

# ASSESSMENT IN PRACTICE

## MIDWIFERY

Year 1

### Common Assessment Document

Part 1

Name of student: \_\_\_\_\_

Student ID number: \_\_\_\_\_

Year/Cohort: \_\_\_\_\_

| University       | Please tick |
|------------------|-------------|
| Bradford         |             |
| Hull             |             |
| Huddersfield     |             |
| Leeds            |             |
| Sheffield Hallam |             |
| York             |             |

**Please note:** Once completed the identified University will retain this assessment document as part of the requirements for midwifery registration.

If found please return to:

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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). Within the document are sections for the whole of the student's practice experience, learning and assessment to be comprehensively documented, to ensure an ongoing achievement record and an auditable trail.

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 all 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 or liaison/link lecturer. 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).





## BSc(Hons) Midwifery

### HECS 1101 Fundamentals of Midwifery Practice (60 credits)

#### Common Assessment Document      Year 1

| Learning Outcomes   | Which to be achieved  |
|---|---|
| 1. Communication  | All   |
| 2. Diagnosis, monitoring and assessment   | All but exclude Intrapartum from B)2MC  |
| 3. Programmes of care and evaluation of care  | All   |
| 4. Provision of antenatal care and accountable record keeping                             | All   |
| 5. Referral to access information, skills, advice, assistance, support and treatment      | All   |
| 6. Intrapartum care and management of the neonate at birth                                | None  |
| 7. Emergency procedures   | All. B) 7MC and C)ESC3/8 can be countersigned in clinical skills sessions by lecturers, but please discuss with your mentor as well |
| 8. Postnatal care   | All   |
| 9. Neonates with special needs  | None  |
| 10. Postnatal health and transition to motherhood   | All   |
| 11. Safe and accountable drug administration  | All but exclude 11G   |
| 12. Public health   | All   |
| 13. Professional accountability   | All   |
| 14. Accountability to individual  | All   |
| 15. Accountability to society   | All   |
| 16. Confidentiality   | All   |
| 17. Managing self and others  | All   |
| 18. Health and safety   | All. D)22MC can be countersigned in clinical skills sessions by lecturers, but please demonstrate safe technique in practice        |
| 19. Lifelong learning   | All   |
| 20. Multi-professional working and inter-agency collaboration                             | All   |
| 21. Evaluation of practice, evidence based practice and professional and policy awareness | All, but exclude Intrapartum from A)23MC and 26MC   |
| 22. Information technology skills   | All   |
| 23. Audit   | None  |

### 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.

| C. 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                                    |
| 2. Layout of practice environment/locality & lines of communication                | 2. Practice specific policies and procedures                        |
| 3. Fire equipment, exits, alarm points and procedure(s)                            | 3. Complaints procedures  |
| 4. Resuscitation equipment procedure(s)  | 4. Moving & handling policy   |
| 5. Personal safety including procedure(s) in case of accident and injury           | 5. Confidentiality  |
| 6. Personal safety whilst in and away from the practice environment                | 6. Vulnerable adults/safeguarding children                          |
| 7. Procedure(s) for student absences or illness                                    | 7. Infection control  |
| 8. Emergency contact information and 'bleep' system                                |   |
| 9. Call bell system (if appropriate)   | C. Additional issues relevant to practice placement: Please specify |
| 10. Accessed the Yorkshire & Humber SHA practice placement profile (If applicable) |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Please specify placement.<br/>E.g. Community</b> |  |  |  |  |  |
| <b>Student<br/>Sign name</b>                        |  |  |  |  |  |
| <b>Sign-off mentor<br/>Sign name</b>                |  |  |  |  |  |
| <b>Date</b>   |  |  |  |  |  |

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| 4. Resuscitation equipment procedure(s)  | 4. Moving & handling policy   |
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| 6. Personal safety whilst in and away from the practice environment                | 6. Vulnerable adults/safeguarding children                          |
| 7. Procedure(s) for student absences or illness                                    | 7. Infection control  |
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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Please specify placement.<br/>e.g. Community</b> |  |  |  |  |  |
| <b>Student<br/>Sign name</b>                        |  |  |  |  |  |
| <b>Sign-off mentor<br/>Sign name</b>                |  |  |  |  |  |
| <b>Date</b>   |  |  |  |  |  |



### 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                                    |
| 2. Layout of practice environment/locality & lines of communication                | 2. Practice specific policies and procedures                        |
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| 7. Procedure(s) for student absences or illness                                    | 7. Infection control  |
| 8. Emergency contact information and 'bleep' system                                |   |
| 9. Call bell system (if appropriate)   | C. Additional issues relevant to practice placement: Please specify |
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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Please specify placement.<br/>e.g. Community</b> |  |  |  |  |  |
| <b>Student<br/>Sign name</b>                        |  |  |  |  |  |
| <b>Sign-off mentor<br/>Sign name</b>                |  |  |  |  |  |
| <b>Date</b>   |  |  |  |  |  |



**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 intermediate interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer (if appropriate)

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

### Intermediate interview

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

Prior to the intermediate 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.

|   |
|---|
| <b>Student's reflection on progress</b>                   |
|   |
| <b>Sign-off mentor's reflection on student's progress</b> |
|   |

**Identify areas for development /improvement**

**Revised development plan**

**Lecturer comments (if applicable)**

**Any difficulties/issues**

Have any difficulties/issues been raised at this point Yes / No

If yes has the liaison/link lecturer been informed Yes / No

Name of liaison/link lecturer: \_\_\_\_\_ Date informed: \_\_\_\_\_

**Please note:** A liaison/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.

**Provisional date for final interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link Lecturer

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_  
(If applicable)

### Final interview

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

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.

|   |
|---|
| <b>Student's evaluation of achievement</b>              |
|   |
| <b>Sign-off mentor summary of student's performance</b> |
|   |

|   |
|---|
| <b>Identified areas for development</b>               |
|   |
| <b>Action plan</b>                                    |
|   |
| <b>Liaison/Link lecturer comments (If applicable)</b> |
|   |
| <b>Practice mark awarded</b>                          |
|   |

**Midwifery competencies, 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.**



## Checklist of assessment process

| Checklist   | Yes<br>(Please tick) | No or N/A<br>(Please tick) |
|---|----------------------|----------------------------|
| All competencies, essential skills clusters, professional behaviour and conduct identified for the placement, have been achieved and signed by the sign-off mentor. |                      |                            |
| All practice experiences and feedback recorded and signed   |                      |                            |
| Sickness / absences documented  |                      |                            |
| All midwives involved in mentoring the student and assessment have verified their information on page 4   |                      |                            |
| All interviews completed, documented and signed   |                      |                            |
| EU requirements documented and signed   |                      |                            |
| On-line student evaluation completed<br><a href="http://www.healthcareplacements.co.uk">www.healthcareplacements.co.uk</a>  |                      |                            |
| Additional information inserted into common assessment document please specify:   |                      |                            |

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer

Signature: \_\_\_\_\_ 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: \_\_/\_\_/\_\_



**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 intermediate interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer (if appropriate)

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_



**Identify areas for development /improvement**

**Revised development plan**

**Lecturer comments (if applicable)**

**Any difficulties/issues**

Have any difficulties/issues been raised at this point Yes / No

If yes has the liaison/link lecturer been informed Yes / No

Name of liaison/link lecturer: \_\_\_\_\_ Date informed: \_\_\_\_\_

**Please note:** A liaison/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.

**Provisional date for final interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link Lecturer

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

(If applicable)







## Checklist of assessment process

| Checklist   | Yes<br>(Please tick) | No or N/A<br>(Please tick) |
|---|----------------------|----------------------------|
| All competencies, essential skills clusters, professional behaviour and conduct identified for the placement, have been achieved and signed by the sign-off mentor. |                      |                            |
| All practice experiences and feedback recorded and signed   |                      |                            |
| Sickness / absences documented  |                      |                            |
| All midwives involved in mentoring the student and assessment have verified their information on page 4   |                      |                            |
| All interviews completed, documented and signed   |                      |                            |
| EU requirements documented and signed   |                      |                            |
| On-line student evaluation completed<br><a href="http://www.healthcareplacements.co.uk">www.healthcareplacements.co.uk</a>  |                      |                            |
| Additional information inserted into common assessment document please specify:   |                      |                            |

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer

Signature: \_\_\_\_\_ 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: \_\_/\_\_/\_\_



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(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 intermediate interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer (if appropriate)

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_



**Identify areas for development /improvement**

**Revised development plan**

**Lecturer comments (if applicable)**

**Any difficulties/issues**

Have any difficulties/issues been raised at this point Yes / No

If yes has the liaison/link lecturer been informed Yes / No

Name of liaison/link lecturer: \_\_\_\_\_ Date informed: \_\_\_\_\_

**Please note:** A liaison/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.

**Provisional date for final interview:**

Sign-off mentor

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link Lecturer

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_  
(If applicable)







## Checklist of assessment process

| Checklist   | Yes<br>(Please tick) | No or N/A<br>(Please tick) |
|---|----------------------|----------------------------|
| All competencies, essential skills clusters, professional behaviour and conduct identified for the placement, have been achieved and signed by the sign-off mentor. |                      |                            |
| All practice experiences and feedback recorded and signed   |                      |                            |
| Sickness / absences documented  |                      |                            |
| All midwives involved in mentoring the student and assessment have verified their information on page 4   |                      |                            |
| All interviews completed, documented and signed   |                      |                            |
| EU requirements documented and signed   |                      |                            |
| On-line student evaluation completed<br><a href="http://www.healthcareplacements.co.uk">www.healthcareplacements.co.uk</a>  |                      |                            |
| Additional information inserted into common assessment document please specify:   |                      |                            |

Sign-off mentor

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Associate mentor (SLiP) \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Student

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Liaison/Link lecturer

Signature: \_\_\_\_\_ 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 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.

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

| Date/ time                                       | Placement area |
|--|----------------|
|  |                |
| <b>Feedback on student's progress/experience</b> |                |
|  |                |
| <b>Action plan / review of action plan</b>       |                |
|  |                |
| <b>Outcome of review / comments</b>              |                |
|  |                |
| 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
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**If at any time issues are raised requiring further investigation, individual University processes should be adhered to.**

| Date/ time                                       | Placement area |
|--|----------------|
|  |                |
| <b>Feedback on student's progress/experience</b> |                |
|  |                |
| <b>Action plan / review of action plan</b>       |                |
|  |                |
| <b>Outcome of review / comments</b>              |                |
|  |                |
| 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.

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

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|--|----------------|
|  |                |
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|--|-----------------------|
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| Signature: ..... Print name.....Date.....        |                       |

**Meeting with supervisor of midwives**

Date of contact: \_\_\_/\_\_\_/\_\_\_

Comments

|                                     |            |
|-------------------------------------|------------|
| Name of supervisor of midwives      |            |
| Signature of supervisor of midwives | Print name |
| Signature of student                | Print name |

## Level 1: 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 **90**. Each section is further divided into three sub-sections. When the sign-off mentor is grading the student each sub-section should be considered and a mark awarded out of 90. Three marks will be awarded for each section – these three marks are added together then divided by three, to give an overall mark for the whole section out of 90. Once marks have been awarded to all sections an overall grade will be calculated by adding all five marks and dividing by five

For example: If a sign-off mentor awards marks of 45, 55 and 58 for one section the mark would be 52.66 (158 divided by three). To calculate the final overall grade, all five section marks should be added together and the total divided by five. Marks should be recorded to two decimal places.

***\*Please note: if any of the marks awarded are in the 20-39 (Fail) category on the marking grid the student fails the placement assessment***

### 20-90 scale School of Healthcare

|              |  |                              |
|--------------|--|------------------------------|
| <b>80-90</b> | A student who is judged to have reached an <b>outstanding</b> standard demonstrating consistent analysis and application of underpinning evidence, appropriate confidence, proficiency in clinical skills and reflexivity in all familiar and unfamiliar situations. Demonstrates compassion in practice under direct supervision and keeps complete, comprehensive and concise records.   | <b>Outstanding Pass</b>      |
| <b>70-79</b> | A student who is judged to have reached an <b>excellent</b> standard: has demonstrated consistent ability to describe theoretical principles and apply these to practice; exhibits appropriate confidence, proficiency of clinical skills and reflexivity in all familiar and unfamiliar situations; demonstrates compassion and works as a reliable team member under direct supervision. Creates comprehensive and succinct records.   | <b>Excellent pass</b>        |
| <b>60-69</b> | A student who is judged to have reached a <b>very high</b> standard: has demonstrated the ability to describe some theoretical principles and apply these to practice; exhibits appropriate confidence, competency in clinical skills and reflexivity in most familiar and unfamiliar situations; demonstrates compassion and works as a team member under direct supervision. Creates comprehensive and detailed records.   | <b>Very Good pass</b>        |
| <b>50-59</b> | A student who is judged to have reached a <b>good</b> standard: has demonstrated application of underpinning knowledge; some discussion and reflexivity; appropriate confidence and clinical dexterity in familiar and unfamiliar situations; able to provide care under instruction and direct supervision; demonstrates compassion and works a team member. A good standard of record keeping.   | <b>Good pass</b>             |
| <b>40-49</b> | A student who is judged to have reached a <b>capable</b> standard: is considered safe under close supervision; has been observed to perform with hesitation when applying underpinning knowledge; limited questioning, mechanistic actions, indecisive in familiar situations; adequate record keeping; demonstrates compassion and under close direct supervision works within the team; requires detailed instruction. Meets the minimal required standard.  | <b>Pass</b>                  |
| <b>20-39</b> | A student who is judged <b>not to have met the required standard</b> : has not achieved one or more of the competencies, essential skills, learning outcomes, professional behaviour or conduct associated with the placement/module; weak underpinning knowledge demonstrated; disorganised planning and implementation of care; unable to provide care under detailed instruction; care lacks compassion, does not work as part of a team; inadequate record keeping. Even where all the learning outcomes have been met, a student who demonstrates unsafe practice may result in a fail overall. | <b>Fail/ unsafe practice</b> |

**University of Leeds School of Healthcare: Yorkshire and Humber Common Assessment Marking Grid**

**Midwifery Practice Marking Grid: Year 1**

|  |                                       |  |                  |   |                       |                         |  |                                       |
|--|---------------------------------------|--|------------------|---|-----------------------|-------------------------|--|---------------------------------------|
| <b>Student's name:</b>   | <b>Student identification number:</b> | <b>Practice area:</b>                      |                  | <b>Date &amp; time of assessment</b>  |                       |                         |  |                                       |
| <b>Module details: (Code, title)</b><br><b>HECS 1101 Fundamentals of Midwifery Practice</b>  |                                       | 1st attempt/2nd attempt<br>(Please circle) |                  | <b>Outcome of practice assessment:</b><br><br>Overall indicative mark awarded _____<br>Pass / Fail / Refer / Resubmission (Please circle) |                       |                         |  |                                       |
| <b><u>Grading practice</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |
| <i>*Please note if any of the marks awarded are in the 20-39 (fail) category the student will fail the placement assessment</i>  |                                       |  |                  |   |                       |                         |  |                                       |
|  | <b>Fail*</b>                          | <b>Pass</b>                                | <b>Good Pass</b> | <b>Very Good Pass</b>   | <b>Excellent Pass</b> | <b>Outstanding Pass</b> |  | <i><u>Student self-assessment</u></i> |
| <b>Section 1: Team working and communication</b>   | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                       |
| Demonstrates communication skills and ability to build a rapport with women and their family   |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates skills in working with the multi-professional team and an awareness of the importance of effective communication across professional networks and boundaries. |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping   |                                       |  |                  |   |                       |                         |  |                                       |
| <b><u>Section 1 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |
| <b>Section 2: Knowledge &amp; application to practice</b>  | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                       |
| Demonstrates ability to identify sources of information and begins to explore and discuss evidence relevant to current practice  |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates underpinning knowledge and can begin to apply this theory to practice   |                                       |  |                  |   |                       |                         |  |                                       |
| Begins to explore practice and professional issues with colleagues   |                                       |  |                  |   |                       |                         |  |                                       |
| <b><u>Section 2 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |



### Midwifery Practice Marking Grid: Year 1

| Section 3: Clinical skills & practice  | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> | Student self-assessment |  |
|--|--------------|--------------|--------------|--------------|--------------|--------------|-------------------------|--|
| Appropriate to the level of practice demonstrates ability to perform clinical skills and procedures whilst maintaining environments that promote the health, safety and well-being of women and others |              |              |              |              |              |              |                         |  |
| Demonstrates knowledge and understanding of the meaning of informed consent and begins to gain informed consent with supervision   |              |              |              |              |              |              |                         |  |
| With 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     |              |              |              |              |              |              |                         |  |
| <b>Section 3 Mark awarded</b><br><b>(Total divided by 3)</b>   |              |              |              |              |              |              |                         |  |
| Section 4: Professional & ethical practice   | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |                         |  |
| Identifies and begins to relate professional codes, standards, conduct, behaviour, policies and guidelines to practice and protects the confidentiality of written and verbal information              |              |              |              |              |              |              |                         |  |
| Demonstrates awareness of individual's preferences, rights, interests, beliefs and culture   |              |              |              |              |              |              |                         |  |
| Demonstrates the importance of ensuring and maintaining, safety, privacy, dignity, and respect   |              |              |              |              |              |              |                         |  |
| <b>Section 4 Mark awarded</b><br><b>(Total divided by 3)</b>   |              |              |              |              |              |              |                         |  |
| Section 5: Self-development & reflection   | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |                         |  |
| Reflects on practice and is beginning to recognise own strengths and limitations and seeks to improve skills and knowledge as a result   |              |              |              |              |              |              |                         |  |
| Begins to recognise the needs of others and begins to 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  |              |              |              |              |              |              |                         |  |
| <b>Section 5 Mark awarded:(Total divided by 3)</b>   |              |              |              |              |              |              |                         |  |
| <b>Overall mark: (total of all sections divided by 5)</b>  |              |              |              |              |              |              |                         |  |

**Student and Sign off mentor each to provide rationale for mark awarded**

**Comments**

**Signature of student**

Print name

Date

*I 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.*

**Signature of Sign-off mentor**

Print name

Date

**Signature of associate mentor (SLiP)**

Print name

Date

*I confirm that in my judgement assessment processes have been conducted appropriately*

**Signature of liaison/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

**University of Leeds School of Healthcare: Yorkshire and Humber Common Assessment Marking Grid**

**Midwifery Practice Marking Grid: Year 1**

|  |                                       |  |                  |   |                       |                         |  |                                |
|--|---------------------------------------|--|------------------|---|-----------------------|-------------------------|--|--------------------------------|
| <b>Student's name:</b>   | <b>Student identification number:</b> | <b>Practice area:</b>                      |                  | <b>Date &amp; time of assessment</b>  |                       |                         |  |                                |
| <b>Module details: (Code, title)</b><br><b>HECS 1101 Fundamentals of Midwifery Practice</b>  |                                       | 1st attempt/2nd attempt<br>(Please circle) |                  | <b>Outcome of practice assessment:</b><br><br>Overall indicative mark awarded _____<br>Pass / Fail / Refer / Resubmission (Please circle) |                       |                         |  |                                |
| <b><u>Grading practice</u></b>   |                                       |  |                  |   |                       |                         |  |                                |
| <b><i>*Please note if any of the marks awarded are in the 20-39 (fail) category the student will fail the placement assessment</i></b>                                     |                                       |  |                  |   |                       |                         |  |                                |
|  | <b>Fail*</b>                          | <b>Pass</b>                                | <b>Good Pass</b> | <b>Very Good Pass</b>   | <b>Excellent Pass</b> | <b>Outstanding Pass</b> |  | <i>Student self-assessment</i> |
| <b>Section 1: Team working and communication</b>   | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                |
| Demonstrates communication skills and ability to build a rapport with women and their family   |                                       |  |                  |   |                       |                         |  |                                |
| Demonstrates skills in working with the multi-professional team and an awareness of the importance of effective communication across professional networks and boundaries. |                                       |  |                  |   |                       |                         |  |                                |
| Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping   |                                       |  |                  |   |                       |                         |  |                                |
| <b><u>Section 1 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                |
| <b>Section 2: Knowledge &amp; application to practice</b>  | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                |
| Demonstrates ability to identify sources of information and begins to explore and discuss evidence relevant to current practice  |                                       |  |                  |   |                       |                         |  |                                |
| Demonstrates underpinning knowledge and can begin to apply this theory to practice   |                                       |  |                  |   |                       |                         |  |                                |
| Begins to explore practice and professional issues with colleagues   |                                       |  |                  |   |                       |                         |  |                                |
| <b><u>Section 2 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                |

### Midwifery Practice Marking Grid: Year 1

| <b>Section 3: Clinical skills &amp; practice</b>   | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   | <b>Student self-assessment</b> |
|--|--------------|--------------|--------------|--------------|--------------|--------------|---|--------------------------------|
| Appropriate to the level of practice demonstrates ability to perform clinical skills and procedures whilst maintaining environments that promote the health, safety and well-being of women and others |              |              |              |              |              |              |   |                                |
| Demonstrates knowledge and understanding of the meaning of informed consent and begins to gain informed consent with supervision   |              |              |              |              |              |              |   |                                |
| With 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     |              |              |              |              |              |              |   |                                |
| <b>Section 3 Mark awarded (Total divided by 3)</b>   |              |              |              |              |              |              |   |                                |
| <b>Section 4: Professional &amp; ethical practice</b>  | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   |                                |
| Identifies and begins to relate professional codes, standards, conduct, behaviour, policies and guidelines to practice and protects the confidentiality of written and verbal information              |              |              |              |              |              |              |   |                                |
| Demonstrates awareness of individual's preferences, rights, interests, beliefs and culture   |              |              |              |              |              |              |   |                                |
| Demonstrates the importance of ensuring and maintaining, safety, privacy, dignity, and respect   |              |              |              |              |              |              |   |                                |
| <b>Section 4 Mark awarded (Total divided by 3)</b>   |              |              |              |              |              |              |   |                                |
| <b>Section 5: Self-development &amp; reflection</b>  | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   |                                |
| Reflects on practice and is beginning to recognise own strengths and limitations and seeks to improve skills and knowledge as a result   |              |              |              |              |              |              |   |                                |
| Begins to recognise the needs of others and begins to 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  |              |              |              |              |              |              |   |                                |
| <b>Section 5 Mark awarded: (Total divided by 3)</b>  |              |              |              |              |              |              |   |                                |
|  |              |              |              |              |              |              | <b>Overall mark: (total of all sections divided by 5)</b> |                                |

**Student and Sign off mentor each to provide rationale for mark awarded**

**Comments**

**Signature of student**

Print name

Date

*I 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.*

**Signature of sign-off mentor**

Print name

Date

**Signature of associate mentor (SLiP)**

Print name

Date

*I confirm that in my judgement assessment processes have been conducted appropriately*

**Signature of liaison/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

**University of Leeds School of Healthcare: Yorkshire and Humber Common Assessment Marking Grid**

**Midwifery Practice Marking Grid: Year 1**

|  |                                       |  |                  |   |                       |                         |  |                                       |
|--|---------------------------------------|--|------------------|---|-----------------------|-------------------------|--|---------------------------------------|
| <b>Student's name:</b>   | <b>Student identification number:</b> | <b>Practice area:</b>                      |                  | <b>Date &amp; time of assessment</b>  |                       |                         |  |                                       |
| <b>Module details: (Code, title)</b><br><b>HECS 1101 Fundamentals of Midwifery Practice</b>  |                                       | 1st attempt/2nd attempt<br>(Please circle) |                  | <b>Outcome of practice assessment:</b><br><br>Overall indicative mark awarded _____<br>Pass / Fail / Refer / Resubmission (Please circle) |                       |                         |  |                                       |
| <b><u>Grading practice</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |
| <i>*Please note if any of the marks awarded are in the 20-39 (fail) category the student will fail the placement assessment</i>  |                                       |  |                  |   |                       |                         |  |                                       |
|  | <b>Fail*</b>                          | <b>Pass</b>                                | <b>Good Pass</b> | <b>Very Good Pass</b>   | <b>Excellent Pass</b> | <b>Outstanding Pass</b> |  | <i><u>Student self-assessment</u></i> |
| <b>Section 1: Team working and communication</b>   | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                       |
| Demonstrates communication skills and ability to build a rapport with women and their family   |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates skills in working with the multi-professional team and an awareness of the importance of effective communication across professional networks and boundaries. |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping   |                                       |  |                  |   |                       |                         |  |                                       |
| <b><u>Section 1 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |
| <b>Section 2: Knowledge &amp; application to practice</b>  | <u>20-39</u>                          | <u>40-49</u>                               | <u>50-59</u>     | <u>60-69</u>  | <u>70-79</u>          | <u>80-90</u>            |  |                                       |
| Demonstrates ability to identify sources of information and begins to explore and discuss evidence relevant to current practice  |                                       |  |                  |   |                       |                         |  |                                       |
| Demonstrates underpinning knowledge and can begin to apply this theory to practice   |                                       |  |                  |   |                       |                         |  |                                       |
| Begins to explore practice and professional issues with colleagues   |                                       |  |                  |   |                       |                         |  |                                       |
| <b><u>Section 2 Mark awarded</u></b><br><b><u>(Total divided by 3)</u></b>   |                                       |  |                  |   |                       |                         |  |                                       |

**Midwifery Practice Marking Grid: Year 1**

| <b>Section 3: Clinical skills &amp; practice</b>   | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   | <b>Student self-assessment</b> |
|--|--------------|--------------|--------------|--------------|--------------|--------------|---|--------------------------------|
| Appropriate to the level of practice demonstrates ability to perform clinical skills and procedures whilst maintaining environments that promote the health, safety and well-being of women and others |              |              |              |              |              |              |   |                                |
| Demonstrates knowledge and understanding of the meaning of informed consent and begins to gain informed consent with supervision   |              |              |              |              |              |              |   |                                |
| With 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     |              |              |              |              |              |              |   |                                |
| <b>Section 3 Mark awarded (Total divided by 3)</b>   |              |              |              |              |              |              |   |                                |
| <b>Section 4: Professional &amp; ethical practice</b>  | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   |                                |
| Identifies and begins to relate professional codes, standards, conduct, behaviour, policies and guidelines to practice and protects the confidentiality of written and verbal information              |              |              |              |              |              |              |   |                                |
| Demonstrates awareness of individual's preferences, rights, interests, beliefs and culture   |              |              |              |              |              |              |   |                                |
| Demonstrates the importance of ensuring and maintaining, safety, privacy, dignity, and respect   |              |              |              |              |              |              |   |                                |
| <b>Section 4 Mark awarded (Total divided by 3)</b>   |              |              |              |              |              |              |   |                                |
| <b>Section 5: Self-development &amp; reflection</b>  | <u>20-39</u> | <u>40-49</u> | <u>50-59</u> | <u>60-69</u> | <u>70-79</u> | <u>80-90</u> |   |                                |
| Reflects on practice and is beginning to recognise own strengths and limitations and seeks to improve skills and knowledge as a result   |              |              |              |              |              |              |   |                                |
| Begins to recognise the needs of others and begins to 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  |              |              |              |              |              |              |   |                                |
| <b>Section 5 Mark awarded:(Total divided by 3)</b>   |              |              |              |              |              |              |   |                                |
|  |              |              |              |              |              |              | <b>Overall mark: (total of all sections divided by 5)</b> |                                |

**Student and Sign off mentor each to provide rationale for mark awarded**

**Comments**

**Signature of student**

Print name

Date

*I 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.*

**Signature of sign-off mentor**

Print name

Date

**Signature of associate mentor (SLiP)**

Print name

Date

*I confirm that in my judgement assessment processes have been conducted appropriately*

**Signature of liaison/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



## **Midwifery competencies, essential skills clusters and standards of conduct, performance and ethics to be achieved, assessed and signed off by sign-off mentor**

The NMC set standards for education programmes, for pre-registration midwifery. These are set out within the *Standards for pre-registration midwifery education* (NMC 2009) and Essential Skills Clusters (NMC 2009). There are 3 key elements in assessing a student's eligibility for registration within practice.

### **Midwifery Competencies (MC)**

The midwifery competencies are specific standards necessary for a student to be entered onto the NMC register as a midwife. The standards relate to professional competence 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 to in practice. However, they do provide the public with assurance that specific areas of skills are assessed prior to registration. To support the student's learning and achievement of clinical skills a **Practice Skills Record** has been developed to provide a record of their progress.

### **Professional behaviour and conduct: Standards of Conduct, Performance and Ethics (CPE)**

The Nursing and Midwifery Council (NMC) require that midwives ensure the highest standards of professional behaviour and conduct (*The Code: Standards of conduct, performance and ethics for nurses and midwives*, (NMC 2008)). 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. The sign-off mentor will assess and sign-off the professional behaviour and conduct standards within the common assessment document along side the MC and ESC.

**Any concerns related to a student's professional behaviour and conduct, midwifery competencies or essential skills clusters should be highlighted to the liaison/link lecturer as soon as possible.**

### **Documenting assessment**

To ensure that the student develops the above professional requirements for registration, the following pages provide the student and mentor with a comprehensive portfolio of the competencies and skills that must be mastered this academic year. They are described as 'performance and skills outcomes' and are presented under the 23 headings. The midwifery competencies, essential skills clusters and professional behaviours are mapped to these. Additionally, Baby Friendly Initiative (BFI) learning outcomes (UNICEF 2008) are also described where appropriate, to ensure that students are developing the necessary skills to adequately support breastfeeding women.

**1) Communication - Year 1**  
**All to be achieved**

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** (1MC) Domain: Effective midwifery practice

**Communicates effectively with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal periods.**

Communication will include: -

- Listening to women, jointly identifying their feelings and anxieties about the pregnancies, the birth and the related changes to themselves and their lives.
- Enabling women to think through their feelings.
- Enabling women to make informed choices about their health and health care.
- Actively encouraging women to think about their own health and the health of their babies and families and how can this be improved.
- Communicating with women throughout their pregnancy, labour and the period following birth.

**Essential skills cluster** (ESC)

1) Communication:

- Be attentive and share information that is clear, accurate and meaningful at a level which women, their partner and family can understand ( 1/1)
- Provide care that is delivered in a warm, sensitive and compassionate way ( 1/7)

**Examples of assessment methods** – Direct observation (DO), indirect observation (IO), Question & answer (Q&A), working with other healthcare professional (WHP), discussion with mentor (DM), written documents (WD) e.g. portfolio, planned teaching (PT), opportunistic teaching (OT) reflection (R), Other (O)

| 1  | Year 1   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|----|--|-----------------------|-----------------------------------|-------------------------------------|
|    | Performance and skills outcomes  |                       |                                   |                                     |
| A) | Establishes a rapport with women and their families throughout the pre-conception antenatal, intrapartum and postnatal stages  |                       |                                   |                                     |
| B) | Listens to women and their families talk about their experiences and expectations and where necessary seeks appropriate information from other sources to answer questions raised  |                       |                                   |                                     |
| C) | Uses appropriate verbal, non-verbal and written communication.   |                       |                                   |                                     |
| D) | Demonstrates awareness of the strategies to initiate and enhance effective communication, including the recognition of barriers to communication, confirming the woman's understanding and beginning to recognise the appropriateness of communication interventions eg. silence |                       |                                   |                                     |
| E) | Accurately records the information obtained and if necessary communicates the needs and wishes of the women and their families to other professionals  |                       |                                   |                                     |

**1) Student's evidence and experience to achieve outcomes**

**1) Student's evidence and experience to achieve outcomes**

**2) Diagnosis, monitoring & assessment – Year 1**

**All to be achieved**

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** (2MC) Domain: Effective midwifery practice

**Diagnose pregnancy, assess and monitor women holistically throughout the pre-conception, antenatal, intrapartum and postnatal period through the use of a range of assessment methods and reach valid, reliable and comprehensive conclusions.**

The different assessment methods will include:

- History Taking
- observation
- Physical Examination
- Biophysical Tests
- Social, Cultural and Emotional Assessments

**Essential skills cluster** (ESC)

2) Initial consultation between the woman and the midwife:

- Accurately complete an initial consultation ensuring women are at the centre of care ( 2/2)
- Be the first point of contact when seeking advice and/or information about being pregnant ( 2/4)

**Examples of assessment methods** – Direct observation (DO), indirect observation (IO), Question & answer (Q&A) , working with other healthcare professional (WHP), discussion with mentor (DM), written documents (WD) e.g. portfolio, planned teaching (PT), opportunistic teaching (OT) reflection (R), Other (O)

| 2                        | Year 1   | Methods of Assessment | Not Achieved (NA) Achieved (A) | Sign-off mentor Signature & date |
|--------------------------|--|-----------------------|--------------------------------|----------------------------------|
|                          | <b>Performance and skills outcomes</b>   |                       |                                |                                  |
| A)<br>2 MC<br>ESC<br>2/2 | With supervision takes an accurate history and initial consultation ensuring women are at the centre of care and recording the information in the appropriate document(s)  |                       |                                |                                  |
| B)<br>2 MC               | With supervision assess and monitor women and fetus/baby holistically throughout the pre-conception, antenatal, intrapartum and postnatal period through the use of a range of assessment methods and reach valid, reliable and comprehensive conclusions. |                       |                                |                                  |
| C)<br>2 MC               | Demonstrates awareness of the appropriate assessment method(s) to assess a woman's unique social, cultural and emotional wellbeing.  |                       |                                |                                  |
| D)<br>ESC<br>2/4         | With supervision be the first point of contact when seeking advice and/or information about being pregnant   |                       |                                |                                  |

**2) Student's evidence and experience to achieve outcomes**

### 3) Programmes of Care and Evaluation of Care – Year 1

#### All to be achieved

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 (3MC) Domain: Effective midwifery practice**

##### **Determine and provide programmes of care and support for women**

Programmes of care and support for women which: -

- Are appropriate to the needs, contexts, culture and choices of the women, babies and their families
- Are made in partnership with women
- Are ethical
- Are based on best evidence and clinical judgement
- Involve other practitioners when this will improve health outcomes

This will include consideration of:

- Plans for birth, place of birth, plans for feeding their babies, needs for postnatal support, preparation for parenthood

#### **Midwifery competency (14MC) Domain: Effective midwifery practice**

Monitor and evaluate the effectiveness of programmes of care and modify them to improve the outcomes for women, babies and their families.

This will include: Consideration of the effectiveness of the above and making the necessary modifications to improve outcomes for women and their families.

#### **Essential skills cluster (ESC)**

1) Communication:

- Work in partnership with women in a manner that is diversity sensitive and is free from discrimination, harassment and exploitation ( 1/6)

4) Initiation and continuance of breastfeeding

- Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand ( 4/1) BFI relates to Baby Friendly Education Standards Learning Outcomes

#### **Conduct, performance & ethics (CPE)**

1) Make the care of people your first concern, treating them as individuals and respecting their dignity

7) Work with others to protect and promote the health & wellbeing of those in your care, their families and the wider community

12) Provide a high standard of care at all times 13) use best evidence

**Examples of assessment methods** – Direct observation (DO), indirect observation (IO), Question & answer (Q&A) , working with other healthcare professional (WHP), discussion with mentor (DM), written documents (WD) e.g. portfolio, planned teaching (PT), opportunistic teaching (OT) reflection (R), Other (O)

| 3                         | Year 1  | Methods of Assessment | Not Achieved (NA) Achieved (A) | Sign-off mentor Signature & date |
|---------------------------|---|-----------------------|--------------------------------|----------------------------------|
|                           | <b>Performance and skills outcomes</b>  |                       |                                |                                  |
| A)<br>3MC<br>CPE<br>12,13 | With supervision develops and modifies programme(s) of support using best evidence in partnership with women and other health care professionals, if appropriate, to facilitate healthy outcomes eg. preparation for parenthood plans and place for birth, plans for feeding their babies, postnatal support.                         |                       |                                |                                  |
| B)<br>3MC<br>CPE<br>1&7   | Demonstrates awareness of ethical, cultural and social choices when developing the programmes of care for women and their families and makes the care of people their first concern, treating them as individuals and respects their dignity. Promoting health and wellbeing of those in their care, families and the wider community |                       |                                |                                  |
| C)<br>ESC<br>1/3          | Works in partnership with women and is sensitive to age, culture, religion, spiritual beliefs, disability, gender, sexual orientation and respects people's rights.   |                       |                                |                                  |
| D)<br>14MC                | Observes and participates in the evaluation and modification of care plans to meet the changing needs of women and their babies and maintains effective records that reflect such changes.  |                       |                                |                                  |

**3) Student's evidence and experience to achieve outcomes**

#### 4) Provision of antenatal care and accountable record keeping – Year 1

##### ALL to be achieved

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 (4MC) Domain: Effective midwifery practice**

#### **Provide seamless care and where appropriate interventions in partnership with women and other care providers during the antenatal period which: -**

- Are appropriate for women's assessed needs, context and culture
- Promote their continuing health and well-being
- Are evidence based
- Are consistent with the management risk
- Draw upon the skills of others to optimise health outcomes and resource use
- 

These include: -

- Acting as lead carer in normal pregnancies
- Contributing to providing support to women when their pregnancies are in difficulty (such as women who will need operative or assisted delivery)
- Providing care for women who have suffered pregnancy loss
- Discussion/negotiation with other professionals about further interventions which are appropriate for individual women, considering their wishes, context and culture
- Ensuring that current research findings and other evidence are incorporated into practice
- Team working in the best interests of individual women

#### **Midwifery competency (13MC) Domain: Effective midwifery practice**

#### **Complete, store and retain records of practice which:**

- Are accurate, legible and continuous
- Detail the reasoning behind any actions taken
- Contain the information necessary for the record's purpose.

Records will include:

- Biographical details of women and babies
- Assessments made, outcomes of assessments and the action taken as a result
- The outcomes of the discussions with women and the advice offered
- Any drugs administered
- Action plans and commentary on their evaluation

#### **Essential skills cluster (ESC)**

2) Initial consultation between the woman and the midwife:

- Be confident in sharing information about common antenatal screening ( 2/1)
- Accurately complete an initial consultation ensuring women are at the centre of care ( 2/2)
- Work collaboratively with other practitioners and external agencies ( 2/3)

**Examples of assessment methods** – Direct observation (DO), indirect observation (IO), Question & answer (Q&A) , working with other healthcare professional (WHP), discussion with mentor (DM), written documents (WD) e.g. portfolio, planned teaching (PT), opportunistic teaching (OT) reflection (R), Other (O)

| 4                       | Year 1   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|-------------------------|--|-----------------------|-----------------------------------|-------------------------------------|
|                         | Performance and skills outcomes  |                       |                                   |                                     |
| A)<br>4MC<br>ESC<br>2/3 | Contributes with supervision in the provision of evidence-based care in the antenatal period with midwives, other care providers and in partnership with women and other practitioners who input into antenatal care.                          |                       |                                   |                                     |
| B)<br>4MC               | Demonstrates awareness of managing risk and the support women require with more complex pregnancies or pregnancy loss. Begins to identify deviation from the norm, referring if appropriate to other professionals to optimise health outcome. |                       |                                   |                                     |

| 4   | Year 1<br>Performance and skills outcomes (Continued)   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|---|---|-----------------------|-----------------------------------|-------------------------------------|
| C)<br>4MC   | Participates in team working and utilising of resources for the best interest of the women whilst taking into account their wishes, context and culture.  |                       |                                   |                                     |
| D)<br>ESC<br>2/1  | Demonstrates awareness of the main NHS-managed antenatal screening programmes that are offered to pregnant women.   |                       |                                   |                                     |
| E)<br>ESC<br>2/1  | Participates in sharing information with women about common antenatal screening tests and respect the decision of women who decline services or treatments.   |                       |                                   |                                     |
| F)<br>ESC<br>2/2  | Participates in assessing maternal and fetal wellbeing relevant to the stage of pregnancy, explaining the findings in a sensitive manner and encourages women to ask questions  |                       |                                   |                                     |
| G)<br>ESC<br>2/2  | Participates in explaining to women lifestyle considerations in relation to diet, smoking and drugs   |                       |                                   |                                     |
| H)<br>13MC<br>ESC<br>3/10<br>CPE<br>15                          | Participates with supervision in the recording of information that is accurate, legible and contemporaneous which includes planning, implementation and evaluation of care, interventions and findings and demonstrates an awareness of the safe storage of records in accordance with local policies and relevant legislation. |                       |                                   |                                     |
| I)<br>13MC  | Demonstrates an awareness of the confidential nature of professional records and participates in maintaining the security of verbal and written information.  |                       |                                   |                                     |
| <b>4) Student's evidence and experience to achieve outcomes</b> |   |                       |                                   |                                     |



**5) Referral to access information, skills, advice, assistance, support and treatment - Year 1**

**All to be achieved**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 5         | Year 1  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature<br>& date |
|-----------|---|-----------------------|-----------------------------------|--|
|           | <b>Performance and skills outcomes</b>  |                       |                                   |  |
| A)<br>5MC | Demonstrates awareness of health and social situations or issues that would require referral to other professionals and agencies.                             |                       |                                   |  |
| B)<br>5MC | Supports accurate, legible and complete information, which contains the reasoning behind making the referral and describes the woman's needs and preferences. |                       |                                   |  |

**5) Student's evidence and experience to achieve outcomes**

**6) Intrapartum care and management of the neonate at birth – Year 1**

**This learning outcome not required to be achieved at level one**

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

- Work in partnership with women to facilitate a birth environment that supports their needs ( 3/1)
- Be attentive to the comfort needs of women before, during and after birth ( 3/2)
- Determine the onset of labour ( 3/3)
- Determine the wellbeing of women and their unborn baby ( 3/4)
- Measure, assess and facilitate the progress of normal labour ( 3/5)
- Support women and their partners in the birth of their baby ( 3/6)
- Facilitate the mother and baby to remain together ( 3/7)

4) Normal labour and birth - Keep accurate records ( 3/10)

**Conduct, performance and ethics** (CPE) - 15) Keep clear accurate records

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| <b>6</b>                | <b>Year 1</b>  | <b>Methods of Assessment</b> | <b>Not Achieved (NA) Achieved (A)</b> | <b>Sign-off mentor Signature &amp; date</b> |
|-------------------------|--|------------------------------|---------------------------------------|---|
|                         | <b>Performance and skills outcomes</b>   |                              |                                       |   |
| A)<br>ESC<br>3/3        | Observes and participates in the clinical assessment, observation and history taking to determine the onset of labour  |                              |                                       |   |
| B<br>ESC<br>3/1         | Works in partnership with women to facilitate a birth environment that supports their needs including the incorporation of the woman's birth plan that identifies their wishes with regard to any care provided.   |                              |                                       |   |
| C)<br>ESC<br>3/1        | Participates in care to ensure privacy and provides care with dignity, respecting silence, making appropriate use of the environment such as lighting, furniture, temperature.   |                              |                                       |   |
| D)<br>ESC<br>3/1        | Participates in providing intrapartum care appropriate to the needs, context, social factors, culture and choices of women, babies and families.   |                              |                                       |   |
| E)<br>6P<br>ESC3<br>3/4 | Observes and participates in monitoring 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 |                              |                                       |   |

| 6                | <p style="text-align: center;"><b>Year 1</b></p> <p style="text-align: center;"><b>Performance and skills outcomes</b></p> <p style="text-align: center;"><b><u>Not required to be achieved at level one</u></b></p>   | Methods of Assessment | Not Achieved (NA) Achieved (A) | Sign-off mentor Signature & date |
|------------------|--|-----------------------|--------------------------------|----------------------------------|
| F)<br>ESC<br>3/2 | Observes and participates working with women to determine their coping strategies in order to support their preferences for pain management such as; mobilising, different positions, use of water and silence   |                       |                                |                                  |
| G)<br>ESC<br>3/5 | Observes and assists in supporting women to use a variety of birthing aids, such as birthing balls   |                       |                                |                                  |
| H)<br>ESC<br>3/6 | Recognises the importance of offering choices related to the birth phase   |                       |                                |                                  |
| I)<br>ESC<br>3/5 | Sensitively inform women of their progress. Begins to recognise the latent and active phase of birth   |                       |                                |                                  |
| J)<br>6MC        | Observes and participates in the safe administration of a range of non pharmacological analgesic agents and pharmacological analgesic techniques   |                       |                                |                                  |
| K)<br>ESC<br>3/2 | Participates in ensuring the comfort needs of women are met, such as: <ul style="list-style-type: none"> <li>• Bladder care</li> <li>• Appropriate hydration</li> <li>• Nutritional intake</li> <li>• Hygiene requirements</li> <li>• Prevention of infection</li> <li>• Assessment of skin integrity</li> </ul>                         |                       |                                |                                  |
| L)<br>ESC<br>3/5 | Participates in assessing, measuring and facilitating the progress of labour in a sensitive manner using: <ul style="list-style-type: none"> <li>• Observation, such as; behaviour</li> <li>• Abdominal examination</li> <li>• Vaginal examination where appropriate</li> </ul>  |                       |                                |                                  |
| M)<br>ESC<br>3/5 | Assists in preparing any necessary equipment including that which may be necessary for the monitoring of maternal and fetal wellbeing  |                       |                                |                                  |
| N)<br>ESC<br>3/7 | Participates in the provision of care immediately post delivery, 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.<br>N.B. Requires completion of Practice Skills Record before being signed as achieved |                       |                                |                                  |
| O)<br>8MC        | Participates in the promotion to skin to skin contact between mother and baby soon after birth (BF1)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved   |                       |                                |                                  |
| P)<br>8MC        | Participates in assessing the vital signs and undertaking the physical examination of the newborn at birth and its' adaptation to extra-uterine life.  |                       |                                |                                  |
| Q)<br>8MC        | Participates in the physical examination of the newborn at birth and its adaptation to extra uterine life  |                       |                                |                                  |
| R)<br>8MC        | Observes and participates in the administration of Vitamin K to babies<br>N.B. Requires completion of Practice Skills Record before being signed as achieved   |                       |                                |                                  |

6) Student's evidence and experience to achieve outcomes

**These learning outcomes not required to be achieved at level one.**

**7) Emergency procedures – Year 1**

**ALL to be achieved**

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 ( 3/8)

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 7                       | Year 1   | Methods of Assessment  | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|-------------------------|--|--|-----------------------------------|-------------------------------------|
|                         | <b>Performance and skills outcomes</b>   |  |                                   |                                     |
| A)<br>7MC<br>ESC<br>3/8 | Describes and demonstrates confidence in the procedure(s) relevant to local policy for summoning assistance in an emergency and is able to locate emergency equipment                                    |  |                                   |                                     |
| B)<br>7MC               | Demonstrates basic life support or simulation using Resuscitation Council Gold standards for adults, pregnant women and babies or relevant local policy<br><b>May be achieved during taught sessions</b> | Can be signed by Programme leader if pass this station at your OSCE but discuss with your mentor as well |                                   |                                     |
| C)<br>ESC<br>3/8        | Demonstrates awareness of 'skills and drills' procedures related to adult resuscitation<br><b>May be achieved during taught sessions</b>   | Can be signed by Programme leader if pass this station at your OSCE but discuss with your mentor as well |                                   |                                     |

**7) Student's evidence and experience to achieve outcomes**

### 8) **Postnatal care - Year 1**

#### **ALL to be achieved**

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 (9MC) Domain: Effective midwifery practice**

#### **Work in partnership with women and other care providers during the postnatal period to provide seamless care and interventions which:**

- Are appropriate to the woman's assessed needs, context and culture
- Promote their continuing health and wellbeing
- Are evidence based
- Are consistent with the management of risk
- Are undertaken by the midwife because she is the person best placed to do them and is competent to act
- Draw on the skills of others to optimise health outcomes and resource use

These will include:

- Providing support and advice to women as they start to feed and care for the baby
- Providing any particular support which is needed to women who have disabilities
- Post-operative care for women who have had caesarean and operative deliveries providing pain relief to women
- Team working in the best interests of women and their babies
- Facilitating discussion about future reproductive choices
- Providing care for women who have suffered pregnancy loss, stillbirth or neonatal death

#### **Essential skills cluster (ESC)**

#### 4) Initiation and continuance of breastfeeding

- Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand ( 4/1) BFI relates to Baby Friendly Education Standards Learning Outcomes
- Respect social cultural factors that may influence the decision to breastfeed ( 4/2)
- Effectively support women to breastfeed ( 4/3)

**Examples of assessment methods** – Direct Observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio or practice skills record, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O),

| <b>8</b>         | <b>Year 1</b>   | <b>Methods of Assessment</b> | <b>Not Achieved (NA) Achieved (A)</b> | <b>Sign-off mentor Signature &amp; date</b> |
|------------------|---|------------------------------|---------------------------------------|---|
|                  | <b>Performance and skills outcomes</b>  |                              |                                       |   |
| A)<br>9MC        | Observes and participates in the assessment and monitoring of women in a range of settings during the postnatal period to promote health and wellbeing  |                              |                                       |   |
| B)<br>9MC        | Demonstrates awareness of ethical, cultural and social choices when developing the programme of postnatal care for women and their families.  |                              |                                       |   |
| C)<br>9MC        | Participates in the provision of post-operative care  |                              |                                       |   |
| D)<br>9MC        | Observes and participates in discussion with women regarding contraceptive choices  |                              |                                       |   |
| E)<br>9MC        | Observes and participates in providing care and support to women as they start to care for their baby   |                              |                                       |   |
| F)<br>ESC<br>4/1 | Participates in communicating sensitively the importance of breastfeeding, in terms of health outcomes (BFI).<br>N.B. Requires completion of Practice Skills Record before being signed as achieved   |                              |                                       |   |
| G)<br>ESC<br>4/2 | Has an awareness of own thoughts and feelings about infant feeding in order to facilitate information sharing to be ethical and non-judgemental (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved |                              |                                       |   |
| H)<br>ESC<br>4/2 | Is sensitive to issues of diversity when sharing information with women and respects their rights in relation to infant feeding(BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved                  |                              |                                       |   |

| 8                    | Year 1<br>Performance and skills outcomes<br>(continued)  | Methods<br>of<br>Assessment | Not Achieved<br>(NA)<br>Achieved (A) | Sign-off mentor<br>Signature<br>& date |
|----------------------|---|-----------------------------|--------------------------------------|--|
| I)<br>ESC<br>4/3     | Participates in explaining to women the importance of baby-led feeding in relation to the establishment and maintenance of breastfeeding (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved                                  |                             |                                      |  |
| J)<br>ESC<br>4/3     | Can recognise effective positioning, attachment, suckling and milk transfer during breastfeeding (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved  |                             |                                      |  |
| K)<br>ESC<br>4/3     | Participates in teaching mothers the necessary skills to enable them to effectively position and attach their baby for breastfeeding (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved                                      |                             |                                      |  |
| L)<br>ES<br>C<br>4/3 | Participate and begin to explain the importance of their baby rooming-in with them and baby holding in the postnatal period as a means to facilitate breastfeeding (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved        |                             |                                      |  |
| M)<br>ESC<br>4/3     | Recognise common complications of breastfeeding, how these arise and demonstrate how women may be helped to avoid them (BFI)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved  |                             |                                      |  |
| N)<br>ESC<br>4/3     | Observes and 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)<br>N.B. Requires completion of Practice Skills Record before being signed as achieved |                             |                                      |  |

**8) Student's evidence and experience to achieve outcomes**

**9) Neonates with special needs – Year 1**

**This learning outcome not required to be achieved at level one**

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** (10MC) Domain: Effective midwifery practice

**Examine and care for babies with specific health or social needs and refer to other professionals or agencies as appropriate**

This will include: Child protection, congenital disorders, birth defects, low birth weight, pathological conditions (such as babies with vertical transmission of HIV, drug-affected babies)

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection ®, Question & answer (QA), Other (O)

| 9          | Year 1<br><br>Performance and skills outcomes  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|------------|--|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>10MC | Participates in the examination of babies with specific health or social needs and refers to other professionals or agencies as appropriate. |                       |                                   |                                     |

**9) Student's evidence and experience to achieve outcomes**



### **10) Postnatal health & transition to motherhood – Year 1**

#### **ALL to be achieved**

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**

This 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 ( 4/4)
- Work in collaboratively with other practitioners and external agencies ( 4/5)
- Support women to breastfeed in challenging circumstances ( 4/6)

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| <b>10</b>            | <b>Year 1</b>  | <b>Methods of Assessment</b> | <b>Not Achieved (NA) Achieved (A)</b> | <b>Sign-off mentor Signature &amp; date</b> |
|----------------------|--|------------------------------|---------------------------------------|---|
|                      | <b>Performance and skills outcomes</b>   |                              |                                       |   |
| A)<br>11MC           | Observes and participates in the facilitation of infant feeding and nutrition in child development (BFI) N.B. Requires completion of Practice Skills Record before being signed as achieved  |                              |                                       |   |
| B)<br>11MC           | Participates and observes the examination of the newborn, and appropriate screening tests to ensure health and normal progress   |                              |                                       |   |
| C)<br>11MC           | Participates in the provision of evidence based advice and support to promote health and social wellbeing for women, their babies' and families (BFI) N.B. Requires completion of Practice Skills Record before being signed as achieved             |                              |                                       |   |
| D)<br>11MC           | Demonstrates awareness of the need to monitor and support women who have postnatal depression or mental health illnesses   |                              |                                       |   |
| E)<br>11MC           | Demonstrates awareness of the support provided to women with a baby with extra needs   |                              |                                       |   |
| F)<br><b>ESC 4/4</b> | Observes and participates in assessing appropriate growth and development of the neonate. If appropriate, with supervision performs a physical examination(s) with parental consent. Informing women of the findings in a manner that is understood. |                              |                                       |   |

| 10               | Year 1<br>Performance and skills outcomes  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|------------------|--|-----------------------|-----------------------------------|-------------------------------------|
| G)<br>ESC<br>4/5 | Shares 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<br>N.B. Requires completion of Practice Skills Record before being signed as achieved |                       |                                   |                                     |
| H)<br>ESC<br>4/6 | Demonstrates awareness of 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   |                       |                                   |                                     |

**10) Student's evidence and experience to achieve outcomes**

### 11) Safe and accountable drug administration – Year 1

#### ALL to be achieved

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 ( 5/1)
- Correctly and safely undertake medicinal products calculations ( 5/2)
- In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs ( 5/3)
- Keep and maintain accurate records, which includes when working within a multi-disciplinary framework and as part of a team
- 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 ( 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 ( 5/6)
- Work in partnership with women to share information about alternative approaches to using medication, where appropriate ( 5/7)
- Order, receive, store, transport and dispose of medicinal product safely and in accordance with relevant legislation, in midwifery setting including controlled drugs ( 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 ( 5/9)

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 11                              | Year 1   | Methods of Assessment | Not Achieved (NA) Achieved (A) | Sign-off mentor Signature & date |
|---------------------------------|--|-----------------------|--------------------------------|----------------------------------|
|                                 | <b>Performance and skills outcomes</b>   |                       |                                |                                  |
| A)<br>12MC<br>ESC<br>5/1<br>5/3 | Participates in the safe administration of medication/drugs by prescribed routes in accordance with local and professional gold standards and monitors effects.<br><br><b>N.B. Requires completion of Practice Skills Record before being signed as achieved</b> |                       |                                |                                  |
| B)<br>12MC                      | Demonstrates awareness of the policies and procedures for the safe storage of medication   |                       |                                |                                  |
| C)<br>12MC                      | Participates in the completion of records that are accurate, legible and continuous pertaining to drug administration  |                       |                                |                                  |
| D)<br>ESC<br>5/2                | <u>Competent</u> in calculating common dosages of medicinal products used in normal midwifery practice<br><br><b>N.B. Requires completion of Practice Skills Record before being signed as achieved</b>  |                       |                                |                                  |
| E)<br>ESC<br>5/3                | Utilise and safely disposes of equipment needed to prepare/administer medication (e.g. needles, syringes, gloves)  |                       |                                |                                  |

| 11   | Year 1<br>Performance and skills outcomes<br>(continued)   | Methods<br>of<br>Assessment                                    | Not Achieved<br>(NA)<br>Achieved (A) | Sign-off mentor<br>Signature<br>& date |
|--|--|--|--------------------------------------|--|
| F)<br>ESC<br>5/4   | Demonstrates awareness and understanding of professional responsibility in maintaining accurate records including regulation, national and local policy guidelines   |  |                                      |  |
| G)<br>ESC<br>5/4   | Under supervision is able to take a medicine history   | This learning outcome not required to be achieved at level one |                                      |  |
| H)<br>ESC<br>5/5   | Demonstrates awareness and understanding of the legal and ethical frameworks relating to safe administration of medicinal products in practice   |  |                                      |  |
| I)<br>ESC<br>5/6   | Observes and participates the involvement of women in administration and/or self administration of medicinal products  |  |                                      |  |
| J)<br>ESC<br>5/7   | Demonstrates awareness of a range of commonly recognised approaches to support women throughout the childbirth continuum such as; alternative/complementary therapies, life style advice, relaxation and distraction |  |                                      |  |
| K)<br>ESC5<br>/8   | Demonstrates awareness and applies knowledge of local policies to safely store, transport, safely handle and dispose of medicinal products   |  |                                      |  |
| L)<br>ESC<br>5/9   | Able to access 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     |  |                                      |  |
| <b>11) Student's evidence and experience to achieve outcomes</b> |  |  |                                      |  |

**12) Public health – Year 1**

**ALL to be achieved**

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 (15MC)** Domain: Effective midwifery practice

**Contribute to enhancing the health and social wellbeing of individuals and their communities.**

This will include:

- Planning and offering midwifery care within the context of public health policies
- Contributing midwifery expertise and information to local health strategies
- Identifying and targeting care for groups with particular health and maternity needs and maintaining communication with appropriate agencies
- Involving users and local communities in service development and improvement
- Informing practice with best evidence shown to prevent and reduce maternal and perinatal morbidity and mortality
- Utilising a range of effective, appropriate and sensitive programmes to improve sexual and reproductive health.

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 12         | Year 1<br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>15MC | Observes and participates in the provision of evidence based midwifery care within the context of international, national and local public health policies and strategies |                       |                                   |                                     |
| B)<br>15MC | Demonstrates awareness of groups with particular health and maternity needs that may pose challenges to their health  |                       |                                   |                                     |
| C)<br>15MC | Demonstrates awareness of effective public health programmes to improve sexual and reproductive health  |                       |                                   |                                     |
| D)<br>15MC | Identifies users and local communities in service development and improvement of health   |                       |                                   |                                     |

**12) Student's evidence and experience to achieve outcomes**

### 13) Professional accountability – Year 1

#### ALL to be achieved

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: Standards of conduct, performance and ethics for nurses and midwives (NMC 2008), 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 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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 13                            | Year 1   | Methods of Assessment | Not Achieved (NA) Achieved (A) | Sign-off mentor Signature & date |
|-------------------------------|--|-----------------------|--------------------------------|----------------------------------|
|                               | Performance and skills outcomes  |                       |                                |                                  |
| A)<br>16MC                    | Demonstrates awareness of the role of the NMC and other legislation acts relating to midwifery practice  |                       |                                |                                  |
| B)<br>16MC                    | Identifies NMC professional publications relating to midwifery and professional practice   |                       |                                |                                  |
| C)<br>16MC                    | Demonstrates awareness when the need to consult with other health care professionals when the woman's and baby's needs fall outside the scope of midwifery practice                              |                       |                                |                                  |
| D)<br>CPE<br>11               | Demonstrate awareness of managing risk and procedures for reporting to colleagues when the environment of care is putting people at risk   |                       |                                |                                  |
| E)<br>16P<br>CPE6             | Demonstrates awareness of own limitations and seeks appropriate guidance, maintains clear professional boundaries  |                       |                                |                                  |
| F)<br>CPE<br>16, 17<br>19, 20 | Demonstrates a personal and professional commitment, is open and honest, acts with integrity and upholds the reputation of the profession and remains impartial. Adheres to laws of the country. |                       |                                |                                  |

**13) Student's evidence and experience to achieve outcomes**

**13) Student's evidence and experience to achieve outcomes**

### 14) Accountability to individual – Year 1

#### ALL to be achieved

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 ( 1/3).
- Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected ( 1/4).
- Treat women with dignity and respect them as individuals ( 1/5)

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 14                              | Year 1<br><br>Performance and skills outcomes  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|---------------------------------|--|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>17MC                      | Demonstrates awareness of the influence(s) of a person's preferences, beliefs and culture on the provision of midwifery care   |                       |                                   |                                     |
| B)<br>17MC                      | Observes and participates in ensuring and maintaining privacy and dignity when undertaking midwifery care and procedures   |                       |                                   |                                     |
| C)<br>17MC                      | Participates in a woman-centred approach to care demonstrating respect for diversity and individual preferences and acts in a manner that respects others and that promotes and values differences |                       |                                   |                                     |
| D)<br>ESC<br>1/5                | Demonstrates awareness of factors which maintain the dignity of women  |                       |                                   |                                     |
| E)<br>17MC<br>ESC<br>1/3<br>1/4 | Observes and participates in the process of obtaining informed consent including sharing evidence-based information with women and checking their understanding of the meaning of consent.         |                       |                                   |                                     |
| F)<br>ESC<br>1/4                | Identifies the principles of consent in accordance with the NMC Code: standards of conduct, performance and ethics for nurses and midwives (NMC 2008)  |                       |                                   |                                     |

**14) Student's evidence and experience to achieve outcomes**



**14) Student's evidence and experience to achieve outcomes**

**15) Accountability to society – Year 1**

**ALL to be achieved**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection ®, Question & answer (QA), Other (O)

| 15             | Year 1<br><br>Performance and skills outcomes  | Methods<br>of<br>Assessment | Not Achieved<br>(NA)<br>Achieved (A) | Sign-off mentor<br>Signature<br>& date |
|----------------|--|-----------------------------|--------------------------------------|--|
| A)<br><br>18MC | Demonstrates awareness of 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)<br><br>18MC | Demonstrates an awareness of ethical issues/dilemmas and their impact on midwifery practice and can describe examples of ethical dilemmas faced by women and midwives throughout the childbirth continuum  |                             |                                      |  |
| C)<br><br>18MC | Outlines the role(s) of the midwife in managing ethical and legal dilemmas   |                             |                                      |  |

**15) Student's evidence and experience to achieve outcomes**

**16) Confidentiality – Year 1****All to be achieved**

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** (19MC) Domain: Professional and ethical practice

**Maintain confidentiality of information.**

This will include:

- Ensuring the confidentiality and security of written and verbal information acquired in a professional capacity
- Disclosing information about individuals and organisations only to those who have a right and need to know it once proof of identify and the right to disclosure has been obtained.

**Essential skills cluster** (ESC)

1) Communication: Protect and treat as confidential all information relating to themselves and their care.

**Conduct, performance and ethics** (CPE) 3) Respect people's confidentiality

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection ®, Question & answer (QA), Other (O)

| 16                      | Year 1<br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|-------------------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>19MC<br>CPE3      | Observes and participates in the confidentiality and security of written and verbal information acquired in a professional capacity. Respects confidentiality and is aware of the implications of a breach of confidentiality |                       |                                   |                                     |
| B)<br>19MC<br>E½1/<br>2 | Participates in protecting and treating information as confidential except where sharing of information is required for the purposes of safeguarding and/or public protection   |                       |                                   |                                     |
| C)<br>19MC              | Demonstrates knowledge of guidelines for records and record keeping (NMC 2009)  |                       |                                   |                                     |
| D)<br>E½1/<br>2         | Participates in the principles of data protection and applies the principles of confidentiality   |                       |                                   |                                     |

**16) Student's evidence and experience to achieve outcomes**

**17) Managing self and others – Year 1**

**ALL to be achieved**

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 and alerting managers to difficulties and issues in service delivery

**Conduct, performance and ethics** (CPE) - 5) Ensure consent is gained 10) Delegate effectively, 18) Deal with problems

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 17                       | Year 1<br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|--------------------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>21MC<br>CPE<br>10  | Describes ways in which the midwife utilises strategies to deal with and prioritise competing demands and the standards for delegating tasks effectively            |                       |                                   |                                     |
| B)<br>21MC               | Demonstrates self awareness of personal strengths and limitations and takes appropriate action if required  |                       |                                   |                                     |
| C)<br>21MC               | Demonstrates the ability to effectively manage self in relation to competing demands of developing midwifery skills and achieving academic credibility              |                       |                                   |                                     |
| D)<br>CPE<br>18          | Demonstrates awareness of procedures for managing with complaints including internal and external investigations  |                       |                                   |                                     |
| G)<br>ESC<br>2/2<br>CPE5 | Participates and observes consent is obtained prior to any care is initiated and begins to assist in determining choices to maximise an individual approach to care |                       |                                   |                                     |

**17) Student's evidence and experience to achieve outcomes**

**18) Health and safety – Year 1**

**All to be achieved**

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** (22MC) Domain: Professional and ethical practice

**Support the creation and maintenance of environments that promote the health, safety and wellbeing of women, babies and others**

This will include: preventing and controlling infection and promoting health, safety and security in the environment in which the practitioner is working, whether it be at a woman's home, in the community, a clinic, or hospital.

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 18         | Year 1<br>Performance and skills outcomes  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|------------|--|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>22MC | Identifies and participates in the creation and maintenance of environments that promote the health, safety and wellbeing of women, babies and others. |                       |                                   |                                     |
| B)<br>22MC | Identifies policies, guidelines and procedures that ensure the safety, wellbeing and promotion of health.  |                       |                                   |                                     |
| C)<br>22MC | Observes and participates in the prevention and control of infection including the safe disposal of domestic/clinical waste and storage of equipment.  |                       |                                   |                                     |
| D)<br>22MC | Demonstrates safe moving and handling procedures.<br><b>May be achieved in taught sessions</b>   |                       |                                   |                                     |

**18) Student's evidence and experience to achieve outcomes**

**19) Lifelong learning – Year 1**

**ALL to be achieved**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection ®, Question & answer (QA), Other (O)

| 19                      | Year 1<br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|-------------------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>24MC<br>CPE<br>14 | Demonstrates motivation to develop up to date skills and knowledge, seeking information, and asking questions, to meet NMC professional and practice standards. |                       |                                   |                                     |
| B)<br>24MC              | Identifies personal learning outcomes and opportunities to achieve them for example attending learning events and conferences.                                  |                       |                                   |                                     |
| C)<br>24MC              | With support reflects on practice and begins to explore making any changes as a result.   |                       |                                   |                                     |
| D)<br>24MC              | Demonstrates awareness of the framework for midwifery supervision.  |                       |                                   |                                     |

**19) Student’s evidence and experience to achieve outcomes**

**20) Multi-professional Working and Inter-agency Collaboration – Year 1**

**ALL to be achieved**

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

**Midwifery competency** (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 ( 1/8)

3) Normal labour and birth - Works collaboratively with other practitioners ( 3/9)

**Conduct, performance and ethics** (CPE)

8) Share information with colleagues, 9) Work effectively as part of a team

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 20  | Year 1<br>Performance and skills outcomes  | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|---|--|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>25MC<br>ESC<br>1/8<br>3/9<br>CPE<br>8 & 9 | Demonstrates awareness of effective working including information sharing across professional boundaries to maintain the safety of care. Developing professional networks and acting within The Code: Standards of conduct, performance and ethics for nurses and midwives (NMC 2008). |                       |                                   |                                     |
| B)<br>ESC<br>1/8<br>20MC                        | Observes and participates in working within a multi-professional team as an active member, demonstrating confidence in their own role supporting and valuing others roles and responsibilities within the team and interacts appropriately.  |                       |                                   |                                     |
| C)<br>ESC<br>1/8                                | Demonstrates the ability to reflect on own practice and discusses issues with other members of the multidisciplinary team to enhance learning  |                       |                                   |                                     |
| D)<br>20MC                                      | Identifies the role(s) and responsibility of practitioners and agencies in contributing to health and care and who amongst these may be best placed to provide aspects of maternity  |                       |                                   |                                     |

**20) Student's evidence and experience to achieve outcomes**



**21) Evaluation of practice, evidence based practice and professional and policy awareness – Year 1**

**ALL to be achieved**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 21                 | Year 1<br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|--------------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>23MC<br>26MC | Demonstrates awareness of and begins to evaluate the best available evidence in the context of health and social care including relevant policies and guidelines for aspects of antenatal, <del>intrapartum</del> and postnatal care. |                       |                                   |                                     |
| B)<br>26P          | Begins to identify, appraise, evaluate and apply how relevant knowledge and evidence from a range of sources informs good practice  |                       |                                   |                                     |
| D)<br>26MC         | Reflects on midwifery practice identifying strengths and weaknesses and seeks appropriate feedback from mentor, women and their families  |                       |                                   |                                     |
| E)<br>27MC         | Begins to identify and retrieve evidence from major sources to develop their own practice and to keep themselves and others up-to-date.   |                       |                                   |                                     |

**21) Student's evidence and experience to achieve outcomes**

**22) Information technology skills – Year 1**

**All to be achieved**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 22         | Year 1<br><br>Performance and skills outcomes   | Methods<br>of Assessment | Not Achieved<br>(NA)<br>Achieved (A) | Sign-off mentor<br>Signature<br>& date |
|------------|---|--------------------------|--------------------------------------|--|
| A)<br>28MC | Observes and participates in the entry of data onto healthcare computer systems.                                    |                          |                                      |  |
| B)<br>28MC | Observes and participates in the retrieval of information pertaining to women to inform the provision of care.      |                          |                                      |  |
| C)<br>28MC | Identifies how data analysis from IT healthcare systems can be utilised to enhance and evaluate midwifery practice. |                          |                                      |  |

**22) Student's evidence and experience to achieve outcomes**

**23) Audit – Year 1**

**This learning outcome not required to be achieved at level one**

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

**Examples of assessment methods** – Direct observation (DO), Indirect observation (IO), Working with other healthcare professional (WHP), Discussion with mentor (DM), Written documents (WD) e.g. portfolio, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

| 23         | Year 1<br><br>Performance and skills outcomes   | Methods of Assessment | Not Achieved (NA)<br>Achieved (A) | Sign-off mentor<br>Signature & date |
|------------|---|-----------------------|-----------------------------------|-------------------------------------|
| A)<br>29MC | Demonstrates awareness of the value of audit and standard setting within practice to enhance and optimise the care of women, babies and their families. |                       |                                   |                                     |
| B)<br>29MC | Contributes to the auditing and review of practice.   |                       |                                   |                                     |

**23) Student's evidence and experience to achieve outcomes**

## Glossary

|                                   |  |
|-----------------------------------|--|
| <b>Annual update</b>              | Once a year an opportunity to meet and explore assessment and supervision issues with other mentors. Discuss changes to midwifery programmes   |
| <b>Assessment</b>                 | Measurement of achievement and progress of student   |
| <b>Auditable trail</b>            | A continuous record of the students practice placement, including any planning, teaching, evaluation and feedback  |
| <b>Discriminating power</b>       | To treat people differently, ability to control people   |
| <b>Feedback</b>                   | Oral or written development advice on performance so that the student has better understanding of standards and criteria   |
| <b>Fitness for Practice</b>       | Student demonstrates they are practising safely and effectively, having met the Competency, Essential Skills Clusters and all other requirements to be registered  |
| <b>Formative Assessment</b>       | Assessment used to gauge the strengths and weaknesses of the learner's performance while there is time to take action for improvement  |
| <b>Liaison Lecturer</b>           | A member of the midwifery education team who has a role to support the sign-off mentors in the practice environment  |
| <b>Link Lecturer</b>              | Same as liaison lecturer - a member of the midwifery education team who has a role to support the sign-off mentors in the practice environment   |
| <b>Mentor</b>                     | A registrant who has met the outcomes of stage 2 and who facilitates learning, supervises and assesses students in a practice setting  |
| <b>Ongoing Achievement Record</b> | The vehicle for sharing information regarding a student's progress in practice   |
| <b>Outcomes</b>                   | Outcomes identify the skills required at each stage of the framework to meet the defined final competencies  |
| <b>Practice Competency</b>        | A student is deemed proficient when they have successfully met all of the NMC competencies for midwifery at the end of the approved programme.<br>A mentor who has met the NMC additional criteria may only sign-off practice competency             |
| <b>Reflexivity</b>                | Ability to refer back to the cause of events   |
| <b>Competencies</b>               | Contained within the Competencies and must be met by the end of an NMC approved pre-registration programme   |
| <b>Reliability</b>                | Consistent and precise. The assessment process would generate the same result if repeated on another occasion with the same group or similar group of students   |
| <b>Self-Assessment</b>            | A judgment, sometimes for official purposes, which you make about your abilities, principles or decisions  |
| <b>Sign-off mentor</b>            | Mentors are required to meet specified criteria in order to be able to sign-off a student's practice competency at the end of an NMC approved programme. Midwife mentors will normally have met the requirements through their preparation programme |
| <b>Simulation</b>                 | A learning activity that simulates real life scenario requiring participants to make choices which demonstrates cause and effect   |
| <b>Summative Assessment</b>       | Assessment comes at the end of a section of learning and awards the student with a final grade/mark  |
| <b>Supernumerary</b>              | Extra to normal i.e. not part of the staffing levels   |
| <b>Triangulation approach</b>     | The assessment interview involving the student, sign-off mentor and liaison lecturer   |
| <b>Triennial Review</b>           | A review every 3 years where sign-off mentors have evidence of having mentored at least 2 students with due regard. Participated in annual updating, mapped ongoing development and explored the validity and reliability when assessing             |
| <b>Tripartite interviews</b>      | Divided into three sections and involving three people i.e. three interviews (preliminary, intermediate & final with three people being student, sign-off mentor and liaison / link lecturer)  |
| <b>Validity</b>                   | Adequacy and appropriateness of the assessment method in relation to outcomes/objectives being assessed i.e. it measures what it is supposed to measure  |

## References

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<http://www.nmc-uk.org/aDisplayDocument.aspx?documentID=4368>

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