**BSc (HONS) MIDWIFERY PRACTICE**

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**Practice Module 4**

Practice Assessment

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| Name of student:  Student Number: |
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| Cohort: |

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**Introduction**

Practice placement areas in Yorkshire and the Humber provide students with a diverse and varied experience of midwifery practice. Six universities providing pre-registration midwifery programmes within the region are working in partnership to provide the best practice experience and to utilise all practice placement areas. To fully utilise the practice areas students could be allocated to practice placements throughout the region. This will mean that a sign-off mentor could be supporting the learning and assessment of students from any of the six universities. To support and assist students and sign-off mentors with the assessment process the Strategic Health Authority funded the development of a common practice assessment document.

This common assessment practice document records an individual student midwife’s progress towards becoming a registered midwife. Education programmes are designed to prepare students to practise safely and effectively so that on registration they can assume responsibility and accountability for their practice as midwives (NMC 2009).

The sign-off mentor and student should make sure all discussions, feedback, self-assessment and practice assessment are carefully recorded and documented within the common assessment document. Record keeping is an important part of midwifery education and should be viewed as integral process to supporting learning and assessment in practice. The best records are ones that are a product of consultation and discussion between healthcare professionals, lecturers and midwives supporting students in practice.

Any queries regarding the common assessment document or practice placement should be made to the individual University link lecturer or module team member. Also, information can be accessed related to sign-off mentors, supporting learning and assessment of students in individual University practice website or from the NMC publication Standards to support learning and assessment in practice(NMC 2008).

Instructions for use

In accordance with Standard 15 of the Standards for Pre-registration education (NMC, 2009), clinical practice must be graded and be counted as part of the academic award. This document should be completed alongside your portfolio which is a key assessment document which is used to records all clinical experience and assessments in practice throughout your three year programme.

This practice assessment is an important document. Its correct use will assist you in identifying and achieving learning needs, planning appropriate clinical activities and applying the theoretical aspects of the course to clinical practice.

Your portfolio will also provide the essential evidence of progress needed to pass the summative assessment of each practice module; demonstrate that the minimum amount of clinical experience required by the NMC has been achieved and by the end of the programme that the student has been assessed as competent in accordance with the European Legislation (80/155/EEC) and as amended by European Union Directive (89/594/EEC) and the Standards for pre-registration programmes (NMC, 2009).

**Responsibilities**

It is the **student’s** responsibility to produce evidence that the assessment criteria have been met.

It is the **sign-off mentor’s** responsibility to consider the validity and reliability of any evidence presented and to advise on any additional evidence required for appropriate assessment. When the available evidence does not clearly demonstrate achievement of the set criteria, the mentor should discuss the outcome with the link lecturer.

It is the **link lecturer’s** responsibility to monitor the consistency of the assessment process in clinical practice ensuring valid and appropriate assessment of practice. The link lecturer will support the assessment process through tripartite practice placement discussions/ interviews. If a student fails the practice module the link lecturer will inform the relevant module leader.

**Record of clinical/educational experience (diary pages)**

You are required to record brief details of educational and clinical activities undertaken as a part of the programme. This information will be used to demonstrate the engagement in sufficient clinical and educational activities to warrant the academic award. It will also be used to assist in identifying factors which may be hindering your progress.

**The learning contract**

During the programme you will undertake six practice modules. A new learning contract will be negotiated at the beginning of each module. The contracts are colour coded to denote the different practice modules.

The learning contract is negotiated between you and your sign-off mentor. The main purpose is to ensure you gain appropriate clinical experience, allowing the development and assessment of clinical skills directly related to the aspects of midwifery theory being studied.

The contract is divided into three activities:

* **Identify learning needs**: you should complete this section prior to the commencement of the placement.
* **Learning opportunities**: should be identified by you and your sign-off mentor together at the start of the placement.
* **Preliminary action plan:** should be completed by you and your sign-off mentor together at the start of the placement.

A statement is provided at the beginning of each activity which should help both you and the sign-off mentor to consider your individual learning needs and plan clinical activities accordingly.

###### Performance and skills outcomes

For each year of the programme a series of Performance and Skill Outcomes (PSOs) have been developed under the headings of the NMC Midwifery competencies. Also incorporated under these headings are the relevant Essential Skills Clusters (ESCs) and Professional Behaviours and Conduct (PBC) as described below:

**Midwifery competencies** (MC)

The midwifery competencies are specific standards which a student must achieve to be entered onto the NMC register as a midwife. The competencies relate to professional clinical care and fitness for practice to ensure that on registration a student can assume responsibility and accountability for their practice as a midwife.

**Essential skills clusters** (ESC)

The ESC were developed to clarify the expectations of the public and ensure pre-registration student midwives on registration are fit for practice; capable of safe and effective practice. It should be noted that the NMC continue to review the existing ESC and future additions may be made. The ESC is not a definitive syllabus and they do not encompass all the skills a student may be exposed too in practice. However, they do provide the public with assurance that specific areas of skills are assessed prior to registration.

**Professional Behaviour and Conduct** (PBC)

The Professional Behaviour and conduct elements are based on The Code for Nurses and Midwives (NMC) require that midwives ensure the highest standards of professional behaviour and conduct (NMC 2015). Although these standards are for qualified midwives it is good practice for the student and sign-off mentor to review and consider a student’s professional behaviour and conduct during the placement. We would also encourage students and mentors to refer to the NMC (2009) guidance on professional conduct for nursing and midwifery students. The sign-off mentor will assess your professional behaviour whilst on the placement area.

**Any concerns related to a student’s professional behaviour and conduct or clinical progress should be documented (on the Record of experience and feedback sheets) and highlighted to the link lecturer as soon as possible.**

**Practice skills record**

The aim of the practice skills record is to direct and record your learning in relation to the development of clinical skills, which are an essential part of midwifery practice. You must have completed all the skills by the end of the programme.

**Record of Experience and Feedback**

* If you have the opportunity to work with other members of the multi-professional team you are encouraged to ask the member of staff to complete a record of experience and feedback sheet as a testimony to inform the assessment learning process. There is no required number of feedback sheets to complete; however they should reflect your individual experience in practice. This must be used in a placement where the interim or final interview does not take place.

Learning Contract interviews

**Preliminary interview**

During the initial negotiation of your learning contract with your sign-off mentor, you will have identified those midwifery competencies which you should work towards within this practice module.

Once the initial contract has been agreed between you and your mentor, you should email a copy of the preliminary interview to the module leader. This must be received within 3 weeks of the date of the interview, otherwise your personal supervisor will be informed and a note will be made in your file. If you or your sign-off mentor express any concerns or uncertainty about the learning contract your link lecturer should be contacted as soon as possible.

**Interim interview**

For this assessment you are required to organise an interim interview which consists of a tripartite meeting / discussion between you, your sign-off mentor and link lecturer. In years 2 and 3 the link lecturer only needs to be involved if there are any concerns.

At the interim interview you and your sign-off mentor should consider whether satisfactory progress is being made towards the midwifery competencies identified within the **development plan** of the learning contract. On the interim interview page you should document the progress made and the sign-off mentor should indicate whether they are in agreement with your statement. The link lecturer oversees the review process and will document any discussion and comments as appropriate. **It is recommended that the grading practice assessment grid is utilised as a formative assessment to offer feedback on your level of performance at this stage.** This exercise will assist you and your mentor to identify further learning needs.

Following the interview you should consider what aspects of clinical practice you would like to develop and, if appropriate, negotiate a **revised action plan** with your sign-off mentor to facilitate your learning. The link lecturer will offer support or guidance on this process as appropriate.

It is recommended that you and your mentor document achievement of competence on an on-going basis with evidence of achievement recorded by you.

**Final interview**

At the end of each module an assessment of clinical practice is performed, this is termed the final interview. A link lecturer should be present at this interview if there have been any concerns expressed by either the student or sign off mentor. A random sample of final interviews will be attended by a link lecturer for all practice modules. This interview should be completed at the last possible point at the end of the learning period, the placement must be of 4 weeks or more.

**Prior to the meeting** the sign-off mentor should consult with other midwives that you have worked with in order to have a triangulated understanding of how you are performing. The sign-off mentor should read the record of experience and feedback forms. Also prior to the meeting, you and your mentor should review achievement of competence and your mentor should ensure that appropriate Performance and Skills Outcomes have been signed. You **must** undertake a self assessment of your performance using the appropriate grading practice marking grid.

**During the meeting**, the sign-off mentor and you will discuss progress in relation to your evidence of achievement in the learning contract, EC numbers and performance in the identified midwifery competency. This discussion may include questioning on a specific area of clinical practice or elements of theoretical knowledge to further support your evidence of clinical performance. You are encouraged to draw on the full range of clinical experience to support progress in clinical practice. This should include feedback from a woman who you have cared for; your sign off mentor should assist the woman to complete the relevant form. The sign off mentor will then complete the grading of your practice and give feedback on your performance and self evaluation. If you have not achieved a pass mark then an action plan will be developed. You will leave the meeting knowing whether you have passed or failed. In the event of failing the module, the reason will be made explicit (e.g. area of unsafe practice) and clearly documented. The grade will not be given until the examination process has been completed.

## Portfolio submission

You are required to submit your portfolio at the end of every practice module on the published submission date, to enable progress and experience to be collated and your grade processed. Please note that all relevant University regulations for the submission of summative work apply to the submission of portfolios. Further information can be found in the Student Handbook.

## Failure of Practice Module

If you have not achieved competence in the required performance and skills outcomes, and/or not achieved a pass mark, during the practice module, this constitutes a fail. The link lecturer will notify the relevant module leader. An action plan will be agreed by the sign-off mentor, link lecturer and you, which will be commenced at the start of another period of practice the timing and length of which is determined by the sign off mentor, link lecturer and module board. Should you fail to meet a pass standard at a second attempt this will normally result in recommendation for discontinuation from the programme.

This document should be treated like a clients records, and follow NMC guidance on Record Keeping (NMC 2015), therefore the use of corrective fluid is prohibited. It is a student’s responsibility to ensure that your sign off mentors has signed all the relevant areas and you should check that this is done accurately before you hand in the document. **Should completion of the document not meet the NMC guidance for record keeping, for example; the use of corrective fluid or a missed signature, then you will fail the module, regardless of the mark that you have been awarded.**

It is compulsory to complete a self assessment prior to interim and final interviews. If this is not done prior to the final interview then a 10% penalty will be applied. Should this lead to a mark of less than 40% then you will fail the module.

Sign-off Mentor Information

To meet the NMC (2008) *Standards to support learning and assessment in practice*, every NMC recognised sign-off mentor is required to demonstrate they meet the standards to be a sign-off mentor and mentor.

***Please note any sign-off mentor or mentor supporting a student’s learning and assessment in practice is required to complete the following information***: -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sign-off / mentor (print name)**  **Specimen signature** | **Placement area** | **Date of annual mentor update** | **Date of**  **triennial review** | **Sign-off mentor** |
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Orientation to Practice Area of Learning

Prior to the end of the first shift the sign-off mentor and student should normally complete the orientation to the practice area. To promote health and safety please ensure you are aware of the following policies and procedures. Please note the following list is not exhaustive and there may be individual area specific orientation issues that will be discussed at the discretion of the sign-off mentor.

|  |  |
| --- | --- |
| A. **Introduction to the practice area** | B. **Policies and procedures related to practice area** |
| 1. Introduction to team, outlining roles and responsibilities | 1. Trust policies and procedures |
| 1. Layout of practice environment/locality & lines of communication | 1. Practice specific policies and procedures |
| 1. Fire equipment, exits, alarm points and procedure(s) | 1. Complaints procedures |
| 1. Resuscitation equipment procedure(s) | 1. Moving & handling policy |
| 1. Personal safety including procedure(s) in case of accident and injury | 1. Confidentiality |
| 1. Personal safety whilst in and away from the practice environment | 1. Vulnerable adults/safeguarding children |
| 1. Procedure(s) for student absences or illness | 1. Infection control |
| 1. Emergency contact information and ‘bleep’ system |  |
| 1. Call bell system (if appropriate) | C. Additional issues relevant to practice placement: Please specify |
| 1. Accessed the Yorkshire& Humber SHA practice placement profile   (If applicable) |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please specify placement. e.g. Community** |  |  |  |  |  |
| **Student**  **Sign name** |  |  |  |  |  |
| **Sign-off mentor**  **Sign name** |  |  |  |  |  |
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| **Student**  **Sign name** |  |  |  |  |  |
| **Sign-off mentor**  **Sign name** |  |  |  |  |  |
| **Date** |  |  |  |  |  |

Preliminary interview

|  |  |  |
| --- | --- | --- |
| **Placement area** | **Date of placement**  From: \_\_\_/\_\_\_/\_\_\_ to: \_\_\_/\_\_\_/\_\_\_ | **Date** |
| Name of assessing sign-off mentor | Name of liaison / link lecturer | **Number of practice hours to achieve during placement (where appropriate)** |

The first section ‘**identify learning needs’** will be completed by the student **prior** to the preliminary interview. The student should consider how they could develop in the placement and what they need to learn in order to progress towards meeting the identified competencies/skills/behaviour/learning outcomes. As these will be underpinned with theoretical knowledge it is important to consider the evidence needed to demonstrate knowledge and understanding. At the preliminary interview, the mentor will discuss the learning opportunities with the student and together they will explore how the learning identified can be achieved and agree a development plan. If there are any areas of concern identified, they should be documented and a plan agreed as to how these will be managed. The liaison/link lecturer may be contacted for support and guidance where relevant.

#### Learning agreement / contract

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| --- |
| Identify learning needs (student reviews the descriptors for each of the competencies within this document, reflects on their current level of knowledge and skills and identifies their current learning needs) |
|  |
| **Learning opportunities**  (the student and mentor discuss the learning opportunities that are available in the placement area that will provide  the student with the experience to meet their identified learning needs) |
|  |

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| **Development plan**  (the student and mentor agree a plan that will enable the student to match the learning opportunities with their learning  needs, in order to meet the requirements of the programme. Any concerns about meeting learning needs should be  discussed and documented) |
|  |
| **Preliminary action plan**  (to include: nature and frequency of feedback, how they will achieve average of 40% per week or equivalent working  together and planning for times when sign-off mentor may be unavailable due to annual leave or planned study time) |
|  |
| **Provisional date for interim interview:** |

Learning contracts from previous practice modules/placements have seen and discussed (circle relevant answer)

Yes No

Sign-off mentor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer (if appropriate)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

Interim interview

|  |  |  |
| --- | --- | --- |
| **Placement area** | **Date of placement**  From: \_\_\_/\_\_\_/\_\_\_ to: \_\_\_/\_\_\_/\_\_\_ | **Date** |
| Name of assessing sign-off mentor | Name of liaison/link lecturer | **Number of practice hours completed to date (where appropriate)** |
| **During the placement have there been any periods of sickness or absences? Yes/No**  If yes please complete the section on student sickness and absence | | |

Prior to the interim interview, the student will reflect on their progress to date by identifying what they have learnt and how they are progressing by revisiting the identified learning outcomes / competencies/essential skills/behaviour and development plan agreed at the preliminary interview. The mentor will identify any competency the student has achieved and/or progress made and discuss the student’s strengths or challenges during the practice experience. Together the mentor and student will evaluate the students learning opportunities to date and identify new targets for the remainder of the placement/module.

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| --- |
| **Student’s reflection on progress** |
|  |
| **Sign-off mentor’s reflection on student’s progress** |
|  |
| **Identify areas for development /improvement** |
|  |
| **Provisional date for final interview:** |

|  |
| --- |
| **Lecturer comments (if applicable)** |
| **Any difficulties/issues**  Have any difficulties/issues been raised at this point Yes / No  If yes has the link lecturer been informed Yes / No  Name of link lecturer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date informed: \_\_\_\_\_\_\_\_\_\_\_\_\_  **Please note:** A link lecturer should be informed of any difficulties/issues a sign-off mentor, healthcare professional or student might have regarding a practice placement. Once the difficulties/issues have been recognized, explored and an action plan developed they will be comprehensively recorded within the common assessment document.  Give brief details of the difficulties/issues which have been identified: |
| **Provisional date for final interview:** |

Sign-off mentor

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link Lecturer

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_/\_\_/\_\_

(If applicable)

Process for grading and assessing practice

To guide a sign-off mentor with the process of grading a student the following marking grid should be considered and completed. The marking grid consists of **five sections**, with a maximum mark for each section of **20**. Each section is further divided into 3 or 4 sub-sections. When the sign-off mentor is grading the student each sub-section should be considered and a mark awarded out of 20. Three or four marks (out of 20) will be awarded for each sub-section – this is then divided by 3 or 4, to give an overall mark for the whole section out of 20. Once marks have been awarded to all sections an overall grade will be calculated.

For example: If a sign-off mentor awards marks of , 9, 12 and 12 for 1 section the mark would be 11 out of 20 (33 divided by 3). To calculate the final overall grade, all **5** sections should be considered and measured for example 11, 15, 14, 13, & 12 – overall grade 65/100. Marks are not always simply divided but may result in 12.5 etc. I these cases, marks that are for example 0.49 and below will be rounded down and those of 0.5 and above will be rounded up.

*\*****Please note if any of the marks awarded are in the 0-7 (Fail/unsafe) category on the marking grid the student fails the placement assessment***

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| **14 - 20** | A student who is judged to have reached an outstanding **exceptional** standard: is able to consistently explain rationale underpinning practice and make connections between more complex theory; can discuss pertinent research underpinning practice and is beginning to implement evidence-based practice. The student actively participates in midwifery care with minimal supervision, planning most activities and leading on some with minimal prompts; responds appropriately and confidently in situations requiring urgency. The student involves women and their families in their care and are able to evaluate the effectiveness of the care; works as a dependable team member. Creates comprehensive and succinct records. | **Excellent pass** |
| **12 -13** | A student who is judged to have reached a **very high** standard: is able on most occasions to explain rationale underpinning practice and are beginning to make connections between more complex theory; can discuss some pertinent research underpinning practice and are beginning to apply evidence-based practice. The student participates in midwifery care with minimal supervision, planning some activities and leading on some with few prompts; responds appropriately in situations requiring urgency. The student often involves women and their families in their care and often evaluates the effectiveness of the care; works as a reliable member of the team and has achieved a very good standard of record keeping. | **Very good pass** |
| **10 - 11** | A student who is judged to have reached a **capable** standard: is able on some occasions to explain rationale underpinning practice and can make some connections between more complex theory with help; can discuss with support some pertinent research underpinning practice and recognises evidence-based practice. The student participates in midwifery care with minimal supervision; planning some activities under instruction and leading on some with support and prompts. The student responds suitably in situations requiring urgency. The student is able to involve women and their families in their care and beginning to evaluate the effectiveness of the care; works as a team member. A good standard of record keeping is demonstrated. | **Good pass** |
| **8 - 9** | A student who is judged to have reached a **reasonable** standard of performance: is considered safe and meets the minimal standard. The student has been observed to perform with hesitation; vaguely explains rationale underpinning practice, makes limited connections between more complex theory. Some degree of questioning and evidence based practice. With detailed instruction the student participates in midwifery care with minimal supervision; sometimes indecisive in familiar situations, requiring detailed instruction when planning and leading on activities. The student responds cautiously in situations requiring urgency; with detailed instruction begins to involve women and their families in their care and with prompts begins to evaluate the effectiveness of the care; works within the team. Adequate record keeping. | **Pass** |
| **0 - 7** | A student who is judged **not to have met the required standard**: has not achieved one or more of the competencies, essential skills, learning outcomes, professional behaviour and conduct associated with the placement/module. The student has weak underpinning knowledge, cannot explain rationale underpinning practice; has disorganised planning and implementation of care, unable to provide care under detailed instruction; close supervision required. The student does not work as part of a team and/or has inadequate record keeping. Even where all the learning outcomes have been met, a student who demonstrates unsafe practice will result in a fail overall. | **Fail unsafe practice** |

**Yorkshire and Humber Common Assessment Marking Grid**

Interim – Formative Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grading of practice Marking Grid** | | | | | | | | | | |
| **Please note: If a student demonstrates unsafe practice they will fail the module even where competencies/essential skills clusters/professional behaviour and conduct/learning outcomes are achieved.** | | | | | | | | | | |
| **Student's name:** | | **Student identification number:** | | | **Practice area**: | | | | **Date & time of assessment** |  |
| ***\*Please note if any of the marks awarded are in the 0-7 (fail/unsafe practice) category the student will fail the placement assessment*** | | | | | | | | | | |
|  | |  | **Excellent** | **Very Good** | **Good** | **Pass** | | **\*Fail** unsafe practice |  | *Student self-assessment* |
| **Section 1: Team working and communication** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |
| Demonstrates communication skills and ability to build a rapport with women and their family | |  |  |  |  | |  |  |  |
| Demonstrates skills and an ability to communicate effectively when working within the multi-professional team and across professional networks and boundaries | |  |  |  |  | |  |  |
| Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping | |  |  |  |  | |  |  |
| Is attentive and acts with kindness and sensitivity | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 2: Knowledge & application to practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Demonstrates the ability to identify, critically appraise and discuss sources of information and evidence relevant to current practice | |  |  |  |  | |  |  |  |
| Demonstrates underpinning knowledge and can apply this theory to practice | |  |  |  |  | |  |  |
| Explores practice and professional issues with colleagues | |  |  |  |  | |  |  |
| **Total of the 3 marks ÷ 3 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 3: Clinical skills & practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Demonstrates ability to perform clinical skills and procedures whilst maintaining environments that promote health, safety and well-being of women and others | |  |  |  |  | |  |  |  |
| Demonstrates knowledge and understanding of the meaning of informed consent and gains informed consent with minimal supervision | |  |  |  |  | |  |  |
| With minimal supervision demonstrates the ability to complete records that are accurate, legible and continuous, containing the necessary information and adheres to records and record keeping guidelines | |  |  |  |  | |  |  |
| **Total of the 3 marks ÷ 3 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 4: Professional & ethical practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Identifies and relates professional codes, standards, conduct, behaviour, policies and guidelines to practice and protects the confidentiality of written and verbal information | |  |  |  |  | |  |  |  |
| Recognises individual’s preferences, right’s, interests, beliefs and culture | |  |  |  |  | |  |  |
| Recognises the importance of ensuring and maintaining, safety, privacy, dignity, and respect | |  |  |  |  | |  |  |
| Interacts with people in a manner that is interpreted as warm, sensitive, kind and compassionate | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 5: Self development & reflection** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Reflects on practice recognising own strengths and limitations and seeks to improve skills and knowledge as a result. | |  |  |  |  | |  |  |  |
| Recognises the needs of others and can analyse the effectiveness of care, suggesting realistic alternatives where appropriate | |  |  |  |  | |  |  |
| Seeks help and guidance as appropriate and responds constructively to feedback from the multi-professional team, women and their families | |  |  |  |  | |  |  |
| Reflects on practice recognising own strengths and limitations and seeks to improve skills and knowledge as a result. | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Outcome of practice assessment**: | | | | | | | | | | |
| 1st attempt/2nd attempt  (Please circle) | **Now Add up each of the 5 sections to find the total mark out of 100%**  If the mark is 0.5 or above then round up to the next number.  For example 41.5 = 42 | | | | | | **Overall indicative mark awarded**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pass / Fail / Resubmission (Please circle) | | | |
| **Signature of student** Print name Date | | | | | | | | | | |
| *I/We authorise that the student has met / not met (please circle) all of the performance outcomes (including competencies, essential skills clusters, professional behaviour and conduct) associated with this placement/module and that in my judgement has performed to the quality indicated.*  Print name    **Signature/s of sign-off mentor/Mentors if Tripartite** Print name Date | | | | | | | | | | |
| I confirm that in my judgement assessment processes have been conducted appropriately  **Signature of link lecturer (If appropriate)** Print name Date | | | | | | | | | | |
| I confirm that the assessment process is comparable to that of other institutions  **Signature of External Examiner (If appropriate)** Print name Date | | | | | | | | | | |
|

Final interview

|  |  |  |
| --- | --- | --- |
| **Placement area** | **Date of placement**  From: \_\_\_/\_\_\_/\_\_\_ to: \_\_\_/\_\_\_/\_\_\_ | **Date:** |
| Name of assessing sign-off mentor | Name of liaison/link lecturer | **Number of practice hours completed (where appropriate)** |
| **During the placement have there been any periods of sickness or absences? Yes/No**  **If yes please complete the section on sickness and absence** | | |

The final interview should be undertaken in accordance with the student’s individual university and assessment processes. Prior to the final interview the student will complete the student’s evaluation identifying what they have learnt. The student and the sign-off mentor should revisit the learning objectives, development plan and intermediate interview to ensure the student has achieved all the learning outcomes for the placement. This should include exploring the sign-off mentor’s and student’s strengths or challenges during the practice experience and identify new targets for future placements.

During the final interview there should be no surprises. If a student is expected to fail the placement then a liaison/link lecturer should be present at this interview. If a student has attempted but been unsuccessful in achieving any of the placement learning outcomes or competencies the student will be deemed to have failed.

|  |
| --- |
| **Student’s evaluation of achievement** |
|  |
| **Sign-off mentor summary of student’s performance** |
|  |
| **Identified areas for development** |
|  |
| **Action plan** |
|  |
| **Liaison/Link lecturer comments (If applicable)** |
|  |
| **Practice mark awarded** (If applicable) |

**Midwifery competency, essential skills clusters, professional behaviour and conduct**

**Please note: The sign-off mentor signing the final interview is confirming that the student has achieved the requirements for the placement / module.**

**Yorkshire and Humber Common Assessment Marking Grid**

Final – Summative Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grading of practice Marking Grid** | | | | | | | | | | |
| **Please note: If a student demonstrates unsafe practice they will fail the module even where competencies/essential skills clusters/professional behaviour and conduct/learning outcomes are achieved.** | | | | | | | | | | |
| **Student's name:** | | **Student identification number:** | | | **Practice area**: | | | | **Date & time of assessment** |  |
| ***\*Please note if any of the marks awarded are in the 0-7 (fail/unsafe practice) category the student will fail the placement assessment*** | | | | | | | | | | |
|  | |  | **Excellent** | **Very Good** | **Good** | **Pass** | | **\*Fail** unsafe practice |  | *Student self-assessment* |
| **Section 1: Team working and communication** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |
| Demonstrates communication skills and ability to build a rapport with women and their family | |  |  |  |  | |  |  |  |
| Demonstrates skills and an ability to communicate effectively when working within the multi-professional team and across professional networks and boundaries | |  |  |  |  | |  |  |
| Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping | |  |  |  |  | |  |  |
| Is attentive and acts with kindness and sensitivity | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 2: Knowledge & application to practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Demonstrates the ability to identify, critically appraise and discuss sources of information and evidence relevant to current practice | |  |  |  |  | |  |  |  |
| Demonstrates underpinning knowledge and can apply this theory to practice | |  |  |  |  | |  |  |
| Explores practice and professional issues with colleagues | |  |  |  |  | |  |  |
| **Total of the 3 marks ÷ 3 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 3: Clinical skills & practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Demonstrates ability to perform clinical skills and procedures whilst maintaining environments that promote health, safety and well-being of women and others | |  |  |  |  | |  |  |  |
| Demonstrates knowledge and understanding of the meaning of informed consent and gains informed consent with minimal supervision | |  |  |  |  | |  |  |
| With minimal supervision demonstrates the ability to complete records that are accurate, legible and continuous, containing the necessary information and adheres to records and record keeping guidelines | |  |  |  |  | |  |  |
| **Total of the 3 marks ÷ 3 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 4: Professional & ethical practice** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Identifies and relates professional codes, standards, conduct, behaviour, policies and guidelines to practice and protects the confidentiality of written and verbal information | |  |  |  |  | |  |  |  |
| Recognises individual’s preferences, right’s, interests, beliefs and culture | |  |  |  |  | |  |  |
| Recognises the importance of ensuring and maintaining, safety, privacy, dignity, and respect | |  |  |  |  | |  |  |
| Interacts with people in a manner that is interpreted as warm, sensitive, kind and compassionate | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Section 5: Self development & reflection** | |  | *14-20* | *12-13* | *10-11* | *8-9* | | *\*0-7* |  | *Student self-assessment* |
| Reflects on practice recognising own strengths and limitations and seeks to improve skills and knowledge as a result. | |  |  |  |  | |  |  |  |
| Recognises the needs of others and can analyse the effectiveness of care, suggesting realistic alternatives where appropriate | |  |  |  |  | |  |  |
| Seeks help and guidance as appropriate and responds constructively to feedback from the multi-professional team, women and their families | |  |  |  |  | |  |  |
| Reflects on practice recognising own strengths and limitations and seeks to improve skills and knowledge as a result. | |  |  |  |  | |  |  |
| **Total of the 4 marks ÷ 4 =** | | | | | | | | | **Mark awarded** | **Mark Suggested** |
| **Outcome of practice assessment**: | | | | | | | | | | |
| 1st attempt/2nd attempt  (Please circle) | **Now Add up each of the 5 sections to find the total mark out of 100%**  If the mark is 0.5 or above then round up to the next number.  For example 41.5 = 42 | | | | | | **Overall indicative mark awarded**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pass / Fail / Resubmission (Please circle) | | | |
| **Signature of student** Print name Date | | | | | | | | | | |
| *I/We authorise that the student has met / not met (please circle) all of the performance outcomes (including competencies, essential skills clusters, professional behaviour and conduct) associated with this placement/module and that in my judgement has performed to the quality indicated.*  Print name    **Signature/s of sign-off mentor/Mentors if Tripartite** Print name Date | | | | | | | | | | |
| I confirm that in my judgement assessment processes have been conducted appropriately  **Signature of link lecturer (If appropriate)** Print name Date | | | | | | | | | | |
| I confirm that the assessment process is comparable to that of other institutions  **Signature of External Examiner (If appropriate)** Print name Date | | | | | | | | | | |
|

#### Sickness and absence record

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sick or**  **absence** | **Date from:** | **Date to:** | **Total**  **number of**  **days** | **Number of**  **hours**  **absent** | **Signature**  **sign-off**  **mentor** | **Placement**  **area** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

The above is a true and accurate record of my sickness/absence. The University has been informed of all episodes of sickness or absence to enable them to record this information on my student file.

Signature of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**RECORD OF PLACMENT ATTENDANCE**

**Year 2 Learning Period 2**

**Student’s Name …..........................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student has attended as follows:** | | | | | |
| **Hours** | **Mentor Signature** | | | **Placement** | |
| Week 1  …..........hrs |  | | |  | |
| Week 2  …..........hrs |  | | |  | |
| Week 3  ……… hrs |  | | |  | |
| Week 4  ……… hrs |  | | |  | |
| **The student has not attended the placement on the following occasions:** | | | | | |
| Date(s) not attended | | Number of hours missed | Number of hours made up | | Hours outstanding at end of placement |
|  | |  |  | |  |
| **Total number of hours worked …....................Number of Nights worked (if any)………………**  **Mentor Print name……………………………………………….**  **Mentor’s signature ……………………….................................Date ……………….** | | | | | |
| **I verify that the above student has worked 40% of the time within this placement with a sign off mentor on the mentor register.**  **Mentor’s signature ……………………………………………... Date……………………………**  **Student’s signature………………………………………..…... Date………………………………** | | | | | |

*In the event of sickness it is the student’s responsibility to inform the placement area and the University of Hull – Midwifery Programme Secretary Andrea Randerson, phone (01482) 464583.*

Module Team Verification **Signature ……………………………… Date ……………**

**RECORD OF PLACMENT ATTENDANCE**

**Year 2 Learning Period 2**

**Student’s Name …..........................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student has attended as follows:** | | | | | |
| **Hours** | **Mentor Signature** | | | **Placement** | |
| Week 1  …..........hrs |  | | |  | |
| Week 2  …..........hrs |  | | |  | |
| Week 3  ……… hrs |  | | |  | |
| Week 4  ……… hrs |  | | |  | |
| **The student has not attended the placement on the following occasions:** | | | | | |
| Date(s) not attended | | Number of hours missed | Number of hours made up | | Hours outstanding at end of placement |
|  | |  |  | |  |
| **Total number of hours worked …....................Number of Nights worked (if any)………………**  **Mentor Print name……………………………………………….**  **Mentor’s signature ……………………….................................Date ……………….** | | | | | |
| **I verify that the above student has worked 40% of the time within this placement with a sign off mentor on the mentor register.**  **Mentor’s signature ……………………………………………... Date……………………………**  **Student’s signature………………………………………..…... Date………………………………** | | | | | |

*In the event of sickness it is the student’s responsibility to inform the placement area and the University of Hull – Midwifery Programme Secretary Andrea Randerson, phone (01482) 464583.*

Module Team Verification **Signature ……………………………… Date ……………**

**RECORD OF PLACMENT ATTENDANCE**

**Year 2 Learning Period 2**

**Student’s Name …..........................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student has attended as follows:** | | | | | |
| **Hours** | **Mentor Signature** | | | **Placement** | |
| Week 1  …..........hrs |  | | |  | |
| Week 2  …..........hrs |  | | |  | |
| Week 3  ……… hrs |  | | |  | |
| Week 4  ……… hrs |  | | |  | |
| **The student has not attended the placement on the following occasions:** | | | | | |
| Date(s) not attended | | Number of hours missed | Number of hours made up | | Hours outstanding at end of placement |
|  | |  |  | |  |
| **Total number of hours worked …....................Number of Nights worked (if any)………………**  **Mentor Print name……………………………………………….**  **Mentor’s signature ……………………….................................Date ……………….** | | | | | |
| **I verify that the above student has worked 40% of the time within this placement with a sign off mentor on the mentor register.**  **Mentor’s signature ……………………………………………... Date……………………………**  **Student’s signature………………………………………..…... Date………………………………** | | | | | |

*In the event of sickness it is the student’s responsibility to inform the placement area and the University of Hull – Midwifery Programme Secretary Andrea Randerson, phone (01482) 464583.*

Module Team Verification **Signature ……………………………… Date ……………**

Record of experience & feedback

This section should be used to record the feedback/practice experience(s) outside the normal interview process of a student’s progress during the placement(s) e.g.

* A student may work with another member of the multi-professional team, who can provide feedback to the student
* A sign-off mentor can record the ongoing achievements of the student between the tripartite assessments
* A student/sign-off mentor/healthcare professional may have concerns with the placement and informs the liaison/link lecturer and an action plan would then be negotiated.
* This must be used in a placement where the interim or final interview does not take place.

**If at any time issues are raised requiring further investigation, individual University processes should be adhered to.**

|  |  |
| --- | --- |
| **Date/ time** | **Placement area** |
|  |  |
| **Feedback on student’s progress/experience** | |
|  | |
| **Action plan / review of action plan** | |
| **Outcome of review / comments** | |
| Supervisor/ mentor / sign-off mentor  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Student  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Liaison / link lecturer (If applicable)  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |

Record of experience & feedback

This section should be used to record the feedback/practice experience(s) outside the normal interview process of a student’s progress during the placement(s) e.g.

* A student may work with another member of the multi-professional team, who can provide feedback to the student
* A sign-off mentor can record the ongoing achievements of the student between the tripartite assessments
* A student/sign-off mentor/healthcare professional may have concerns with the placement and informs the liaison/link lecturer and an action plan would then be negotiated.
* This must be used in a placement where the interim or final interview does not take place.

**If at any time issues are raised requiring further investigation, individual University processes should be adhered to.**

|  |  |
| --- | --- |
| **Date/ time** | **Placement area** |
|  |  |
| **Feedback on student’s progress/experience** | |
|  | |
| **Action plan / review of action plan** | |
| **Outcome of review / comments** | |
| Supervisor/ mentor / sign-off mentor  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Student  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Liaison / link lecturer (If applicable)  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |

Record of experience & feedback

This section should be used to record the feedback/practice experience(s) outside the normal interview process of a student’s progress during the placement(s) e.g.

* A student may work with another member of the multi-professional team, who can provide feedback to the student
* A sign-off mentor can record the ongoing achievements of the student between the tripartite assessments
* A student/sign-off mentor/healthcare professional may have concerns with the placement and informs the liaison/link lecturer and an action plan would then be negotiated.
* This must be used in a placement where the interim or final interview does not take place.

**If at any time issues are raised requiring further investigation, individual University processes should be adhered to.**

|  |  |
| --- | --- |
| **Date/ time** | **Placement area** |
|  |  |
| **Feedback on student’s progress/experience** | |
|  | |
| **Action plan / review of action plan** | |
| **Outcome of review / comments** | |
| Supervisor/ mentor / sign-off mentor  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Student  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Liaison / link lecturer (If applicable)  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |

Record of experience & feedback

This section should be used to record the feedback/practice experience(s) outside the normal interview process of a student’s progress during the placement(s) e.g.

* A student may work with another member of the multi-professional team, who can provide feedback to the student
* A sign-off mentor can record the ongoing achievements of the student between the tripartite assessments
* A student/sign-off mentor/healthcare professional may have concerns with the placement and informs the liaison/link lecturer and an action plan would then be negotiated.
* This must be used in a placement where the interim or final interview does not take place.

**If at any time issues are raised requiring further investigation, individual University processes should be adhered to.**

|  |  |
| --- | --- |
| **Date/ time** | **Placement area** |
|  |  |
| **Feedback on student’s progress/experience** | |
|  | |
| **Action plan / review of action plan** | |
| **Outcome of review / comments** | |
| Supervisor/ mentor / sign-off mentor  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Student  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |
| Liaison / link lecturer (If applicable)  Signature: …………………………..………………………… Print name…………………………………..Date……………… | |

|  |
| --- |
| 1) Referral – Year 2 To meet the standard the student is required to demonstrate the following competency/skills, drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (5MC) Domain: Effective midwifery practice  **Refer women who would benefit from the skills and the knowledge of other individuals:**   * To an individual who is likely to have the requisite skills and experience to assist * At the earliest possible time * Support accurate, legible and complete information, which contains the reasoning behind making the referral and describes the woman’s needs and preferences.   Referrals might relate to: - Women’s choices, Health issues, Social issues, Financial issues, Psychological issues, Child protection matters, The law |

|  |  |  |
| --- | --- | --- |
|  | | |
| **5** | **Year Two**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  5MC | Recognises health and social situations or issues, which may require the referral of women to other professional or agencies with specialist knowledge and skills. |  |
| B)  5MC | Supports accurate, legible and complete information, which contains the reasoning behind making the referral and describes the woman’s needs and preferences. |  |
| **1) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

|  |
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| 2) Intrapartum care and management of the neonate at birth – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (6MC) Domain: Effective midwifery practice  **Care for, monitor and support women during labour and monitor the condition of the fetus and support spontaneous births.**  This will include:   * Communicating with women throughout and supporting them through the experience * Ensuring that the care is sensitive to individual women’s culture and preferences * Using appropriate clinical and technical means to monitor the condition of mother and fetus, providing appropriate pain management * Providing appropriate care to women once they have given birth   **Midwifery competency** (8MC) Domain: Effective midwifery practice  **Examine and care for babies immediately following birth**  This will include: Confirming their vital signs and taking the appropriate action and full assessment and physical examination |
| ***Essential skills cluster*** *(ESC)*  ***3) Normal labour and birth-keep accurate records (no 3/10)***   * Work in partnership with women to facilitate a birth environment that supports their needs (no: 3/1) * Be attentive to the comfort needs of women before, during and after birth (no: 3/2) * Determine the onset of labour (no: 3/3) * Determine the wellbeing of women and their unborn baby (no: 3/4) * Measure, assess and facilitate the progress of normal labour (no: 3/5) * Support women and their partners in the birth of their baby (no: 3/6) * Facilitate the mother and baby to remain together (no: 3/7)   4**)** Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand ( no:4/1) |

**Conduct, performance and ethics (CPE) – 15) keep clear accurate records (no 3/10)**

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| **2** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  ***ESC***  ***3/3*** | Participates in the clinical assessment, observation and history taking to determine the onset of labour, offering appropriate support |  |
| B)  6MC  ***ESC***  ***3/4*** | Initiates monitoring of fetal and maternal wellbeing during the intrapartum period which includes, assessment of liquor volume and colour, intermittent auscultation of the fetal heart using a pinnard stethoscope, monitoring of maternal vital signs such as; maternal pulse and blood pressure |  |
| C)  6MC | Participates in the safe administration of a wide range of non pharmacological analgesic techniques |  |
| D)  ***ESC***  ***3/1*** | Provides intrapartum care appropriate to the needs, context, social factors, culture and choices of women, babies and families, with minimal direction. |  |
| E)  ***ESC***  ***3/1*** | Incorporates birth plans or written instructions that identify the wishes of women in any care provided |  |
| F)  ***ESC***  ***3/1*** | Works in partnership with women to facilitate a birth environment that supports their needs such as privacy, silence and acknowledges the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences. |  |

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| **2** | **Year 2**  **Performance and skills outcomes**  **(continued)** | **Sign-off mentor**  **Signature**  **& date** |
| G)  **ESC**  **3/1** | Adapts the physical environment to meet the needs of women, such as lighting, furniture, temperature |  |
| H)  **ESC**  **3/2** | Addresses the comfort needs of women are met, such as:   * Bladder care * Appropriate hydration * Nutritional intake * Hygiene requirements * Prevention of infection * Assessment of skin integrity |  |
| I)  **ESC**  **3/2** | Works with women to determine their coping strategies in order to support their preferences for pain management such as; mobilising, different positions, use of water, silence |  |
| J)  **ESC**  **3/5** | Participates in assessing, measuring and facilitating the progress of labour in a sensitive manner using:   * observation, such as; behaviour * Abdominal examination * Vaginal examination where appropriate |  |
| K)  **ESC**  **3/5** | Supports women to use a variety of birthing aids, such as birthing balls |  |
| L)  **ESC**  **3/6** | Recognises the importance of offering appropriate choices related to the birth phase |  |
| M)  **ESC**  **3/5** | Sensitively inform women of their progress. Recognises the latent and active phase of birth |  |
| N)  **ESC**  **3/5** | Is confident in preparing any necessary equipment and monitoring of maternal and fetal wellbeing |  |
| O)  **ESC**  **3/7** | Provides care immediately after birth, including initiation of skin to skin, assessing wellbeing of the baby, support feeding and delay any unnecessary separation, avoiding early routine procedures such as weighing |  |
| P)  8MC | Undertakes the physical examination of the newborn at birth and its adaptation to extra uterine life |  |
| Q)  8MC | Participates in assessing the vital signs of the newborn at birth and its adaptation to extra uterine life |  |
| R)  8MC | Implements policies on identification and security of babies |  |

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| S)  8MC | Administers Vitamin K to babies with informed consent |  |
| T)  8MC | Promotes skin to skin contact between mother and baby soon after birth and the importance of baby holding as a means to facilitate breast feeding. |  |
| **2) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 3) Emergency procedures – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (7MC) Domain: Effective midwifery practice  **Undertake appropriate emergency procedures to meet the health needs of women and babies**  Emergency procedures will include: Manual removal of the placenta, Manual examination of the uterus, Managing post-partum haemorrhage, Resuscitation of mother/or baby |
| **Essential skills cluster** (ESC)  3) Normal labour and birth   * Identify and safely manage appropriate emergency procedures (no: 3/8) |

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| **3** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  7MC  ***ESC***  ***3/8*** | Recognises and demonstrates confidence in the procedure(s) relevant to local policy and specific clinical environment for summoning assistance in an emergency |  |
| B)  7MC | Identifies where emergency equipment can be accessed |  |
| C)  7MC | Demonstrates basic life support or simulation using Resuscitation Council Gold standards for adults, pregnant women and babies or relevant local policy |  |
| D)  ***ESC***  ***3/8*** | Participates and contributes to ‘skills and drills’ procedures related to adult and neonatal resuscitation |  |
| **3) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 4) Postnatal health & transition to motherhood – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (11MC) Domain: Effective midwifery practice  **Care for and monitor women during the puerperium, offering the necessary evidence-based advice and support regarding the baby and self-care**  These will include:   * Providing advice and support on feeding babies and teaching women about the importance of nutrition in child development * Providing advice and support on hygiene, safety, protection, security and child development * Enabling women to address issues about their own, their babies’ and their families health and social well being * Monitoring and supporting women who have postnatal depression or other mental illnesses * Advice on bladder control * Advising women on recuperation * Supporting women to care for ill/pre-term babies or those with disabilities |
| **Essential skills cluster** (ESC)  4) Initiation and continuance of breastfeeding   * Recognise appropriate infant growth and development, including where referral for further advice/action is required (no: 4/4) * Work in collaboratively with other practitioners and external agencies (no: 4/5) * Support women to breastfeed in challenging circumstances (no: 4/6) |
| **Baby Friendly Standards**  (BFI)  Themes:   1. Understanding breastfeeding 2. Enabling mothers to breastfeed 3. Close and loving relationships 4. Managing Challenges 5. Communication |

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| **4** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  11MC | Discusses the principles of infant feeding and nutrition in child development to parents |  |
| B)  11MC  ESC 4/4 | Examines the newborn infant to assess appropriate growth and development and identifies appropriate screening tests to ensure health and normal progress. If appropriate, with minimal supervision performs a physical examination(s) with parental consent. Informing women of the findings in a manner that is understood. |  |
| C)  11MC | Provides evidence based advice and support to promote health and social wellbeing for women, their babies’ and families |  |
| D)  11MC | Recognises the need to monitor and support women who have postnatal depression or mental health illnesses |  |
| E)  ESC  4/5 | Provides information about National and Local agencies and networks available to support women in the continuation of breastfeeding such as; NCT, La Leche League and Lactation Consultant breastfeeding co-ordinators |  |

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| **4** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** | |
| *F)*  ESC  4/6 | Recognises the limited situations in which exclusive breastfeeding is not possible, participates in supporting women to partially breastfeed or artificially feed (BFI) and is sensitive to the needs of women and their partners |  | |
| G)  ESC  4/3 | Recognise common complications of breastfeeding, how these arise and demonstrate how women may be helped to avoid them (BFI) |  | |
| H)  T5 | Engages with the multi-disciplinary team to support infant feeding |  | |
| I)  ESC  4/1  T1 | Communicates sensitively the importance of breastfeeding, in terms of health outcomes (BFI) |  | |
| J)  ESC  4/2 | Recognises own thoughts and feelings about infant feeding in order to facilitate information sharing to be ethical and non-judgemental |  | |
| K)  ESC  4/3 | Explains to women the importance of baby-led feeding in relation to the establishment and maintenance of breastfeeding (BFI) |  | |
| L)  ESC  4/3 | Can recognise and apply appropriate knowledge to assist effective positioning, attachment, suckling and milk transfer during breastfeeding |  | |
| M)  ESC  4/3 | Participates in teaching mothers the necessary skills to enable them to effectively position and attach their baby for breastfeeding (BFI) |  | |
| N)  ES  C  4/3 | Participate and explains the importance of their baby rooming-in with them and baby holding in the postnatal period as a means to facilitate breastfeeding (BFI) |  | |
| O)  ESC  4/3 | Recognise common complications of breastfeeding, how these arise and demonstrate how women may be helped to avoid them (BFI) |  | |
| P)  ESC  4/3 | Participates in teaching women how to hand express their breast milk and how to store, freeze and warm it with consideration to aspects of infection control (BFI) |  | |
| Q)  T2 | Assist mothers to breastfeed for as long as they want to |  | |
| R)  T5 | Effectively communicates in a sensitive way and initiate mother centred conversations around infant feeding choices |  | |
| S)  T3 | Supports women who are formula feeding |  | |
| T)  T3 | Educates women on the sterilisation of equipment and safe preparation of formula milk |  | |
| U)  T3 | Apply knowledge of attachment theory to promote and encourage close and loving relationships between mother and babies |  | |
| V)  T5 | Aware of the evidence linked to infant feeding practice |  | |
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| **4) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | | |

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| 5) Safe and accountable drug administration – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (12MC)Domain: Effective midwifery practice  **Select, acquire and administer safely, a range of permitted drugs consistent with legislation, applying knowledge and skills to the situation which pertains at the time**  Methods of administration will include: Oral, Intravenous, Intramuscular, Topical, Inhalation |
| ***Essential Skills Clusters*** *(ESC)*  5) Medicines Management:   * Within the parameters of normal childbirth, ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risks and benefits including the ability to recognise and respond safely to adverse drug reactions and adverse drug events (no: 5/1) * Correctly and safely undertake medicinal products calculations (no: 5/2) * In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs (no: 5/3) * Keep and maintain accurate records, which includes when working within a multi-disciplinary framework and as part of a team (5/4) * Work within the legal and ethical framework that underpins safe and effective medicinal products management as well as in conjunction with national guidelines and local policies (no: 5/5) * Work in partnership with women to share information in assisting them to make informed choices about medical products related to herself, her unborn child or her baby (no: 5/6) * Work in partnership with women to share information about alternative approaches to using medication, where appropriate (no: 5/7) * Order, receive, store, transport and dispose of medicinal product safely and in accordance with relevant legislation, in midwifery settings including controlled drugs (no: 5/8)   Use and evaluate up-to-date information on medicinal products management and work within national and local policies and guidelines using appropriate reference (no: 5/9) |

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| **5** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  12MC  ESC  ***5/1***  ***5/3***  ***5/8*** | Participates in the safe administration (by prescribed routes), storage, handling, transportation and disposal of medication/drugs in accordance with local and professional gold standards and monitors effects. |  |
| B)  12MC  ESC 5/4 | Contributes to the completion of records that are accurate, legible and continuous pertaining to drug administration and demonstrates understanding of the importance of this with regard to national and local policy guidelines. |  |
| C)  **ESC**  **5/2** | **Competent** **in calculating common dosages of medicinal products used in normal midwifery practice** |  |
| D)  **ESC**  **5/3** | Utilise and safely disposes of equipment needed to prepare/administer medication (e.g. needles, syringes, gloves) |  |
| E)  **ESC**  **5/5** | Demonstrate understanding of the legal and ethical frameworks relating to safe administration of medicinal products in practice |  |
| F)  **ESC**  **5/4** | Under minimal supervision is able to take a medicine history |  |

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| **5** | **Year 2**  **Performance and skills outcomes**  **(continued)** | **Sign-off mentor**  **Signature**  **& date** |
| G)  **ESC**  **5/6** | Involves women in administration and/or self administration of medicinal products |  |
| H)  **ESC**  **5/7** | Recognises a range of commonly recognised approaches to support women throughout the childbirth continuum such as; alternative/complementary therapies, life style advice, relaxation and distraction |  |
| I)  **ESC**  **5/9** | Accesses and discusses commonly used evidence based sources of information relating to the safe and effective management of medicinal products such as: Pharmacy, British National Formulary and National/local policies |  |
| **5) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 6) Professional accountability – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (16MC) Domain: Professional and Ethical Practice  **Practice in accordance with The Code for nurses and midwives (NMC 2015), within the limitations of the individual’s own competence, knowledge and sphere of professional practice, consistent with the legislation relating to midwifery practice.** This will include:   * Using professional standards of practice to self-assess performance * Consulting with the most appropriate professional colleagues when care requires expertise beyond the midwife’s current competence * Consulting other health care professionals when the woman’s and baby’s needs fall outside the scope of midwifery practice * Identifying unsafe practice and responding appropriately |
| **Conduct, performance and ethics** (CPE)  6) Maintain clear professional Boundaries, 11) Manage risk, 16) Be open and honest, act with integrity and uphold the reputation of the profession, 17) Act with integrity, 19) Be impartial, 20) Uphold the reputation of the profession |

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| **6** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  16MC | Recognises the role of the NMC and other legislation acts relating to midwifery practice and can identify NMC professional publications relating to midwifery and professional practice |  |
| B)  16MC | Confidently identifies situations which are outside the sphere of practice and consults with the most appropriate health care professionals. |  |
| C)  CPE  11 | Contributes to managing risk and identifies procedures for reporting to colleagues when the environment of care is putting people at risk |  |
| D)  CPE  6  16  17  19  20 | Demonstrates a personal and professional commitment, is open and honest, acts with integrity and upholds the reputation of the profession, maintains clear professional boundaries and remains impartial. Adheres to Laws of the Country |  |
| **6) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 7) Accountability to individual – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (17MC) Domain: Professional and Ethical Practice  **Practice in a way, which respects, promotes and supports individuals’ rights, interests, preferences, beliefs and cultures.**  This will include:   * Offering culturally-sensitive family advice * Ensuring that women’s labour is consistent with their religious and cultural beliefs and preferences * Acknowledgement of the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences |
| **Essential skills cluster** (ESC)  1) Communication:   * Enable women to make choices about their care by informing women of the choices available to them and providing them with evidence-based information about the benefits and risks of options so that women can make fully informed decisions (no: 1/3). * Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected (no: 1/4). * Treat women with dignity and respect them as individuals (no: 1/5) |

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| **7** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  17MC | Engages in a woman-centred approach, in a manner that respects others and demonstrates understanding of the influence(s) of a person’s preferences, beliefs and culture on the provision of midwifery care |  |
| B)  17MC  **ESC**  **1/5** | Ensures and maintains privacy when undertaking midwifery care and identifies factors which maintain the dignity of women |  |
| C)  17MC | Recognises the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences |  |
| D)  17MC ***ESC***  ***1/4*** | Recognises and applies the principles of consent, ensuring that the meaning of consent is understood by the woman, in accordance with the NMC Code for nurses and midwives (NMC 2015) |  |
| E)  ***ESC***  ***1/3*** | Shares evidence-based information with women in order for them to make an informed decision about their care |  |
| **7) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 8) Accountability to society – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (18MC) Domain: Professional and Ethical Practice  **Practice in accordance with relevant legislation.**  This will include:   * Practising within the contemporary legal framework of midwifery * Demonstrating knowledge of legislation relating to human rights, equal opportunities and access to patient records * Demonstrating knowledge of legislation relating to health and social policy relevant to midwifery practice * Demonstrating knowledge of contemporary ethical issues and their impact upon midwifery practice * Managing the complexities arising from ethical and legal dilemmas   **Safeguard children and adults from vulnerable situations and support and protect them from harm**  Domain: Effective Midwifery Practice  Provide seamless care and where appropriate, interventions in partnership with women and other care providers  This will include;   * Refer women who would benefit from the skills and knowledge of other individuals   Domain: Professional and ethical practice  Work collaboratively with the wider health care team and agencies |

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| **8** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  18MC | Identifies legislation relating to health and social policy relevant to midwifery practice, for example Data Protection Act (1998), Freedom of Information (2000), Births & Deaths Registration Acts and Civil Liabilities Act (1976) |  |
| B)  18MC | Recognises ethical issues/dilemmas faced by women and midwives and discusses the role of the midwife in managing these and the impact they may have on midwifery care |  |
| C)  18MC | Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations |  |
| D)  18 MC | Documents concerns and information when people who are in vulnerable situations |  |
| E)  18 MC | Supports people in asserting their human rights |  |
| **8) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 9) Managing self and others – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (21MC)Domain: Professional and Ethical Practice  **Manage and prioritise competing demands.**  This will include: Deciding who is best placed and able to provide particular interventions to women, babies and their families & Alerting managers to difficulties and issues in service birth |
| **Conduct, performance and ethics** (CPE) – 10) Delegate effectively, 18) Deal with problems |

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| **9** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  21MC  CPE  10 | Discusses ways in which the midwife utilises strategies to deal with and prioritise competing demands and the standards for delegating tasks effectively |  |
| B)  21MC | Demonstrates an awareness of personal strengths and limitations, being able to take appropriate action if required and balance the competing demands of the development of both midwifery skills and academic knowledge. |  |
| C)  CPE  18 | Identifies procedures for managing with complaints including internal and external investigations |  |
| **9) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |
| 10) Life long learning – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. | | | |
| **Midwifery competency** (24MC) Domain: Developing the individual midwife and others  **Review, develop and enhance the midwife’s own knowledge, skills and fitness to practice.**  This will include:   * Making effective use of the framework for the statutory supervision of midwives * Meeting NMC’s continuing professional development and practice standards * Reflecting on the midwife’s own practice and making the necessary changes as a result * Attending conferences, presentations and other learning events | | | |
| **Conduct, performance and ethics** (CPE) - 14) Keep skills and knowledge up to date | | | |

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| **10** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  24MC  CPE  14 | Identifies personal learning outcomes and demonstrates motivation to develop up to date skills and knowledge. Seeks information and opportunities to attend learning events, and asks questions, to meet NMC professional and practice standards. |  |
| B)  24MC | Demonstrates knowledge of the aspects of care and is able to explore theory and practice |  |
| C)  24MC | Recognises the framework for midwifery supervision |  |
| **10) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |
| 11) Multi-professional working and Inter-agency collaboration – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. | | |
| **Midwifery competency** (25MC) Domain : Developing the individual midwife and others  **Demonstrate effective working across professional boundaries and develop professional networks**  This will include :effective collaboration and communication, sharing skills, multi-professional standard setting and audit  20MC) Domain: Professional and Ethical Practice  **Work collaboratively with other practitioners and agencies in ways which:**   * Value their contribution to health and care * Enable them to participate effectively in the care of women, babies and their families * Acknowledge the nature of their work and the content in which it is placed   Practitioners and agencies will include those who work in:   * Health care * Social care * Social security, benefits and housing * Advice and guidance and counselling * Child protection * The Law | | |
| **Essential Skills Cluster (ESC)**   1. Communication: Be confident in their own role within a multi-disciplinary/multi-agency team (no: 1/8) 2. Normal labour and Birth – Works collaboratively with other practitioners (no: 3/9) | | |
| **Conduct, performance and ethics** (CPE) - 8) Share information with colleagues, 9) Work effectively as part of a team | | |

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| **11** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  25MC  20MC  ESC  ***1/8***  ***3/9*** | Participates in effective working across professional boundaries and developing professional networks by supporting others and understanding their roles and responsibilities within the team and interacting appropriately. |  |
| B)  25MC  CPE  8&9 | Participates in communication and shares information to maintain the safety of care. |  |
| C)  ***ESC***  ***1/8*** | Demonstrates significant confidence in their own role within a multi-disciplinary/multi-agency team, including reflecting on own practice and discussing issues with other members of the team to enhance learning. |  |

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| D)  20MC | Works collaboratively to ensure effective care for women, babies and their families |  |
| E)  20MC | Identifies and discusses who may be best placed to provide aspects of maternity care |  |
| **11) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |
| 12) Evidence Based Practice and Evaluation of practice – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. | | |
| **Midwifery competency** (23MC) Domain: Professional and Ethical Practice  **Contribute to the development and evaluation of guidelines and policies and make recommendations for change in the interests of women, babies and their families**  Evaluating policies will include:   * Consideration of best available evidence * Providing feedback to managers on service policies * Representing the midwife’s own considered views and experience within the context of broader health and social care policies in the interests of women, babies and their families   **Midwifery competency** (26MC) Domain: Achieving quality care through evaluation and research  **Apply relevant knowledge to midwife’s own practice in structured ways which are capable of evaluation**  This will include:   * Critical appraisal of knowledge and research evidence * Critical appraisal of the midwife’s own practice * Gaining feedback from women and their families and appropriately * Applying this to practice * Disseminating critically-appraised good practice   **Midwifery competency** (27MC) Domain: Achieving quality care through evaluation and research  **Inform and develop the midwife’s own practice and the practice of others through using the best available evidence and reflecting on practice**  This will include:   * Keeping up-to-date * Applying evidence to practice * Alerting others to new evidence for them to apply to their own practice | | |

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| **12** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  23MC  26MC | Discusses and begins to evaluate a range of relevant knowledge and evidence in the context of effective health and social care practice including policies and guidelines for aspects of antenatal, intrapartum and postnatal care. |  |
| B)  27MC | Explores methods to keep up to date with and develop midwifery practice and recognises the practice of others by relating to the best available evidence and reflection on practice. |  |
| C)  26MC | Seeks appropriate feedback from mentor, women and their families and uses it to inform personal development |  |
| D)  26MC | Reflects on midwifery practice identifying strengths and weaknesses and developing action plans for future learning |  |
| **12) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |

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| 13) Information Technology Skills – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. |
| **Midwifery competency** (28MC) Domain: Achieving quality care through evaluation and research  **Manage and develop care utilising the most appropriate information technology (IT) systems.**  This will include:   * Recording practice in consistent formats on IT systems for wider scale analysis * Using analysis of data from IT systems to apply to practice * Evaluating practice from data analysis |

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| **13** | **Year 2**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  28MC | Enters data onto healthcare computer systems and retrieves information pertaining to women to inform the provision of care |  |
| B)  28MC | Identifies how data analysis from IT healthcare systems can be utilised to enhance and evaluate midwifery practice, providing contemporary examples |  |
| **13) Student’s evidence and experience to achieve outcomes**  This should be linked to specific examples from practice, and how this case links to the outcome. | | |
| 14) Audit – Year 2 To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills. | | |
| **Midwifery competency** (29MC) Domain: Achieving quality care through evaluation and research  **Contribute to the audit of practice to review and optimise the care of women, babies and their families**  This will include:   * Auditing the individual’s own practice * Contributing to the audit of team practice | | |

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| **14** | **Year Two**  **Performance and skills outcomes** | **Sign-off mentor**  **Signature**  **& date** |
| A)  29MC | Recognises the value of audit to enhance and optimise the care of women, babies and their families |  |
| B)  29MC | Engages in the auditing and review of midwifery standard setting in midwifery practice |  |
| **14) Student’s evidence and experience to achieve outcomes** | | |

## CONFIRMATION OF PROFICIENCY

In accordance with the *NMC Standards to support learning and assessment in practice* (NMC, 2008) the sign-off mentor must confirm that the student has successfully completed all practice requirements. This should be completed by the last sign-off midwife mentor that the student has worked with.

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| **I can confirm that the student has achieved competence in all midwifery competencies (MCs) and essential skills clusters (ESCs) enclosed in this document.** |
| **Comments:**  **Mentor Signature: Date:**  **Print name:** |

**Reference List**