P4. The student midwife can provide safe, evid	lence-based	I care for the	woman in t	the
postnatal period. The student midwife:		l I		
P4.1 Undertakes the complete physical				
postnatal assessment of the woman				
P4.2 Undertakes the assessment of maternal				
mental well-being, identifying normal patterns of emotional changes in the postnatal period				
P4.3 Recognises signs and symptoms that may				
require discussion, intervention or referral and				
acts accordingly				
P4.4 Ensures that the woman's pain is				
managed appropriately in the postnatal period				
P4.5 Practises safely in a manner that prevents				
and controls infection				
P5. The student midwife can provide assessment	ent and care	of women v	vith comple	x needs in
the postnatal period. The student midwife:				
P5.1 Accurately monitors the vital signs of				
women who have complex needs in the				
postnatal period, recognising the normal				
parameters of results				
P5.2 Provides evidence-based post-operative				
care for women who have had caesarean or				
operative births				
P5.3 Accurately documents vital signs/fluid				
intake and output on appropriate charts/records				
P5.4 Recognises when intervention or referral is required and responds accordingly				
P5.5 Recognises adverse emotional changes in				
the woman e.g. anxiety, depression and				
psychosis and responds appropriately				
P5.6 Understands the role of the family and				
primary care practitioners and specialists (e.g.				
Health Visitors, GPs and psychiatrists) in the				
support of women with mental health conditions				
P5.7 Demonstrates awareness of appropriate				
care for mothers who are separated from their				
babies due to admission to a neonatal unit and				
provides care where this is possible				
P5.8 Demonstrates awareness of appropriate				
care for mothers and their families when				
pregnancy loss has occurred and provides care				
where this is possible		<u> </u>		

## Midwifery Practice Assessment Document

The Student Midwife must achieve all the competencies by the summative assessment Competence must be determined by the Practice Supervisor

Postnatal and neonatal competencies				
Has the Student Midwife achieved the	Formativ	e Review		native ssment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
P6. The student midwife can provide appropria postnatal period. The student midwife:	ate health pr	omotion info	ormation in	
P6.2 Initiates discussions about future reproductive choices and family planning options				
P7. The student midwife can undertake safe m neonatal period. The student midwife	edicines ma	nagement ir	1 the postna	tal and
P7.1 Demonstrates an understanding of the legal and ethical frameworks relating to medicines administration				
P7.2 Competently undertakes the calculation of medicinal products used in postnatal care				
P7.3 Safely administers medication to women <ul><li>orally</li></ul>				
<ul> <li>by injection (intramuscular or subcuticular)</li> </ul>				
P7.4 Safely disposes of equipment needed to prepare and administer medication				
P7.5 Accurately completes medication records and charts				
P7.6 Involves women in the self-administration of medicinal products				
P7.7 Understands how to store medicinal products safely				
P7.8 Can access commonly used evidence- based sources of information relating to the safe administration of medicines				
P8. The student midwife can provide safe, evid	lence-based	care for the	neonate.	
The student midwife:		1		
P8.1 Ensures care is appropriate to the baby's assessed needs, context and culture				
P8.2 Demonstrates knowledge of the				
underpinning evidence, guidelines and local				
policies to provide neonatal care				
P8.3 Devises and documents an individualised				
neonatal care plan developed with the mother,				
which includes relevant factors from the				
antenatal, intra-partum and immediate postnatal period	1			
P8.4 Ensures that parental consent is always				
sought and understood prior to undertaking any				
neonatal care				

The Student Midwife must achieve all the competencies by the summative assessment **Competence must be determined by the Practice Supervisor** 

Postnatal and neonatal competencies					
Has the Student Midwife achieved the	Formativ	e Review	Summative Assessment		
following?	Yes/No	Sign/Date	Yes/No	Sign/Date	
P8. The student midwife can provide safe, evic	lence-based	d care for the	neonate.		
The student midwife: (continued)					
P8.5 Safely and competently undertakes the					
complete daily neonatal assessment					
P8.6 Recognises symptoms that may require					
discussion, intervention or referral and acts					
appropriately					
P8.7 Maintains accurate and timely records of					
neonatal care					
P9. The student midwife provides appropriate	health prom	notion advice	e and care in	n the	
neonatal period. The student midwife:			•	1	
P9.2 can share with parents the accurate and					
contemporary information to enable choices					
regarding neonatal screening					
P9.3 Undertakes neonatal screening					
procedures safely and appropriately					
P10. *The student midwife demonstrates safe	medicines n	nanagement	in the neon	atal	
period. The student midwife:		•			
P10.1 Demonstrates knowledge of the legal and					
ethical frameworks relating to medicines					
administration					
P10.2 Competently undertakes the calculation					
of medicinal products used in normal neonatal					
care					
P10.3 Safely administers medication to					
neonates under direct supervision					
P10.4 Safely disposes of equipment needed to					
prepare and administer medication					
P10.5 Accurately completes medication records					
and charts					

 $<sup>^{*}</sup>$ This competency may be completed in the immediate care of the neonate after birth, for example the administration of vitamin K



**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Practice area	:				Date:		umber of ho tudent:	ours worked wit	n tne
Please comme	ent on t	he stu	udent's perfo	rmano	ce and proficiency:				
Did you obtain	servic	e use	r feedback?	Yes /	No				
Please indicat	e whetl	er th	e student ha	s met	the expected stand	dard	of profession	nalism by referrir	ng to
					$a \sqrt{a}$ or x in the box b				
				also e	circle the 'Unsatisfa	acto	ry' descriptor	and contact the	
student's PA c					0	1	0		
Commitment	Car	е	Competend	Эе	Communication		Courage	Compassion	
					te the level you con	side	er the student	t has achieved w	/hilst
working with y	ou by c			ccurate	· · · · · · · · · · · · · · · · · · ·				
Excellent		Ve	ry good		Good	Sa	atisfactory	Unsatisfactor	у*
Name and sign	nature:					C	ontact details	:	
Practice area	:				Date:	N	umber of ho	urs worked wit	h the
Practice area	:				Date:		umber of ho tudent:	urs worked wit	h the
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Please commo	ent on t	e use	r feedback?	Yes /	ce and proficiency:	St	tudent:		
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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



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<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately

# Expectations of student professional behaviour and performance

Professional valu	ies
Commitment	In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.
Care	The student has made a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.
Competence	The student has recognised and worked within the limitations of their own knowledge, skills and professional boundaries. The student has demonstrated the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.
Communication	The student has demonstrated that they can communicate clearly and consistently with colleagues, women and their families. The student has worked effectively within the multi-disciplinary team with the intent of building professional caring relationships.
Courage	The student has demonstrated openness, trustworthiness and integrity, ensuring the woman is the focus of care.
Compassion	The student is proactive in providing holistic, responsive and compassionate midwifery care ensuring that dignity and respect are always maintained
	y credit level descriptors Credit Descriptors for Higher Education 2016)
Operational context	The student is able to operate in known contexts which may be unpredictable, requiring selection and application from a range of often standard techniques and information sources.
Autonomy and responsibility for actions	The student acts with appropriate supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal outcomes.
Knowledge and understanding	The student is developing a systematic understanding of the knowledge base and its interrelationship with other fields. Demonstrates current understanding of some specialist areas in depth.
Ethical awareness and application	The student demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. The student is aware of their personal responsibility and practices in accordance with The Code.
Personal evaluation and development	The student takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts. The student is effective in professional and interpersonal communication in a range of situations.

Formative review
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you need to plan and deliver care in this area?
What knowledge do you need to develop further? How will you do this?
Which competencies in this cluster do you need to develop before the summative assessment? What will you do to achieve this?
Which of the <i>professional values</i> do you most need to develop and how will you do this?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Supervisors, and women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 108) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at the formative review:
Student signature: Date:

# Postnatal and neonatal

# Midwifery Practice Assessment Document Formative review **Practice Assessor to complete** Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection. Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No Has an action plan been completed? Yes\* / No Comments: Skills: review of cluster competencies Have all competencies been achieved? Yes / No\* \*If 'No' please complete an action plan to enable the student to achieve at the summative assessment? Knowledge: ascertain knowledge base Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster. Do you have any concerns about the student's knowledge base? Yes\* / No \*If 'Yes' please complete an action plan to enable the student to achieve at the summative assessment? Attitude: review feedback on professional behaviour Please review the records from the student's Practice Supervisors. Has the student maintained the expected professional values? Yes / No\* \*If 'No' please complete an action plan to enable the student to achieve at the summative assessment? Please assess the following competency through discussion with the student P6.1/9.1 The student midwife demonstrates knowledge of how to empower the woman to take care of the health of herself and her baby. This should include information on symptoms that require urgent medical care, contraception, infant sleeping, safety and child development. Achieved / Not achieved\* Comments: Holistic Assessment: Please complete the holistic descriptor on p.108 Which descriptor did you award? \*If you have answered any section where the response has an \*, or the student has not achieved P6/9.1 please contact the Academic Assessor. Name of Academic Assessor: Date contacted:

Practice Assessor signature:

Student midwife signature:

Date:

Date:

I confirm that we have reviewed the available evidence and discussed current achievement and progress.

Summative Assessment
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you demonstrate during the planning and delivery of care in this area?
What knowledge do you need to develop further? How will you do this?
In which competencies do you feel most skilled?
Which of the <i>professional values</i> do you most need to develop and why is this important?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Assessor at your formative review, your Practice Supervisors, and the women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 108) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at your summative assessment:
Student signature: Date:

## **Summative Assessment**

## **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

If any action plans were written, are they now achieved? Yes / No\*

Comments:

## Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve during a retrieval placement.

## Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve during a retrieval placement.

## Attitude: review feedback on professional behaviour

Please review the records from the student's PS.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at during a retrieval placement?

## Please assess the following competency through discussion with the student

**P6.1/9.1** The student midwife demonstrates knowledge of how to empower the woman to take care of the health of herself and her baby. This should include information on symptoms that require urgent medical care, contraception, infant sleeping, safety and child development.

## Achieved / Not achieved\*

Comments:

## Holistic Assessment: Please complete the holistic descriptor on p.108

Which descriptor did you award?

\*If you have answered any section where the response has an\*, or the student has not achieved P6/9.1 please contact the Academic Assessor

Name of Academic Assessor:

Date contacted:

I have filled in my details on	The student and I have checked the record	I have completed the OAR	
document signatory page	of practice hours		

Additional comments:

Practice Assessor signature: Date:

Student midwife signature: Date:

# **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used t					
Placement area:	Names of those present at	meeting:	Date agreed for review: (Timed)		
Nature of concern:	What measures can the student take to ensure the				
Refer to Competency or Professional	expectations are met (Mea				
value ( <b>S</b> pecific), state the reason for	Ensure an appropriate level of expectation – refer to the				
concern and/or why competency has	expectations at the student's academic and professional				
not been achieved.	level (Achievable and Realistic)				
Practice Assessor name and	Student signature:		nt co-ordinator		
signature:		contacted	1:		
		None	Acadamia Acaaaaa		
			Academic Assessor		
Data	Deter	contacted	1:		
Date:	Date:				
Review Meeting Date:	Outcome of meeting:				
	Plan outcomes Achieved / Not Achieved				
Practice Assessor name and signature:	Student signature:	Academic signature	c Assessor name and :		

## **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

Placement area:  Names of those present at meeting: Date agreed for review: (Timed)  Nature of concern:  What measures can the student take to ensure the					
(Timed)					
Nature of concern: What measures can the student take to ensure the					
wature of concern:   what measures can the student take to ensure the					
Defends Commissional and Displacement (Managements)					
Refer to Competency or Professional expectations are met (Measurable)?					
value (Specific), state the reason for Ensure an appropriate level of expectation – refer to the					
	expectations at the student's academic and professional				
not been achieved. level (Achievable and Realistic)	level (Achievable and Realistic)				
Practice Assessor name and Student signature: Placement co-ordinator					
signature: contacted:					
Name of Assignment Assag	oor				
Name of Academic Assess	SUI				
Contacted:					
Date: Date:					
Review Meeting Date: Outcome of meeting:					
Plan outcomes Achieved / Not Achieved					
Practice Assessor name and Student signature: Academic Assessor name	and				
	anu				
signature: signature:					

## Woman receiving care and/or their family feedback Practice supervisors should obtain consent from women/their families

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Family member/partner							
How happy were you with the way the student midwife:	Very Happy	Нарру	I'm not sure	Unhappy	Very unhappy		
• cared for you?							
<ul><li>cared for your baby?</li></ul>							
<ul><li>listened to your needs?</li></ul>							
<ul><li>understood the way you felt?</li></ul>							
talked to you?							
showed you     respect?							
What did the student midwife do well?							
Is there anything the student midwife could have done to make your experience better?  Thank you for your help. Please sign here if you wish (optional):							
Midwife name and signature:	_	ii you wisii (	Date:				
_							

11 11 (1					
	essment descript				1 1 1 1
Level 6 (Year 3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the ' unsatisfactory' descriptor must be awarded.	The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.  The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.  The student can safely undertake all the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately always, is self-aware and responds positively to feedback.  The student demonstrates leadership qualities and can facilitate	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.  The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.  The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.  The student can safely undertake all the competencies in this cluster independently with distant supervision.  The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.  The student is developing leadership skills and contributes well to effective team	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.  The student may need occasional prompts to seek new knowledge.  The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.  The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.  The student contributes appropriately within the team.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.  The student requires prompting to seek new knowledge, but responds appropriately to this.  The student can make links between the underpinning theory and their practice in known situations.  The student can safely undertake all the competencies in this cluster independently with appropriate supervision.  The student may occasionally seek prompts or direction.  The student uses their initiative appropriately in known situations and responds to feedback.  The student is aware of their own behaviours and can work within the team.	The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.  The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.  The student requires constant prompting to seek new knowledge, and may not always respond.  The student seems unable to make the link between theory and practice due to a limited knowledge base.  The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.  The student does not always use their initiative even in known situations.  The student shows a lack of or negative response to feedback.  The student lacks selfawareness, which may be detrimental to care provision or effective team working.
Formative	effective team working	working.			
review Student signature					
Formative					
review Sign-off mentor					
signature					
Summative assessment					
Student					
signature Summative					
Assessment Sign-off mentor signature					

# Infant feeding



This should be completed by the Practice Assessor, ideally during the first week of

placement where infant feeding is undertaken, in order to plan the student

# nfant feeding

### Infant feeding initial meeting

experience. Practice area Name of Practice Assessor\_\_\_\_\_ **Student completion:** Please comment on your learning needs in relation to the competencies listed on the following pages How can you be helped to learn most effectively? **Practice Assessor completion:** Please comment on the learning opportunities available to the student in this allocation with regards to the completion of the competencies and the summative assessment. Please also note any specific expectations regarding professional behaviour in this practice area: Planned date for formative review: Planned place and date for summative assessment: Practice Assessor Signature: Student Signature: Date / /

Please complete the details on the assessment planner on page 11

Record of complete breastfeeds observed

No.	Competencies practised:		
	16		
Case identifier:	Information:		
identifier:			
Gestation of	Midwife's signature:	Print Name:	
baby:	Date:		
No.	Competencies practised:		
Case	Information:		
identifier:			
Gestation of	Midwife's signature: Date:	Print Name:	
baby:	Date.		
No.	Competencies practised:		
	lu fa ma ati a m		
Case identifier:	Information:		
identifier.			
Gestation of	Midwife's signature:	Print Name:	
baby:	Date:		
No.	Competencies practiced:		
NO.	Competencies practised:		
Case	Information:		
identifier:			
Gestation of	Midwife's signature:	Print Name:	
baby:	Date:	i init Name.	
No.	Competencies practised:		
Case	Information:		
identifier:			
Gestation of	Midwife's signature:	Print Name:	
baby:	Date:		

Record of complete breastfeeds observed

	ete breastfeeds observed	
No.	Competencies practised:	
Case identifier:	Information:	
Gestation of baby:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
Gestation of baby:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
Gestation of baby:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
Gestation of baby:	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
Gestation of baby:	Midwife's signature: Date:	Print Name:

Record of supporting mothers to hand express their breast milk

No.	Competencies practised:	i breast min
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:

Record of supporting mothers to hand express their breast milk

No.	Tring mothers to hand express the Competencies practised:	JI DI GGOT IIIIIN	
Case identifier:	Information:		
identiner.			
	Midwife's signature:	Print Name:	
	Date:		
No.	Competencies practised:		
	processor processor in		
Case identifier:	Information:		
identifier.			
	Midwife's signature:	Print Name:	
	Date:		
No.	Competencies practised:		
140.	Competencies practised.		
Case	Information:		
identifier:			
	Midwife's signature:	Print Name:	
	Date:		
No.	Competencies practised:		
Case	Information:		
identifier:			
	Midwife's signature:	Print Name:	
	Date:	Fillit Name.	
No.	Competencies practised:		
Case	Information:		
identifier:			
	Midwife's signature: Date:	Print Name:	
	Date.		
<u> </u>	1		

Record of supporting mothers with breastfeeding challenges

No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:
No.	Competencies practised:	
Case identifier:	Information:	
	Midwife's signature: Date:	Print Name:

Record of supporting mother to feed responsively with infant formula

No.	Competencies practised:
Case identifier:	Information:
	Midwife's signature: Print Name: Date:
No.	Competencies practised:
Case identifier:	Information:
	Midwife's signature: Print Name: Date:

### **Achievement of Infant Feeding Competencies**

The Student Midwife must achieve all the competencies by the summative assessment Competence must be determined by the Practice Supervisor

Infant feeding competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
IF1. The student midwife is able to share evide woman-led conversations. The student midwif		nfant feedin	g informatio	n through
IF1.1 Initiates sensitive mother-led				
conversations regarding the anatomy of the				
breast and physiology of lactation to enable				
mothers to get breastfeeding off to a good start IF1.2 Is able to listen, watch for and respond to				
verbal and non-verbal cues while sharing infant				
feeding information with mothers				
IF1.3 Demonstrates skills of being attentive, and				
uses open-ended questions to assess what a				
mother already knows and how she feels when				
sharing infant feeding information				
IF1.4 Is able to lead forums where information is				
shared with women about infant feeding				
IF1.5 Sensitively communicates the importance				
of breast milk and breastfeeding on the health				
and wellbeing of mothers and babies				
IF1.6 Maintains accurate records relating to				
breastfeeding, including plans of care and any				
difficulties encountered or referrals made				
IF1.7 Demonstrates where and how up-to-date evidence-based infant feeding information can				
be accessed and is able to evaluate the				
strength of research evidence				
IF2. The student midwife is able to respect so	ial and cult	ural factors	that may inf	luence the
decision to breastfeed. The student midwife:			•	
IF2.1 Demonstrates a knowledge of the local				
demographic area and strategies to support				
breastfeeding initiatives within the locality				
IF2.2 Demonstrates an understanding of the UK				
culture of infant feeding, the influences and				
constraints on infant feeding choices and				
respects mothers' rights in the choices they				
make IF2.3 Demonstrates an awareness of their own				
thoughts and feelings about infant feeding				
methods to enable the provision of ethical,				
accurate and non-judgemental information				
IF3. The student midwife is able to support wo	men to brea	stfeed succ	essfully.	
The student midwife:				
IF3.1 Applies their knowledge of the physiology				
of lactation in supporting mothers to keep their				
babies close and respond to their cues for				
feeding and comfort				
IF3.2 Recognises effective positioning,				
attachment, suckling and milk transfer and				
supports women to recognise this for themselves				
1110111001VC0				

### Midwifery Practice Assessment Document

The Student Midwife must achieve all the competencies by the summative assessment Competence must be determined by the Practice Supervisor

Infant feeding competencies				
Has the Student Midwife achieved the	Formativ	e Review		native sment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
IF3. The student midwife is able to support wo The student midwife:	men to brea	stfeed succ	essfully. (co	ntinued)
IF3.3 Uses skills of observation, active listening				
and on-going critical appraisal in order to				
analyse the effectiveness of breastfeeding				
practices				
IF3.4 Is confident in exploring with women the				
impact of pain relief methods in labour, and the				
importance of early skin-to-skin contact in				
facilitating the establishment of breastfeeding				
and on the wellbeing of their baby and				
themselves				
IF3.5 Uses appropriate skills to support mothers				
to successfully breastfeed, and to continue				
breastfeeding for as long as they wish				
IF3.6 Explores with mothers evidence-based				
information which may have an impact on				
breastfeeding such as bed-sharing and the use of dummies				
IF3.7 Articulates the importance of exclusive				
breastfeeding for six months, timely introduction				
of complementary foods and continuing				
breastfeeding into the second year of life and				
beyond				
IF3.8 Is skilled in advising mothers on				
breastfeeding issues when contacted by				
telephone				
IF4. The student midwife is able to recognise a				
including where referral for further advice/acti	on is require	ed. The stud	ent midwife:	
IF4.1 Acts upon the need to refer when there is				
a deviation from appropriate infant growth and				
refers appropriately				
IF4.2 Demonstrates skills to empower mothers				
to recognise appropriate infant growth and development and to seek advice when they				
have concerns				
IF5. The student midwife is able to work collab	oratively wi	th other pra	ctitioners ar	nd external
agencies. The student midwife:	oracively wi	ar oarer pra	otitioners ar	ia externar
IF5.1 Practises within the limitation of their own				
sphere of professional practice, consistent with				
the NMC Code and legislation relating to				
midwifery practice and infant feeding				
IF5.2 Works confidently, collaboratively and in				
partnership with other health professionals to				
ensure the needs of mothers are met				
IF5.3 Can identify community-based support				
networks and recognises the importance of				
these for both mothers, their families and				
professionals				

### Midwifery Practice Assessment Document

The Student Midwife must achieve all the competencies by the summative assessment Competence must be determined by the Practice Supervisor

Infant feeding competencies				
Has the Student Midwife achieved the	Formativ	e Review		native ssment
following?	Yes/No	Sign/Date	Yes/No	Sign/Date
IF6. The student midwife is able to support mo attachment that promotes emotional and phys method of feeding. The student midwife:				
IF6.2 Provides care that helps parents recognise the importance of cues for responsive feeding, closeness between mother and baby and skin-to-skin contact  IF6.3 Shares information sensitively with				
parents regarding limiting the number of people who bottle-feed their baby to ensure secure attachment				
IF7. The student midwife is able to support wo circumstances. The student midwife:	men to brea	stfeed in ch	allenging	
IF7.1 Involves appropriate support where specialised skills are required, in order to support mothers to successfully breastfeed and can refer appropriately  IF7.2 Applies their knowledge of the physiology				
of lactation and of circumstances that can affect lactation and breastfeeding (e.g. prematurity, at risk babies) to facilitate successful feeding				
IF7.3 Teaches mothers how to hand express their breast milk				
IF7.4 Is able to feed expressed breast milk to a baby, using the most appropriate method				
IF7.5 Shares accurate information regarding the storage of breast milk				
IF7.6 Shares accurate information regarding sterilisation of equipment, the making-up and storage of formula milk				
IF8. The student midwife is able to identify the products in relation to lactation and the effects				
8.1 Initiates conversations with mothers regarding the risks versus benefits of medication in relation to lactation				
8.2 Initiates conversations with breastfeeding mothers regarding the risks versus benefits of medication in relation to the baby				
8.3 Demonstrates knowledge and understanding of where and how to seek up-to-date information regarding medicinal products and breastfeeding				



Practice area:

# Practice Supervisor (PS) feedback on student's performance

**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

**Information for PS:** Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Number of hours worked with the

student:

Date:

Please commer	nt on the	student's pe	erforman	ce and proficiency:	1			
Did you obtain s	service u	ser feedbac	k? <b>Yes</b> /	No				
				the expected stand				
				$a \sqrt{a}$ or x in the box b				
			ase also	circle the 'Unsatisfa	icto	ry' descriptor	ar	nd contact the
student's PA or Commitment				Communication	1	C		Camanasaian
Commitment	Care	Compet	ence	Communication		Courage		Compassion
				te the level you con	sid	er the studen	t ha	as achieved whilst
working with yo	u by circl	ing the mos	t accurat	e descriptor.				
Excellent	\	ery good		Good		atisfactory		Jnsatisfactory*
Name and signa	ature:				C	ontact details	<b>:</b> :	
Practice area:				Date:	N	umber of ho	ur	s worked with the
					S	tudent:		
Please commer	nt on the	student's pe	erforman	ce and proficiency:				
		•						
Distance abtains		<b>f</b>	1.0 <b>V</b> 1	M.				
Did you obtain s				the expected stand	امده	l of profession	امما	iom by referring to
				a √ or x in the box b				
				circle the 'Unsatisfa				
student's PA or			13C 413C	circle tric Orisatisia	icic	ry acscriptor	aı	ia contact the
Commitment	Care	Compet	ence	Communication		Courage		Compassion
Lieing the deser	intore en	n 132 nloc	e indice	l te the level you con	eid.	or the ctudes	t h	as achieved whilst
working with yo					Siu	er the studen	LII	as achieved whilst
Excellent	1	/ery good		Good	S	atisfactory	Į	Jnsatisfactory*
Name and signa		<u>, , , ,</u>	<u>I</u>	*		ontact details		
· ·								

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



# Practice Supervisor (PS) feedback on student's performance

**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

**Information for PS:** Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Practice area: Please comment on the student's performa					Date:		umber of no tudent:	ours worked with t	ne
Please commen	t on the	stuc	dent's perfo	ormano	ce and proficiency:				
Did you obtain s	ervice u	ıser	feedback?	Yes /	No				
					the expected stanc	lard	of profession	nalism by referring	to
					$a \sqrt{a}$ or x in the box b				Э
				e also	circle the 'Unsatisfa	acto	ry' descriptor	and contact the	
student's PA or A	Care		Competent	ce	Communication		Courage	Compassion	
			-			-:-	_	-	1-4
working with you					te the level you con e descriptor.	sia	er the studen	t nas achieved whi	IST
Excellent	Ţ,	Very	y good		Good	S	atisfactory	Unsatisfactory*	
Name and signa				1			ontact details		
Practice area:					Date:		umber of ho	ours worked with t	he
	t on the	stud	dent's perfo	ormano	Date:  ce and proficiency:			ours worked with t	he
	t on the	stud	dent's perfo	ormano				ours worked with t	:he
	t on the	stuc	dent's perfo	ormano				ours worked with t	he
	t on the	stuc	dent's perfo	ormano				ours worked with t	he
	t on the	stuc	dent's perfo	ormano				ours worked with t	he
Please commen	ervice u	ıser	feedback?	Yes /	ce and proficiency:	S	tudent:		
Please commen  Did you obtain s Please indicate	ervice u whether	iser	feedback? student ha	Yes /	ce and proficiency:  No the expected stance	lard	tudent:	nalism by referring	to
Please commen  Did you obtain s Please indicate the Professional	ervice u whether Values	iser the on p	feedback? student ha p.124 by pl	Yes / is met acing a	nce and proficiency:  No  the expected stance of the distribution	lard	of profession	nalism by referring lent has not met the	to
Did you obtain s Please indicates the Professional professional star	ervice u whether Values ndard ex	iser the on p	feedback? student ha p.124 by ploted, please	Yes / is met acing a	ce and proficiency:  No the expected stance	lard	of profession	nalism by referring lent has not met the	to
Did you obtain s Please indicate the Professional professional stars student's PA or	ervice u whether Values ndard ex	the on percentage of the second secon	feedback? student ha p.124 by pl cted, please stely.	Yes / es met acing a	ne and proficiency:  No  the expected stance of the or x in the box becircle the 'Unsatisfa	lard	of profession w. If the stud ry' descriptor	nalism by referring lent has not met the and contact the	to
Did you obtain s Please indicate the Professional star student's PA or Commitment	ervice u whether Values ndard ex AA imm Care	the on percentage of the second secon	feedback? student ha p.124 by pl cted, please ttely. Competend	Yes / as met acing a e also ce	No the expected stance a √ or x in the box becircle the 'Unsatisfal	lard pelo	of profession w. If the stud ry' descriptor	nalism by referring lent has not met the and contact the Compassion	to e
Did you obtain s Please indicate the Professional star student's PA or Commitment Using the descri	ervice u whether Values idard ex AA imm Care	the on pedia	feedback? student ha p.124 by ple ted, please ately. Competence 32 please	Yes / is met acing a also ce	No the expected stance a √ or x in the box becircle the 'Unsatisfal Communication te the level you con	lard pelo	of profession w. If the stud ry' descriptor	nalism by referring lent has not met the and contact the Compassion	to e
Did you obtain s Please indicate the Professional star student's PA or Commitment Using the descriworking with you	ervice u whether Values ndard ex AA imm Care ptors or	the on percentage of the second secon	feedback? student ha p.124 by ple ted, please stely. Competence 32 please the most a	Yes / is met acing a also ce	No the expected stance of a √ or x in the box becircle the 'Unsatisfator of the level you cone descriptor.	dard pelo acto	of profession w. If the stud ry' descriptor  Courage er the studen	nalism by referring lent has not met the and contact the Compassion t has achieved whi	to e
Did you obtain s Please indicate of the Professional state student's PA or a Commitment Using the descriworking with you Excellent	ervice u whether Values ndard ex AA imm Care ptors on by circ	the on percentage of the second secon	feedback? student ha p.124 by ple ted, please ately. Competence 32 please	Yes / is met acing a also ce	No the expected stance a √ or x in the box becircle the 'Unsatisfal Communication te the level you con	dardopelo sido	of profession w. If the stud ry' descriptor  Courage er the studen	nalism by referring lent has not met the and contact the Compassion thas achieved whi	to e
Did you obtain s Please indicate the Professional star student's PA or Commitment Using the descriworking with you	ervice u whether Values ndard ex AA imm Care ptors on by circ	the on percentage of the second secon	feedback? student ha p.124 by ple ted, please stely. Competence 32 please the most a	Yes / is met acing a also ce	No the expected stance of a √ or x in the box becircle the 'Unsatisfator of the level you cone descriptor.	dardopelo sido	of profession w. If the stud ry' descriptor  Courage er the studen	nalism by referring lent has not met the and contact the Compassion thas achieved whi	to e
Did you obtain s Please indicate of the Professional state student's PA or a Commitment Using the descriworking with you Excellent	ervice u whether Values ndard ex AA imm Care ptors on by circ	the on percentage of the second secon	feedback? student ha p.124 by ple ted, please stely. Competence 32 please the most a	Yes / is met acing a also ce	No the expected stance of a √ or x in the box becircle the 'Unsatisfator of the level you cone descriptor.	dardopelo sido	of profession w. If the stud ry' descriptor  Courage er the studen	nalism by referring lent has not met the and contact the Compassion thas achieved whi	to e

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



Practice area:

# Practice Supervisor (PS) feedback on student's performance

**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

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Number of hours worked with the

Date:

		student:		
Please comment on the student's performance	ce and proficiency:			
Did you obtain service user feedback? Yes /				
Please indicate whether the student has met				
the Professional Values on p.124 by placing a professional standard expected, please also				
student's PA or AA immediately.	circle trie Orisatisia	ctory descriptor	and contact the	
Commitment Care Competence	Communication	Courage	Compassion	
Using the descriptors on p.132 please indicat	e the level you con	sider the student	has achieved whilst	
working with you by circling the most accurate	e descriptor.			
Excellent Very good	Good	Satisfactory	Unsatisfactory*	
Name and signature:		Contact details:		
Practice area:	Date:	Number of ho	urs worked with the	
Practice area:	Date:	Number of hor student:	urs worked with the	
Practice area:  Please comment on the student's performance			urs worked with the	
			urs worked with the	
			urs worked with the	
			urs worked with the	
			urs worked with the	
	ce and proficiency:		urs worked with the	
Please comment on the student's performance  Did you obtain service user feedback? Yes /  Please indicate whether the student has met	ce and proficiency:  No the expected stand	student:	nalism by referring to	
Please comment on the student's performance  Did you obtain service user feedback? Yes /  Please indicate whether the student has met the Professional Values on p.124 by placing a	nce and proficiency:  No  the expected stand a √ or x in the box b	ard of profession	nalism by referring to ent has not met the	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also	nce and proficiency:  No  the expected stand a √ or x in the box b	ard of profession	nalism by referring to ent has not met the	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.	ne and proficiency:  No the expected stand a √ or x in the box b circle the 'Unsatisfa	ard of profession elow. If the stude ctory' descriptor	nalism by referring to ent has not met the and contact the	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment Care Competence	No the expected stand a √ or x in the box b circle the 'Unsatisfa	ard of profession elow. If the stude ctory' descriptor	nalism by referring to ent has not met the and contact the	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment Care Competence  Using the descriptors on p.132 please indicate	No the expected stand a √ or x in the box b circle the 'Unsatisfa  Communication the the level you cons	ard of profession elow. If the stude ctory' descriptor	nalism by referring to ent has not met the and contact the	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment Care Competence  Using the descriptors on p.132 please indicat working with you by circling the most accurate	No the expected stand a √ or x in the box b circle the 'Unsatisfa  Communication te the level you conse descriptor.	ard of profession relow. If the stude ctory' descriptor    Courage	nalism by referring to ent has not met the and contact the  Compassion has achieved whilst	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment   Care   Competence    Using the descriptors on p.132 please indicat working with you by circling the most accurate  Excellent   Very good	No the expected stand a √ or x in the box b circle the 'Unsatisfa  Communication the the level you cons	ard of profession relow. If the stude ctory' descriptor    Courage       Sider the student       Satisfactory	nalism by referring to ent has not met the and contact the  Compassion has achieved whilst  Unsatisfactory*	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment Care Competence  Using the descriptors on p.132 please indicat working with you by circling the most accurate	No the expected stand a √ or x in the box b circle the 'Unsatisfa  Communication te the level you conse descriptor.	ard of profession relow. If the stude ctory' descriptor    Courage	nalism by referring to ent has not met the and contact the  Compassion has achieved whilst  Unsatisfactory*	
Did you obtain service user feedback? Yes / Please indicate whether the student has met the Professional Values on p.124 by placing a professional standard expected, please also student's PA or AA immediately.  Commitment   Care   Competence    Using the descriptors on p.132 please indicat working with you by circling the most accurate  Excellent   Very good	No the expected stand a √ or x in the box b circle the 'Unsatisfa  Communication te the level you conse descriptor.	ard of profession relow. If the stude ctory' descriptor    Courage       Sider the student       Satisfactory	nalism by referring to ent has not met the and contact the  Compassion has achieved whilst  Unsatisfactory*	

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately



# Practice Supervisor (PS) feedback on student's performance

**Information for students:** The following sections are for those with whom you work to record details of your performance. This information will assist your Practice Assessor (PA) to undertake your holistic assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Information for PS: Please complete the boxes fully, your feedback will contribute to the holistic assessment of the student. The expectations of the student will be clearly stated within the competencies, professional values and holistic descriptor sections of this document. Please ensure that you have given your preferred contact details to enable the student's Practice Assessor to contact you if necessary.

Practice area:

Number of hours worked with the

Practice area:		Date:	Number of ho student:	urs worked with the	÷
Please comment on the st	udent's performa	ance and proficiency:	•		
Did you obtain service use	r feedback? <b>Ye</b> s	s / No			
Please indicate whether th			lard of profession	nalism by referring to	
the Professional Values or					
professional standard expe		so circle the 'Unsatisfa	actory' descriptor	and contact the	
student's PA or AA immed					
Commitment   Care	Competence	Communication	Courage	Compassion	
Using the descriptors on p working with you by circling			sider the student	has achieved whilst	
	ry good	Good	Satisfactory	Unsatisfactory*	
Name and signature:			Contact details	:	
Practice area:		Date:	Number of ho student:	urs worked with the	<del>-</del>
Please comment on the st					
Please indicate whether th	o student has m	of the expected stans	lard of profession	aliem by referring to	
the Professional Values or professional standard expe	n p.124 by placir ected, please als	$\log a \sqrt{\operatorname{or} x}$ in the box $k$	pelow. If the stud-	ent has not met the	
student's PA or AA immed Commitment   Care	Competence	Communication	Courage	Compassion	
	-				
Using the descriptors on p working with you by circling			sider the student	t has achieved whilst	
Excellent Ve	ry good	Good	Satisfactory	Unsatisfactory*	
Name and signature:			Contact details	:	

<sup>\*</sup>If you have indicated that the student's performance is unsatisfactory, please contact the student's PA or AA immediately

### Expectations of student professional behaviour and performance

Professional valu	ies
Commitment	In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.
Care	The student has made a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.
Competence	The student has recognised and worked within the limitations of their own knowledge, skills and professional boundaries. The student has demonstrated the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.
Communication	The student has demonstrated that they can communicate clearly and consistently with colleagues, women and their families. The student has worked effectively within the multi-disciplinary team with the intent of building professional caring relationships.
Courage	The student has demonstrated openness, trustworthiness and integrity, ensuring the woman is the focus of care.
Compassion	The student is proactive in providing holistic, responsive and compassionate midwifery care ensuring that dignity and respect are always maintained.
	y credit level descriptors Credit Descriptors for Higher Education 2016)
Operational context	The student is able to operate in known contexts which may be unpredictable, requiring selection and application from a range of often standard techniques and information sources.
Autonomy and responsibility for actions	The student acts with appropriate supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal outcomes.
Knowledge and understanding	The student is developing a systematic understanding of the knowledge base and its interrelationship with other fields. Demonstrates current understanding of some specialist areas in depth.
Ethical awareness and application	The student demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. The student is aware of their personal responsibility and practices in accordance with The Code.
Personal evaluation and development	The student takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts. The student is effective in professional and interpersonal communication in a range of situations.

Formative review
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you need to plan and deliver care in this area?
What knowledge do you need to develop further? How will you do this?
Which competencies in this cluster do you need to develop before the summative assessment? What will you do to achieve this?
Which of the <i>professional values</i> do you most need to develop and how will you do this?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Supervisors, and women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
Refer to the holistic assessment descriptors (on page 132) and sign the column that you feel most describes your practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at the formative review:
Student signature: Date:

Midwifery Practice Assessment Document			
Formative review			
Practice Assessor to complete			
Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.			
Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes* / No			
Has an action plan been completed? Yes* / No			
Comments:			
Skills: review of cluster competencies Have all competencies been achieved? Yes / No*			
*If 'No' please complete an action plan to enable the student to achieve at the summative assessment?			
Knowledge: ascertain knowledge base Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.			
Do you have any concerns about the student's knowledge base? Yes* / No			
*If 'Yes' please complete an action plan to enable the student to achieve at the summative assessment?			
Attitude: review feedback on professional behaviour Please review the records from the student's Practice Supervisors. Has the student maintained the expected professional values? Yes / No*  *If 'No' please complete an action plan to enable the student to achieve at the summative assessment?			
Please assess the following competency through discussion with the student IF6.1 The student midwife has an understanding of the importance of providing care that helps the mother to recognise the cues for responsive feeding and comfort.			
Achieved / Not achieved*			
Comments:			
Holistic Assessment: Please complete the holistic descriptor on p.132 Which descriptor did you award?			
*If you have answered any section where the response has an *, or the student has not achieved IF6.1 please contact the Academic Assessor.			
Name of Academic Assessor:  I confirm that we have reviewed the available evidence and discussed current achievement and progress.			

Date:

Date:

Practice Assessor signature:

Student midwife signature:

Summative Assessment
Student reflection – to be completed prior to meeting with Practice Assessor
Describe the practice area:
What knowledge did you demonstrate during the planning and delivery of care in this area?
What knowledge do you need to develop further? How will you do this?
In which competencies do you feel most skilled?
in which competended at you loof most skilled.
Which of the <i>professional values</i> do you most need to develop and why is this important?
What have you enjoyed most about providing care in this area?
What has been the most challenging aspect?
Having reflected on the feedback from your Practice Assessor at your formative review, your Practice Supervisors, and the women that you have cared for (or their families), do you have any additional comments to make regarding your development during this allocation?
year acrosspring and amount
Refer to the holistic assessment descriptors (on page 132) and sign the column that you feel most describes your
practice.
Which descriptor did you give yourself?
Use this space to add your reflection following feedback from your Practice Assessor at your summative assessment:
Student signature: Date:

### **Summative Assessment**

#### **Practice Assessor to complete**

Please review the student's achievement of practice (EU record documentation), competency outcomes, Practice Supervisor feedback records, service user feedback and the student's written reflection.

Have you been made aware of any concerns regarding the student's knowledge, skills or attitude? Yes\* / No

If any action plans were written, are they now achieved? Yes / No\*

Comments:

#### Skills: review of cluster competencies

Have all competencies been achieved? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve during a retrieval placement.

#### Knowledge: ascertain knowledge base

Please select a case documented in the EU records to discuss with the student to confirm their knowledge and application of the expected knowledge and skills within this cluster.

Do you have any concerns about the student's knowledge base? Yes\* / No

\*If 'Yes' please complete an action plan to enable the student to achieve during a retrieval placement.

#### Attitude: review feedback on professional behaviour

Please review the records from the student's PS.

Has the student maintained the expected professional values? Yes / No\*

\*If 'No' please complete an action plan to enable the student to achieve at during a retrieval placement?

### Please assess the following competency through discussion with the student

IF6.1 The student midwife has an understanding of the importance of providing care that helps the mother to recognise the cues for responsive feeding and comfort.

#### Achieved / Not achieved\*

Comments:

### Holistic Assessment: Please complete the holistic descriptor on p.132

Which descriptor did you award?

\*If you have answered any section where the response has an\*, or the student has not achieved IF6.1 please contact the Academic Assessor

Name of Academic Assessor:

Date contacted:

I have filled in my details on document signatory page	The student and I have checked the record of practice hours	I have completed the OAR	
Additional comments:			

Practice Assessor signature: Date:

Student midwife signature: Date:

### **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used t				
Placement area:	Names of those present at	meeting:	Date agreed for review: (Timed)	
Nature of concern:	What measures can the stu	ident take t	to ensure the	
Refer to Competency or Professional	expectations are met (Mea			
value ( <b>S</b> pecific), state the reason for	Ensure an appropriate leve		ation – refer to the	
concern and/or why competency has	expectations at the student			
not been achieved.	level (Achievable and Real		p. 0.0000101101	
Practice Assessor name and	Student signature:		nt co-ordinator	
signature:		contacted	1:	
		N	A	
			Academic Assessor	
Data	Data	contacted	1:	
Date:	Date:			
Review Meeting Date:	Outcome of meeting:			
To view meeting Date.	Outcome of meeting.			
	Plan outcomes Achieved	Not Achie	ved	
	Time Salestines / totto of tot			
Practice Assessor name and signature:	Student signature:	Academic signature	c Assessor name and :	

### **Action Plan**

An Action Plan is required when a student's performance causes concern. The Practice Assessor must escalate to the Placement co-ordinator and Academic Assessor when an action plan is required/generated.

The **SMART** principles should be used to construct the plan (see page 5).

The <b>SMART</b> principles should be used to			
Placement area:	Names of those present at	meeting:	Date agreed for review: (Timed)
Nature of concern: Refer to Competency or Professional value (Specific), state the reason for concern and/or why competency has not been achieved.	What measures can the student take to ensure the expectations are met (Measurable)? Ensure an appropriate level of expectation – refer to the expectations at the student's academic and professional level (Achievable and Realistic)		
Practice Assessor name and signature:  Date:	Student signature:  Date:	contacted	Academic Assessor
Date.	Date.		
Review Meeting Date:	Outcome of meeting:		
	Plan outcomes Achieved /	Not Achie	ved
Practice Assessor name and signature:	Student signature:	Academic signature	c Assessor name and :

# Woman receiving care and/or their family feedback Practice supervisors should obtain consent from women/their families

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are: Woman receiving care Family member/partner						
	Very Happy	Нарру	I'm not sure	Unhappy	Very	
How happy were you with the way the student midwife:		00		9 (9)	unhappy	
cared for you?						
<ul><li>cared for your baby?</li></ul>						
<ul><li>listened to your needs?</li></ul>						
<ul><li>understood the way you felt?</li></ul>						
talked to you?						
showed you respect?						
	d		1			
What did the student midwife	e do weil?					
Is there anything the student midwife could have done to make your experience better?						
Thank you for your help. Plea	ase sign here	if you wish (	(optional):			
Midwife name and signature:			Date:			

Holistic assessment descriptors								
Level 6 (Year 3)								
The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.	The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.  The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.  The student can safely undertake all the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately always, is self-aware and responds positively to feedback.  The student demonstrates leadership qualities and can facilitate effective team working	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.  The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.  The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.  The student can safely undertake all the competencies in this cluster independently with distant supervision.  The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.  The student is developing leadership skills and contributes well to effective team working.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.  The student may need occasional prompts to seek new knowledge.  The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.  The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.  The student contributes appropriately within the team.	The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.  The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.  The student requires prompting to seek new knowledge, but responds appropriately to this.  The student can make links between the underpinning theory and their practice in known situations.  The student can safely undertake all the competencies in this cluster independently with appropriate supervision.  The student may occasionally seek prompts or direction.  The student uses their initiative appropriately in known situations and responds to feedback.  The student is aware of their own behaviours and can work within the team.	The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.  The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.  The student requires constant prompting to seek new knowledge, and may not always respond.  The student seems unable to make the link between theory and practice due to a limited knowledge base.  The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.  The student does not always use their initiative even in known situations.  The student shows a lack of or negative response to feedback.  The student lacks selfawareness, which may be detrimental to care provision or effective team working.			
Formative review Student signature Formative review Sign-off mentor signature Summative assessment Student								
signature Summative Assessment Sign-off mentor signature								

### Record of additional clinical skills

This is an opportunity for the Student Midwife to record additional clinical skills that they have practised under supervision

Date	Clinical Skill	Comments	Signature

Date and details	Time spent	Student reflection on learning:
of experience:	(days/hours):	
<b>-</b> 444		
Practitioner comm	nents	
Please refer to the p	rofessional values	on page 124
Practitioner's		
Signature and date:		

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
-	,	
Practitioner comm	nents	
Please refer to the pr	rofessional values	on page 124
Practitioner's		
Signature and date:		

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
-	,	
Practitioner comm	nents	
Please refer to the pr	rofessional values	on page 124
Practitioner's		
Signature and date:		

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
-	,	
Practitioner comm	nents	
Please refer to the pr	rofessional values	on page 124
Practitioner's		
Signature and date:		

Records of PA observations/meetings/additional feedback
This page may be used by the PA, practitioner or academic representative

Date/	Signature/	Seed by the PA, practitioner or academic representative  Comments					
time	Signature/ Designation						

Records of PA observations/meetings/additional feedback
This page may be used by the PA, practitioner or academic representative

Date/	Signature/	Comments
Date/ time	Signature/ Designation	

Records of PA observations/meetings/additional feedback
This page may be used by the PA, practitioner or academic representative

Date/	Signature/	Comments
time	Signature/ Designation	

Please ensure all details are printed CLEARLY and sickness days identified.
All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
	Hrs   of PS     Example of hours confirmation			ion	Sun	1/7/13	Pixie Ward	7.5	FFalaney	Е	
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			

Total hours completed of	on this page:	
Declaration by Student account of the shifts I ha		recorded on this sheet are a true and accurate
Signed:	(Student)	Date:

It is expected that the student will work a range of shifts to meet NMC requirements including weekends.

Shift Codes

**E** = Early **L** = Late **D** = Day shift **LD** = Long Day **ND** = Night Duty **S** = Sickness **A**= Absent **TMU**= Time Made Up

Please ensure all details are printed CLEARLY and sickness days identified.
All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
		Exam	ple of ho	urs confirmat		Sun	1/7/13	Pixie Ward	7.5	FFalaney	Е
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			

Total hours completed or	ո this page։	
Declaration by Student: account of the shifts I hav		recorded on this sheet are a true and accurate
Signed:	(Student)	Date:

It is expected that the student will work a range of shifts to meet NMC requirements including weekends.

Shift Codes

E = Early L = Late D = Day shift LD = Long Day ND = Night Duty S = Sickness A = Absent TMU = Time Made Up

Please ensure all details are printed CLEARLY and sickness days identified.

All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
	Example of hours confirmation  Mon Tue  Wed Thu  Tri  Sat  Sun  Weekly Total =  Wed  Thu  Tue  Weekly Total =  Weekly Total =				Sun	1/7/13	Pixie Ward	7.5	FF alaney	Е	
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			

Total hours complet	ed on this page:	
Total hours completed on this page:  Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.  Signed: (Student) Date:		
Signed:	(Student)	Date:

It is expected that the student will work a range of shifts to meet NMC requirements including weekends.

Shift Codes

**E** = Early **L** = Late **D** = Day shift **LD** = Long Day **ND** = Night Duty **S** = Sickness **A**= Absent **TMU**= Time Made Up

Please ensure all details are printed CLEARLY and sickness days identified.

All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
		Exam	ple of ho	urs confirmat		Sun	1/7/13	Pixie Ward	7.5	FFalaney	Е
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			

Total hours completed	d on this page:	
<b>Declaration by Stude</b> account of the shifts I		s recorded on this sheet are a true and accurate
Signed:	(Student)	Date:

It is expected that the student will work a range of shifts to meet NMC requirements including weekends.

Shift Codes

E = Early L = Late D = Day shift LD = Long Day ND = Night Duty S = Sickness A = Absent TMU = Time Made Up

Please ensure all details are printed CLEARLY and sickness days identified.

All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
		Exam	ple of ho	urs confirmat	ion	Sun	1/7/13	Pixie Ward	7.5	FFalaney	Е
Mon						Mon					
Tue						Tue					
Wed						Wed					
Thu						Thu					
Fri						Fri					
Sat						Sat					
Sun						Sun					
		Weekly Total =						Weekly Total =			
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Tue						Tue					
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Total hours complete	Total hours completed on this page:								
Total hours completed on this page:  Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.  Signed: (Student)  Date:									
Signed:	(Student)	Date:							

It is expected that the student will work a range of shifts to meet NMC requirements including weekends.

Shift Codes

**E** = Early **L** = Late **D** = Day shift **LD** = Long Day **ND** = Night Duty **S** = Sickness **A**= Absent **TMU**= Time Made Up

Please ensure all details are printed CLEARLY and sickness days identified.

All alterations and totals should be initialled by the practice supervisor you have been working with.

Day	Date	Placement	Total Hrs	Signature of PS	Shift Type		Date	Placement	Total Hrs	Signature of PS	Shift Type
		Exam	ple of ho	urs confirmat	ion	Sun	1/7/13	Pixie Ward	7.5	FFalaney	Е
Mon						Mon					
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		Weekly Total =						Weekly Total =			

Total hours complet	ted on this page:	
Declaration by Student account of the shifts		s recorded on this sheet are a true and accurate
Signed:	(Student)	Date:

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#### Midwifery Practice Assessment Document

This MPAD document has been developed by the Midwifery Pan London Steering Group in collaboration with practice partners, mentors, academic staff, students and service users across the London, Canterbury and Leicester Regions.

#### Membership of the Midwifery Pan London Practice Education Advisory Group

Judith Sunderland Lead Midwife for Education, City University London (Chair)

Stacy Andrews Clinical Placement Facilitator, University Hospital Lewisham

Sam Bassett Lead Midwife for Education, King's College London

Heather Bower Lead Midwife for Education, University of Greenwich

Helen Crafter Senior Lecturer, University of West London

Lindsey Morgan Senior Lecturer, Canterbury Christchurch University

Lindsay Gillman Associate Professor, Kingston University & St George's University of London (Project Lead)

Cathy Hamilton Lead Midwife for Education, University of Hertfordshire

Clare Maher Lead Midwife for Education, Middlesex University

Jayne Marshall Lead Midwife for Education, University of Leicester

Kit Oriakhi Midwifery Placement Facilitator, Barking, Havering & Redbridge University Hospitals NHS Trust

Priti Patel Senior Lecturer, London South Bank University

Georgina Sims Lead Midwife for Education, Kingston University & St George's University of London

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Project Manager: Jane Fish

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Please contact <u>i.sunderland@city.ac.uk</u> (Chair of the Midwifery Pan London Practice Advisory Group) for further information.