

# ASSESSMENT IN PRACTICE

## MIDWIFERY

Year 3

### Common Assessment Document

Part 1

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

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

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

University	Please tick
Bradford	
Hull	
Huddersfield	
<b>University of Leeds</b>	
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 students 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).

### **Sign Off Mentor Information**

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

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

<b>Sign-off / mentor (print name)</b> <b>Specimen signature</b>	<b>Placement area</b>	<b>Date of annual mentor update</b>	<b>Date of triennial review</b>	<b>Sign-off mentor</b>	<b>Nursing Mentor / Practice supervisor</b>

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

<b>Sign-off / mentor (print name)</b> <b>Specimen signature</b>	<b>Placement area</b>	<b>Date of annual mentor update</b>	<b>Date of triennial review</b>	<b>Sign-off mentor</b>	<b>Nursing Mentor / Practice supervisor</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.

<b>A. Introduction to the practice area</b>	<b>B. Policies and procedures related to practice area</b>
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. e.g. Community</b>					
<b>Student Sign name</b>					
<b>Sign-off mentor 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.

<b>A. Introduction to the practice area</b>	<b>B. Policies and procedures related to practice area</b>
11. Introduction to team, outlining roles and responsibilities	8. Trust policies and procedures
12. Layout of practice environment/locality & lines of communication	9. Practice specific policies and procedures
13. Fire equipment, exits, alarm points and procedure(s)	10. Complaints procedures
14. Resuscitation equipment procedure(s)	11. Moving & handling policy
15. Personal safety including procedure(s) in case of accident and injury	12. Confidentiality
16. Personal safety whilst in and away from the practice environment	13. Vulnerable adults/safeguarding children
17. Procedure(s) for student absences or illness	14. Infection control
18. Emergency contact information and 'bleep' system	
19. Call bell system (if appropriate)	C. Additional issues relevant to practice placement: Please specify
20. Accessed the Yorkshire & Humber SHA practice placement profile (If applicable)	

<b>Please specify placement. e.g. Community</b>					
<b>Student Sign name</b>					
<b>Sign-off mentor 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.

<b>A. Introduction to the practice area</b>	<b>B. Policies and procedures related to practice area</b>
21. Introduction to team, outlining roles and responsibilities	15. Trust policies and procedures
22. Layout of practice environment/locality & lines of communication	16. Practice specific policies and procedures
23. Fire equipment, exits, alarm points and procedure(s)	17. Complaints procedures
24. Resuscitation equipment procedure(s)	18. Moving & handling policy
25. Personal safety including procedure(s) in case of accident and injury	19. Confidentiality
26. Personal safety whilst in and away from the practice environment	20. Vulnerable adults/safeguarding children
27. Procedure(s) for student absences or illness	21. Infection control
28. Emergency contact information and 'bleep' system	
29. Call bell system (if appropriate)	<b>C. Additional issues relevant to practice placement: Please specify</b>
30. Accessed the Yorkshire& Humber SHA practice placement profile (If applicable)	

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

## Preliminary interview 1

<b>Placement area</b>	<b>Date of placement</b> From: ____/____/____ to: ____/____/____	<b>Date</b>
Name of assessing sign-off mentor	Name of liaison / link lecturer	<b>Number of practice hours to achieve during placement (where appropriate)</b>

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

## Learning agreement / contract

<b>Identify learning needs</b> (student reviews the descriptors for each of the 29 competencies in 23 sections, reflects on their current level of knowledge skills and identifies their current learning needs)
<b>Learning opportunities</b> (the student and mentor discuss the learning opportunities that are available in the placement area that will provide the student with the clinical experience to meet their identified learning needs)

**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: \_\_/\_\_/\_\_

Student

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

Liaison/Link lecturer (if appropriate)

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

### **Intermediate interview**

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

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 mentors 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: \_\_/\_\_/\_\_

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>  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 (Please tick)	No or N/A (Please tick)
All midwifery competencies, essential skills cluster, professional behaviour and conduct identified for the placement. Have been achieved and signed by the sign-off mentor.		
All practice experiences & 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 <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: \_\_/\_\_/\_\_

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

## Preliminary interview

<b>Placement area</b>	<b>Date of placement</b> From: ____/____/____ to: ____/____/____	<b>Date</b>
Name of assessing sign-off mentor	Name of liaison / link lecturer	<b>Number of practice hours to achieve during placement (where appropriate)</b>

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

## Learning agreement / contract

<b>Identify learning needs</b> (student reviews the descriptors for each of the 29 competencies in 23 sections, reflects on their current level of knowledge skills and identifies their current learning needs)
<b>Learning opportunities</b> (the student and mentor discuss the learning opportunities that are available in the placement area that will provide the student with the clinical experience to meet their identified learning needs)

**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: \_\_/\_\_/\_\_

Student

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

Liaison/Link lecturer (if appropriate)

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

### **Intermediate interview**

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

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 mentors 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: \_\_/\_\_/\_\_

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>  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>

Identified areas for development
Action plan
Liaison/Link lecturer comments (If applicable)
Practice mark awarded

**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 (Please tick)	No or N/A (Please tick)
All midwifery competencies, essential skills cluster, professional behaviour and conduct identified for the placement. Have been achieved and signed by the sign-off mentor.		
All practice experiences & 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 <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: \_\_/\_\_/\_\_

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

## Preliminary interview

<b>Placement area</b>	<b>Date of placement</b> From: ____/____/____ to: ____/____/____	<b>Date</b>
Name of assessing sign-off mentor	Name of liaison / link lecturer	<b>Number of practice hours to achieve during placement (where appropriate)</b>

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

### Learning agreement / contract

<b>Identify learning needs</b> (student reviews the descriptors for each of the 29 competencies in 23 sections, reflects on their current level of knowledge, skills and identifies their current learning needs)
<b>Learning opportunities</b> (the student and mentor discuss the learning opportunities that are available in the placement area that will provide the student with the clinical experience to meet their identified learning needs)

**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: \_\_/\_\_/\_\_

Student

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

Liaison/Link lecturer (if appropriate)

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

## Intermediate interview

Placement area	Date of placement  From: ____/____/____ to: ____/____/____	Date
Name of assessing sign-off mentor	Name of liaison/link lecturer	Number of practice hours completed to date (where appropriate)
<b>During the placement have there been any periods of sickness or absences? Yes/No</b> 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 mentors 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: \_\_/\_\_/\_\_

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>  From: ____/____/____ to: ____/____/____	<b>Date:</b>
Name of assessing sign-off mentor	Name of liaison/link lecturer	Number of practice hours completed (where appropriate)
<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>

Identified areas for development
Action plan
Liaison/Link lecturer comments (If applicable)
Practice mark awarded

**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 (Please tick)	No or N/A (Please tick)
All midwifery competencies, essential skills cluster, professional behaviour and conduct identified for the placement. Have been achieved and signed by the sign-off mentor.		
All practice experiences & 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 <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: \_\_/\_\_/\_\_

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

## Preliminary interview

<b>Placement area</b>	<b>Date of placement</b> From: ____/____/____ to: ____/____/____	<b>Date</b>
Name of assessing sign-off mentor	Name of liaison / link lecturer	<b>Number of practice hours to achieve during placement (where appropriate)</b>

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

### Learning agreement / contract

<b>Identify learning needs</b> (student reviews the descriptors for each of the 29 competencies in 23 sections, reflects on their current level of knowledge skills and identifies their current learning needs)
<b>Learning opportunities</b> (the student and mentor discuss the learning opportunities that are available in the placement area that will provide the student with the clinical experience to meet their identified learning needs)

**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: \_\_/\_\_/\_\_

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> 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> 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 mentors reflection on student's progress</b>

### Identify areas for development /improvement

## Revised development plan

[illegible]

--

## 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: \_\_/\_\_/\_\_

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>  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 (Please tick)	No or N/A (Please tick)
All midwifery competencies, essential skills cluster, professional behaviour and conduct identified for the placement. Have been achieved and signed by the sign-off mentor.		
All practice experiences & 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 <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: \_\_/\_\_/\_\_

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

## Preliminary interview

<b>Placement area</b>	<b>Date of placement</b> From: ____/____/____ to: ____/____/____	<b>Date</b>
Name of assessing sign-off mentor	Name of liaison / link lecturer	<b>Number of practice hours to achieve during placement (where appropriate)</b>

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

## Learning agreement / contract

<b>Identify learning needs</b> (student reviews the descriptors for each of the 29 competencies in 23 sections, reflects on their current level of knowledge skills and identifies their current learning needs)
<b>Learning opportunities</b> (the student and mentor discuss the learning opportunities that are available in the placement area that will provide the student with the clinical experience to meet their identified learning needs)

**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: \_\_/\_\_/\_\_

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> 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> 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 mentors 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: \_\_/\_\_/\_\_

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>  From: ____/____/____ to: ____/____/____	<b>Date:</b>
Name of assessing sign-off mentor	Name of liaison/link lecturer	Number of practice hours completed (where appropriate)
<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 (Please tick)	No or N/A (Please tick)
All midwifery competencies, essential skills cluster, professional behaviour and conduct identified for the placement. Have been achieved and signed by the sign-off mentor.		
All practice experiences & 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		
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On-line student evaluation completed <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: \_\_/\_\_/\_\_

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.....	

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<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)	
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Liaison / link lecturer (If applicable)	
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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.....	

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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	
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Liaison / link lecturer (If applicable)	
Signature: ..... Print name.....Date.....	

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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
- A sign-off mentor can record the ongoing achievements of the student between the tripartite assessments
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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	
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- 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	
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Liaison / link lecturer (If applicable)	
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## **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.**

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
- 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.....	

### **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 3: Process for grading and assessing practice

***\*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***

<b>80-90</b>	A student who is judged to have reached an <b>outstanding</b> standard: is able to consistently critically analyse and apply relevant and appropriate evidence in all practical situations. Actively participates in midwifery care with indirect supervision in an organised and efficient manner, planning and leading on all activities. Is able to prioritize care, evaluate the effectiveness of the care and demonstrate an ability to analyse problems in novel ways from a range of viewpoints. Does not require prompting, is organised and efficient. Responds appropriately and confidently in situations requiring urgency. Consistently demonstrates compassion in practice and exemplary record keeping. Works as a dependable team member.	<b>Outstanding pass</b>
<b>70-79</b>	A student who is judged to have reached an <b>excellent</b> standard: is able to consistently critique evidence based research and its implementation. Is able to make connections between complex theory. Actively participates in midwifery care with indirect supervision in an organised and efficient manner, planning all activities and leading on most. Is able to prioritize care, evaluate the effectiveness of the care and make changes in care plans if appropriate. Does not require prompting, is organised and efficient. Responds appropriately and confidently in situations requiring urgency. Actively involves women and their families in their care. Works as a dependable team member. Comprehensive and succinct record keeping.	<b>Excellent pass</b>
<b>60-69</b>	A student who is judged to have reached a <b>very high</b> standard: is able on most occasions to critique evidence based research and its implementation. Is able on most occasions to make connections between complex theory. Actively participates in midwifery care with indirect supervision, mostly in an organised and efficient manner, planning most activities and leading on some. Can prioritize care, evaluate the effectiveness of the care and make changes in care plans if appropriate with minimal prompting, is organised and efficient. Responds appropriately in situations requiring urgency. Actively involves women and their families in their care. Works as a reliable member of the team. Very good standard of record keeping.	<b>Very good pass</b>
<b>50-59</b>	A student who is judged to have reached a <b>good</b> standard: is able on some occasions to critique evidence based research and its implementation. Is able on some occasions to make connections between complex theory. Actively participates in midwifery care with indirect supervision, in an organised manner, planning some activities and leading on some with support and prompts. Can prioritize care, evaluate the effectiveness of the care and make changes in care plans if appropriate. Responds suitably in situations requiring urgency. Actively involves women and their families in their care. Works as 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 of performance: is considered safe and meets the minimum standard. The student has been observed to perform with some hesitation. Vaguely explains rationale underpinning practice, makes limited connections between more complex theory. Some degree of questioning and critiquing of evidence based practice and research. With instruction participates in midwifery care with minimal supervision. Sometimes indecisive in familiar situations, requires some instruction when planning and leading on activities. Responds cautiously in situations requiring urgency. With instruction actively involves women and their families in their care and with prompts evaluates the effectiveness of the care. Works within the team. Adequate record keeping.	<b>Pass</b>
<b>20-39</b>	A student who <b>does not meet one or more</b> of the competencies, essential skills, learning outcomes, professional behaviour and conduct associated with the placement/module. Weak underpinning knowledge demonstrated and cannot explain rationale underpinning practice; does not consider evidence based practice. Disorganised planning and implementation of care, participates and assists in care only with close supervision, requires prompting. 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 3								
Student's name	Student identification number			Practice area:		Date & time of assessment		
Module details: (Code, title)				1st attempt/2nd attempt (Please circle)		Outcome of practice assessment:  Overall indicative mark awarded _____ 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</b>	<b>Outstanding</b>		<u>Student self-assessment</u>
<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 communication skills within the multidisciplinary team and contributes to working across professional boundaries.								
Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping								
<b><u>Section 1 Mark awarded</u></b> <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 the ability to critically appraise sources of information and to discuss evidence relevant to current practice								
Demonstrates underpinning knowledge and applies this theory to practice								
Explores practice and professional issues with colleagues								
<b><u>Section 2 Mark awarded</u></b> <b><u>(Total divided by 3)</u></b>								

**Midwifery Practice Marking Grid: Year 3**

<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>
Demonstrates ability to perform clinical skills and procedures whilst maintaining an environment that promotes the health, safety and well-being of women and others.								
Demonstrates knowledge and understanding of the meaning of informed consent and gains informed consent with indirect supervision								
With indirect 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> <b>(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 relates professional codes, standards, conduct, behaviour, policies and guidelines to practice.								
Recognises individual's preferences, right's, interests, beliefs and culture								
Recognises the importance of ensuring and maintaining, safety, privacy, dignity, and respect								
<b>Section 4 Mark awarded</b> <b>(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 recognising own strengths and limitations, recognises the needs of others and seeks to improve skills and knowledge as a result of insight.								
Is able to critically 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</b> <b>(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 midwifery 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.

*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

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**Midwifery Practice Marking Grid: Year 3**

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

**Comments**

**Signature of student**

Print name

Date

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Midwifery Practice Marking Grid: Year 3								
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**Midwifery Practice Marking Grid: Year 3**

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

**Comments**

**Signature of student**

Print name

Date

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Date.

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

Midwifery Practice Marking Grid: Year 3								
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**Midwifery Practice Marking Grid: Year 3**

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

**Comments**

**Signature of student**

Print name

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**Midwifery Practice Marking Grid: Year 3**

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Recognises individual's preferences, right's, interests, beliefs and culture								
Recognises the importance of ensuring and maintaining, safety, privacy, dignity, and respect								
<b>Section 4 Mark awarded</b> <b>(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 recognising own strengths and limitations, recognises the needs of others and seeks to improve skills and knowledge as a result of insight.								
Is able to critically 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</b> <b>(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 midwifery 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.

*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 3								
Student's name	Student identification number			Practice area:		Date & time of assessment		
Module details: (Code, title)				1st attempt/2nd attempt (Please circle)		Outcome of practice assessment:  Overall indicative mark awarded _____ 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>								
	Fail	Pass	Good Pass	Very good pass	Excellent	Outstanding		<u>Student self-assessment</u>
<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 communication skills within the multidisciplinary team and contributes to working across professional boundaries.								
Demonstrates a professional approach to working as a healthcare student including punctuality and time keeping								
<b><u>Section 1 Mark awarded</u></b> <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 the ability to critically appraise sources of information and to discuss evidence relevant to current practice								
Demonstrates underpinning knowledge and applies this theory to practice								
Explores practice and professional issues with colleagues								
<b><u>Section 2 Mark awarded</u></b> <b><u>(Total divided by 3)</u></b>								

**Midwifery Practice Marking Grid: Year 3**

<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>
Demonstrates ability to perform clinical skills and procedures whilst maintaining an environment that promotes the health, safety and well-being of women and others.								
Demonstrates knowledge and understanding of the meaning of informed consent and gains informed consent with indirect supervision								
With indirect 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> <b>(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 relates professional codes, standards, conduct, behaviour, policies and guidelines to practice.								
Recognises individual's preferences, right's, interests, beliefs and culture								
Recognises the importance of ensuring and maintaining, safety, privacy, dignity, and respect								
<b>Section 4 Mark awarded</b> <b>(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 recognising own strengths and limitations, recognises the needs of others and seeks to improve skills and knowledge as a result of insight.								
Is able to critically 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</b> <b>(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 midwifery 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.

*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 cluster** (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 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 3**  
**To be achieved during semester 1 HECS 3258**

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 (MC1)** 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 (No: 1/1)
- Provide care that is delivered in a warm, sensitive and compassionate way (no: 1/7)

<b>Examples of assessment methods</b> – Direct observation (DO), indirect observation (IO), Question & answer (QA), 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 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 1MC	Establishes a rapport with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal stages.	1			
B) 1MC	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.	1			
C) 1MC ESC 1/1,1/7	Uses appropriate verbal, non-verbal and written communication and is familiar with accessing and recording information other than in handwritten form such as texting.	1			
D) ESC 1/1 1/7	With women and colleagues/peers consistently demonstrates the ability to use strategies to enhance communication to remove barriers in order to make clear effective communication and can recognise the appropriateness of silence in certain situations, including a range of communication methods and styles in individual and group settings.	1			
E) ESC 1/1	Is proactive and creative in enhancing communication and seeks to confirm understanding, responding appropriately to what the woman is communicating and acts to reduce and challenge barriers to effective communication.	1			

1	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
F) ESC 1/7	Cares for women in a sensitive and compassionate manner to maintain a supportive relationship with the woman and her family by; anticipating responses with empathy: providing physical and emotional comfort: responding to emotional discomfort of self and others and using touch appropriately.	1			
G) ESC 1/1	Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances in individual and group scenarios.	1			
	<b>1) Student's evidence and experience to achieve outcomes</b>				

**2) Diagnosis, monitoring & assessment – Year 3**  
**To be achieved during semester 1 HECS 3258**

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 (no: 2/2)
- Be the first point of contact when seeking advice and/or information about being pregnant (no: 2/4)

		<b>Examples of assessment methods</b> – Direct observation (DO), indirect observation (IO), Question & answer (QA), 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)			
<b>2</b>	Year 3  Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 2MC/ ESC 2/2	With indirect supervision takes an accurate history during an initial consultation, recording the information in the appropriate document(s) and ensures women are at the centre of care.	1			
B) 2MC	Assesses and monitors 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.	1			
C) 2MC	Actively participates in the appropriate assessment method(s) and is able to identify a woman's social, cultural and emotional wellbeing.	1			
E) ESC 2/4	With indirect supervision is the first point of contact when seeking advice and/or information about being pregnant. Is confident in working in a variety of models of service delivery, where available is actively involved in being accessible for women in environments other than traditional NHS setting such as shops, supermarkets, leisure centres	1			
	<b>2) Student's evidence and experience to achieve outcomes</b>				

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

**3) Programmes of care and evaluation of care – Year 3**  
**To be achieved for HECS 3259**

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 (no: 1/6)
- Provide care that is delivered in a warm, sensitive and compassionate manner (no: 1/7)

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 (no: 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

		<b>Examples of assessment methods</b> – Direct observation (DO), indirect observation (IO), Question & answer (QA), 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)				
<b>3</b>	<b>Year 3</b>	<b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 3MC CPE 12,13	With minimal supervision develops programme(s) of support, recognising when modifications are needed and how best evidence care in partnership with women, including preparation for parenthood plans and place for birth, plans for feeding their babies, postnatal support can improve health outcomes.		HECS 3259			
B) ESC 1/7 CPE 1&7 3MC	Is knowledgeable about ethical, cultural and social choices and makes the care of people the first concern, treating them as individuals and respects their dignity. Promoting health and wellbeing of those in their care, families and the wider community including practical and emotional support.		HECS 3259			

3	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Progress (P) Achieved (A)	Sign-off mentor Signature & date
C) ESC 1/6	Is proactive in promoting care environments that are diversity sensitive and free from exploitation, discrimination and harassment.	HECS 3259			
D) ESC 1/6	Works in partnership with women and is sensitive to age, culture, religion, spiritual beliefs, disability, gender, sexual orientation and respects people's rights. Speaking out when these are at risk of being compromised and takes into account UK legal frameworks and professional ethics.	HECS 3259			
E) ESC 1/7	Does not allow personal feelings towards a client or others to compromise care. Has insight into own values and how these may impact on interactions with women.	HECS 3259			
F) ESC 4/1	Contributes, with indirect supervision, to a variety of forums where information is shared in respect of the advantages and disadvantages of different infant feeding methods.	HECS 3259			
G) 14MC	Monitors and evaluates the effectiveness of care provided and contributes to the modification of care plans to meeting the changing needs of women and their babies.	HECS 3259			
3) Student's evidence and experience to achieve outcomes					

	<p><b>4) <u>Provision of antenatal care and accountable record keeping – Year 3</u></b>  <b><u>To be achieved during HECS 3259 on the antenatal area</u></b></p> <p>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.</p>
	<p><b><u>Midwifery competency</u> (4MC) Domain: Effective midwifery practice</b>  <b>Provide seamless care and where appropriate interventions in partnership with women and other care providers during the antenatal period which: -</b></p> <ul style="list-style-type: none"> <li>• Are appropriate for women's assessed needs, context and culture</li> <li>• Promote their continuing health and well-being</li> <li>• Are evidence based</li> <li>• Are consistent with the management risk</li> <li>• Draw upon the skills of others to optimise health outcomes and resource use</li> </ul> <p>These include: -</p> <ul style="list-style-type: none"> <li>• Acting as lead carer in normal pregnancies</li> <li>• Contributing to providing support to women when their pregnancies are in difficulty (such as women who will need operative or assisted delivery)</li> <li>• Providing care for women who have suffered pregnancy loss</li> <li>• Discussion/negotiation with other professionals about further interventions which are appropriate for individual women, considering their wishes, context and culture</li> <li>• Ensuring that current research findings and other evidence are incorporated into practice</li> <li>• Team working in the best interests of individual women</li> </ul> <p><b><u>Midwifery competency</u> (20MC) Domain: Professional and Ethical Practice</b>  <b>Work collaboratively with other practitioners and agencies in ways which:</b></p> <ul style="list-style-type: none"> <li>• Value their contribution to health and care</li> <li>• Enable them to participate effectively in the care of women, babies and their families</li> <li>• Acknowledge the nature of their work and the content in which it is placed</li> </ul> <p>Practitioners and agencies will include those who work in:</p> <ul style="list-style-type: none"> <li>• Health care</li> <li>• Social care</li> <li>• Social security, benefits and housing</li> <li>• Advice and guidance and counselling</li> <li>• Child protection</li> <li>• The Law</li> </ul> <p><b><u>Midwifery competency</u> (13MC) Domain: Effective midwifery practice</b>  <b>Complete, store and retain records of practice which:</b></p> <ul style="list-style-type: none"> <li>• Are accurate, legible and continuous</li> <li>• Detail the reasoning behind any actions taken</li> <li>• Contain the information necessary for the record's purpose.</li> </ul> <p>Records will include:</p> <ul style="list-style-type: none"> <li>• Biographical details of women and babies</li> <li>• Assessments made, outcomes of assessments and the action taken as a result</li> <li>• The outcomes of the discussions with women and the advice offered</li> <li>• Any drugs administered</li> <li>• Action plans and commentary on their evaluation</li> </ul>
	<p><b><u>Essential skills cluster</u> (ESC)</b>  2) Initial consultation between the woman and the midwife:</p> <ul style="list-style-type: none"> <li>• Be confident in sharing information about common antenatal screening (no: 2/1)</li> <li>• Accurately complete an initial consultation ensuring women are at the centre of care (no: 2/2)</li> <li>• Work collaboratively with other practitioners and external agencies (no: 2/3)</li> </ul>
	<p><b>Examples of assessment methods</b> – Direct observation (DO), indirect observation (IO), Question &amp; answer (QA), 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)</p>

<b>4</b>	<b>Year 3</b>	<b>To be achieved</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) 4MC	Contributes with indirect supervision in the provision of evidence-based care with midwives and other care providers in partnership with women.	HECS 3259 AN			
B) 4MC	Actively participates in managing risk and the support women require with more complex pregnancies or pregnancy loss. Identifies deviation from the norm, referring if appropriate to other professionals to optimise health outcome.	HECS 3259 AN			
C) <b>ESC 2/1</b>	Actively participates in the main NHS-managed antenatal screening programmes that are offered to pregnant women utilising local/national information to assist with making choices including national voluntary agencies and websites and respects the decision of women who decline services or treatments.	HECS 3259 AN			
E) <b>ESC 2/1</b>	Actively participates in sharing information using as appropriate a variety of multi-media channels such as texting and facilitates informed consent with women about common antenatal screening tests including the optimum times for testing, previous bereavement or affected/high risk screening results.	HECS 3259 AN			
F) <b>ESC 2/1</b>	Is able to seek out required information about less common/specialised antenatal screening tests	HECS 3259 AN			
G) <b>ESC 2/1</b>	Interprets data/results accurately and shares this information sensitively with women and their families, including the ability to discuss further actions/consequences as necessary	HECS 3259 AN			
H) <b>ESC 2/2</b>	Participates and consistently shows the ability to assess maternal and fetal wellbeing relevant to the stage of pregnancy, explaining the findings in a sensitive manner and encourages women to ask questions, referring to appropriate individuals where necessary. Empowering women to recognise normal pregnancy development and to seek advice.	HECS 3259 AN			
I) <b>ESC 2/2</b>	Explores effectively the social, religious and cultural factors that inform an individualised antenatal care pathway for women that is diversity sensitive. Recognising and advising women who would benefit from more specialist services.	HECS 3259 AN			
J) <b>ESC 2/2</b>	Is skilled in providing the opportunity to women to disclose domestic abuse and is able to respond appropriately.	HECS 3259 AN			
L) <b>ESC 2/3 20MC</b>	Is able to collaborate effectively with the wider healthcare team and agencies as required and be aware of those best placed to provide aspects of maternity care and is competent to refer women who would benefit from more specialist services such as a local substance misuse support unit.	HECS 3259 AN			

4	<b>Year 3</b>  <b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA)</b> <b>Achieved (A)</b>	<b>Sign-off mentor</b> <b>Signature &amp; date</b>
M) 13MC	Demonstrates full compliance with professional records, the confidentiality and security of written or verbal information and the storage of records in accordance with local policies and relevant legislation.	HECS 3259 AN			
	<b>4) Student's evidence and experience to achieve outcomes</b>				

**5) Referral to access information, skills, advice, assistance, support and treatment - Year 3**  
**To be achieved for HECS 3258 during semester 1**

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 3	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
	Performance and skills outcomes				
A) 5MC	Recognises health and social situations or issues, which may require the referral of women to other professional or agencies with specialist knowledge and skills.	Sem 1 HECS 3258			
B) 5MC	Supports accurate, legible and complete information, which contains the reasoning behind making the referral and describes the woman's needs and preferences.	Sem 1 HECS 3258			
<b>5) Student's evidence and experience to achieve outcomes</b>					

**6) Intrapartum care and management of the neonate at birth – Year 3**  
**To be achieved on the delivery suite during HECS 3259**

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 (no: 3/1)
- Be attentive to the comfort needs of women before, during and after birth (no: 3/2)
- Determine the onset of labour (no: 3/3)
- Determine the wellbeing of women and their unborn baby (no: 3/4)
- Measure, assess and facilitate the progress of normal labour (no: 3/5)
- Support women and their partners in the birth of their baby (no: 3/6)
- Facilitate the mother and baby to remain together (no: 3/7)
- Keep accurate records (no:3/10)

4) Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand (no: 4/1)

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

**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 3</b>	<b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
<b>A) ESC 3/3</b>		Actively participates in the clinical assessment, observation and history taking to determine the onset of labour. Discussing the findings accurately and shares this information and consequences with women.	DS HECS 3259			
<b>B) ESC 3/1 3/4 3/5</b>		Actively participates in the incorporation of birth plans or written instructions that identify the wishes and individual needs of women in any care provided. Referring women who would benefit from the skills and knowledge of other individuals.	DS HECS 3259			
<b>C) ESC 3/1</b>		Works in partnership with women to facilitate a birth environment that supports their needs such as privacy, silence and acknowledges the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences.	DS HECS 3259			

6	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
D) <b>ESC</b> 3/1	Anticipates and is able to provide intrapartum care appropriate to the needs, context, social factors, culture and choices of women, babies and families including practicing in accordance with relevant legislation.	DS HECS 3259			
E) <b>ESC</b> 3/1	Supports the health and safety and wellbeing of women in a variety of birth settings other than the acute hospital environment.	DS HECS 3259			
F) <b>ESC</b> 3/1	Actively participates in changing the physical environment to meet the needs of women, such as lighting, furniture, temperature.	DS HECS 3259			
G) <b>ESC</b> 3/2	Applies in-depth knowledge of the physiology of labour and birth and uses this and skills of observation and active listening to analyse and evaluate the effectiveness of care being provided.	DS HECS 3259			
H) <b>ESC</b> 3/5 3/6	Sensitively and accurately, with informed consent, makes an assessment of the progress of labour including observation, such as behaviour, abdominal examination, vaginal examination where appropriate, informing women of their progress and discussing actions/consequences as necessary. Recognising any deviation from the norm, identifying and appropriately managing the latent and active phase of labour and providing care to women with complications.	DS HECS 3259			
I) 6MC <b>ESC</b> 3/4	Is able to assess and monitor fetal and maternal wellbeing during the intrapartum period, including assessment of liquor volume and colour, intermittent auscultation of the fetal heart using a pinnard stethoscope and a normal fetal cardiotocograph tracing. Interprets the findings accurately, and shares this information with women and discusses further action/consequences as necessary.	DS HECS 3259			
J) <b>ESC</b> 3/2	Is able to work with women to determine their coping strategies in order to support their preferences for pain management such as; mobilising, different positions, use of water, silence, verbal and non verbal cues.	DS HECS 3259			
K) <b>ESC</b> 3/5	Is actively involved in supporting women to use a variety of birthing aids, such as birthing balls	DS HECS 3259			
L) 6MC	Actively participates in the safe administration of a range of non pharmacological analgesic techniques.	DS HECS 3259			

6	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
M) <b>ESC</b> 3/2	Is able to ensure the comfort needs of women are met, such as: Bladder care, appropriate hydration, nutritional intake, hygiene requirements, prevention of infection, assessment of skin integrity.	DS HECS 3259			
N) <b>ESC</b> 3/6	Identifies the importance of offering choices related to the birth phase. Safely caring for woman/baby sensitively and is attentive to the 'moment of birth' creating an environment that is responsive to the woman's needs.	DS HECS 3259			
P) <b>ESC</b> 3/5	Is confident in preparing any necessary equipment and monitoring of maternal and fetal wellbeing.	DS HECS 3259			
Q) <b>ESC</b> 3/5	Critically appraises and justifies the use of any intervention such as artificial rupture of membranes, continuous electronic fetal monitoring, urinary catheterisation, in order to facilitate a spontaneous birth.	DS HECS 3259			
R) <b>ESC</b> 3/6	Initiates emergency measures if required such as episiotomy.	DS HECS 3259			
S) <b>ESC</b> 3/6	Assesses and monitors the woman's condition throughout the third stage of labour facilitating safe delivery of the placenta and membranes by physiological and active management.	DS HECS 3259			
T) 8MC	Actively participates in assessing the vital signs of the newborn at birth, including physical examination, adaptation to extra uterine life and in the administration of Vitamin K if required.	DS HECS 3259			
U) 8MC <b>ESC</b> 3/7	Actively participates in the provision of care immediately post delivery, including early identification and security, initiation of skin to skin, maternal infant attachment, assessing accurately the health and wellbeing of the baby. Support feeding and delay any unnecessary separation, avoiding early routine procedures such as weighing. Initiates emergency measures if required.	DS HECS 3259			
V) <b>ESC</b> 3/10 4/10 CPE 15	Actively participates in the recording of information that is accurate, legible and continuous which includes planning, implementation and evaluation of care, interventions and findings	DS HECS 3259			
	<b>6) Student's evidence and experience to achieve outcomes</b>				

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

**7) Emergency procedures – Year 3**  
**To be achieved on the delivery suite during HECS 3259 (YMET)**

To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills.

**Midwifery competency** (7MC) Domain: Effective midwifery practice

**Undertake appropriate emergency procedures to meet the health needs of women and babies**

Emergency procedures will include: Manual removal of the placenta, Manual examination of the uterus, Managing post-partum haemorrhage, Resuscitation of mother/or baby

**Essential skills cluster** (ESC)

3) Normal labour and birth

- Identify and safely manage appropriate emergency procedures (no: 3/8)

	<b>Examples of assessment methods</b> – 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>7</b>	Year 3  Performance and skills outcomes	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 7MC <b>ESC 3/8</b>	Initiates and demonstrates confidence in the procedure(s) relevant to local policy for summoning assistance in an emergency in both primary and secondary care settings.	DS HECS 3259			
B) 7MC	Identifies and locates where emergency equipment can be accessed.	DS HECS 3259			
C) 7MC	Demonstrates basic life support or simulation using Resuscitation Council Gold standards for adults, pregnant women and babies or relevant local policy.	DS HECS 3259			
D) <b>ESC 3/8</b>	Participates and contributes to 'skills and drills' procedures related to adult and neonatal resuscitation and sustains emergency measures until help arrives.	DS HECS 3259			
	<b>7) Student's evidence and experience to achieve outcomes</b>				

**8) Postnatal care - Year 3**  
**To be achieved on the postnatal ward during HECS 3259**

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 (no: 4/1) BFI relates to Baby Friendly Education Standards Learning Outcomes
- Respect social cultural factors that may influence the decision to breastfeed (no: 4/2)
- Effectively support women to breastfeed (no: 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, Planned teaching (PT), Opportunistic teaching (OT) Reflection (R), Question & answer (QA), Other (O)

8	Year 3	To Be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
	Performance and skills outcomes				
A) 9MC	Actively participates in the assessment and monitoring of women in a range of settings during the postnatal period to promote health and wellbeing.	PN HECS 3259			
B) 9MC ESC 4/2	Is able to identify ethical, cultural and social choices when developing the programme of postnatal care for women and their families and is sensitive to the issues of diversity when sharing information with women and respect their rights in relation to infant feeding.	PN HECS 3259			
C) 9MC	Actively participates in the provision of post-operative care.	PN HECS 3259			
D) 9MC	Actively participates in discussion with women regarding contraceptive choices.	PN HECS 3259			
E) 9MC ESC 4/3	Actively participates and is attentive in providing care, information and support to women as they start to feed and care for their baby including giving advice over the telephone, listening and responding to verbal and non-verbal cues.	PN HECS 3259			
F) ESC 4/1	Participates in communicating sensitively the importance of breastfeeding, in terms of health outcomes (BFI) and contributes to/leads a variety of forums where information is shared about the advantages/limitations of different feeding methods, without regarding breastfeeding and artificial feeding as 'equal' choices.	PN HECS 3259			

8	Year 3 Performance and skills outcomes (continued)	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
G) ESC 4/1	Is able to critically appraise and understand the nature of research evidence and the strength of breastfeeding promotion and support interventions.	PN HECS 3259			
H) ESC 4/2	Can recognise own thoughts and feelings about infant feeding in order to facilitate information sharing that is ethical and non-judgemental, and explores strategies and attitudes to support breastfeeding initiatives.	PN HECS 3259			
I) ESC 4/3	Applies in-depth knowledge of the physiology of lactation to practical situations (BFI).	PN HECS 3259			
J) ESC 4/3	Is confident at exploring with women the potential impact of delivery room practices, such as the effect of different pain relief methods, rooming-in, baby holding and the importance of skin-to-skin contact, on the wellbeing of their baby and themselves and on the establishment of breastfeeding (BFI). N.B. Requires completion of Practice Skills Record before being signed as achieved	PN HECS 3259			
K) ESC 4/1 4/3	Actively participates in explaining and advising women of the importance of baby-led feeding in relation to the establishment and maintenance of breastfeeding, exclusive breastfeeding and consequences of offering artificial milk to breastfed babies, bed-sharing and the use of dummies (BFI).	PN HECS 3259			
L) ESC 4/3	Is able to assist in teaching and empowering women to effectively position and attach their baby for breastfeeding. Can recognise effective positioning, attachment, suckling and milk transfer and evaluate the effectiveness of breastfeeding practices to support women to be successful for the first six months of life (BFI) N.B. Requires completion of Practice Skills Record before being signed as achieved	PN HECS 3259			
M) ESC 4/3	Identifies common complications of breastfeeding, how these arise and demonstrate how women may be helped to avoid them (BFI). N.B. Requires completion of Practice Skills Record before being signed as achieved	PN HECS 3259			
N) ESC 4/3	Actively 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). N.B. Requires completion of Practice Skills Record before being signed as achieved	PN HECS 3259			
	<b>8) Student's evidence and experience to achieve outcomes</b>				

<b>8) Student's evidence and experience to achieve outcomes</b>	
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**9) Neonates with special needs – Year 3**  
**To be achieved on Postnatal area or transitional care during HECS 3259**

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)

**Essential skills cluster** (ESC)

4) Initiation and continuance of breastfeeding

- Support women to breastfeed in challenging circumstances (no: 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>9</b>	<b>Year 3</b>	<b>To be achieved</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) 10MC	Examines and cares for babies with specific health or social needs and refers to other professionals or agencies as appropriate.	PN/TC HECS 3259			
B) ESC 4/6	Supports women who are separated from their babies (e.g. admission to a special care baby unit, and/or women receiving high dependency care in a separate environment) to initiate and maintain their lactation and feed their babies optimally (BFI).	PN/TC HECS 3259			
C) ESC 4/6	Feeds expressed breast milk to a baby using a cup/ or syringe as appropriate (BFI).	PN/TC HECS 3259			
	<b>9) Student's evidence and experience to achieve outcomes</b>				

**10) Postnatal health & transition to motherhood – Year 3**  
**To be achieved on the community placement During HECS 3259**

To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills.

**Midwifery competency** (11MC) Domain: Effective midwifery practice

**Care for and monitor women during the puerperium, offering the necessary evidence-based advice and support regarding the baby and self-care**

These will include:

- Providing advice and support on feeding babies and teaching women about the importance of nutrition in child development
- Providing advice and support on hygiene, safety, protection, security and child development
- Enabling women to address issues about their own, their babies' and their families health and social well being
- Monitoring and supporting women who have postnatal depression or other mental illnesses
- Advice on bladder control
- Advising women on recuperation
- Supporting women to care for ill/pre-term babies or those with disabilities

**Essential skills cluster** (ESC)

4) Initiation and continuance of breastfeeding

- Recognise appropriate infant growth and development, including where referral for further advice/action is required (no: 4/4)
- Work in collaboratively with other practitioners and external agencies (no: 4/5)
- Support women to breastfeed in challenging circumstances (no: 4/6)

		<b>Examples of assessment methods</b> – 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 3</b>	<b>To be achieved</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) 11MC	Actively participates in the facilitation of infant feeding and nutrition in child development.	Community HECS 3259			
B) 11MC <b>ESC 4/4</b>	Actively participates in, under indirect supervision, the examination of the newborn for growth and development, and including appropriate screening tests to ensure health and normal progress. Informing women of the findings in a manner that is understood and referring where there is deviation from appropriate infant growth or concerns.	Community HECS 3259			
C) 11MC	Actively participates in the provision of evidence based advice and support to promote health and social wellbeing for women, their babies' and families.	Community HECS 3259			
D) 11MC	Recognises the need to monitor and support women who have postnatal depression or mental health illnesses.	Community HECS 3259			
E) <b>ESC 4/5</b>	Is able to discuss with women the introduction of complementary foods and continuing breastfeeding during the weaning period, into the second year of life.	Community HECS 3259			

10	Year 3 Performance and skills outcomes (continued)	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
F) <b>ESC 4/5</b>	Works actively with other healthcare professionals and external agencies. 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 and understands community support to women who breastfeed and as a resource for healthcare professionals.	Community HECS 3259			
G) <b>ESC 4/5 4/6</b>	Works confidently and collaboratively and in partnership with women to identify 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.	Community HECS 3259			
	<b>10) Student's evidence and experience to achieve outcomes</b>				

**11) Safe and accountable drug administration – Year 3**  
**To be achieved in semester 1 during HECS 3258**

To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills.

**Midwifery competency** (12MC) Domain: Effective midwifery practice

**Select, acquire and administer safely, a range of permitted drugs consistent with legislation, applying knowledge and skills to the situation which pertains at the time**

Methods of administration will include: Oral, Intravenous, Intramuscular, Topical, Inhalation

**Essential Skills Clusters** (ESC)

5) Medicines Management:

- Within the parameters of normal childbirth, ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risks and benefits including the ability to recognise and respond safely to adverse drug reactions and adverse drug events (no: 5/1)
- Correctly and safely undertake medicinal products calculations (no: 5/2)
- In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs (no: 5/3)
- Keep and maintain accurate records, which includes when working within a multi-disciplinary framework and as part of a team
- Work within the legal and ethical framework that underpins safe and effective medicinal products management as well as in conjunction with national guidelines and local policies (no: 5/5)
- Work in partnership with women to share information in assisting them to make informed choices about medical products related to herself, her unborn child or her baby (no: 5/6)
- Work in partnership with women to share information about alternative approaches to using medication, where appropriate (no: 5/7)
- Order, receive, store, transport and dispose of medicinal product safely and in accordance with relevant legislation, in midwifery settings including controlled drugs (no: 5/8)
- Use and evaluate up-to-date information on medicinal products management and work within national and local policies and guidelines using appropriate reference (no: 5/9)
- Recognise and correctly respond to obstetric emergencies in context of medicines management (5/10)
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**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 3  Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 12MC ESC 5/1,5/ 3, 5/9	Actively participates and manages the safe administration of medication/drugs by prescribed routes in accordance with local, national and professional gold standards/policies and monitors their effect.  N.B. Requires completion of Practice Skills Record before being signed as achieved	Sem 1 HECS 3258			
B) ESC 5/1 5/10	Applies an understanding of pharmacology, how medical products act and interact in the systems of the body as well as their therapeutic action in all aspects related to midwifery practice. Recognises and acts accordingly with regard to medicines management when confronted with obstetric emergencies in both primary and secondary care.  N.B. Requires completion of Practice Skills Record before being signed as achieved	Sem 1 HECS 3258			

11	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
C) ESC 5/1	Uses knowledge and understanding of commonly supplied or administered medicinal products to the women or baby in order to act promptly in cases where side effects and adverse reactions occur such as management of anaphylaxis. Reporting adverse events. N.B. Requires completion of Practice Skills Record before being signed as achieved	Sem 1 HECS 3258			
D) 12MC ESC 5/4, 5/5, 5/8	Applies knowledge of legislation, policies and procedures to support midwifery practice and for the safe, ordering, storage of medicines including controlled drugs in the primary and secondary care settings.	Sem 1 HECS 3258			
E) 12MC ESC 5/3 5/4	Contributes to the completion of records that are accurate, legible and continuous pertaining to drug administration including controlled drugs, omitted medication, information of the benefits and risks and the use of prescription charts. Understands the professional responsibility in maintaining accurate records including regulation, national and local policy guidelines.	Sem 1 HECS 3258			
F) ESC 5/2	<u>Competently and accurately</u> calculates medicinal products frequently encountered within the field of practice.	Sem 1 HECS 3258			
G) ESC 5/3	Utilises, safely handles, transports and disposes of medicinal products and the equipment needed to prepare/administer medication (e.g. needles, syringes, gloves).	Sem 1 HECS 3258			
H) ESC 5/3, 5/5	Utilises and interprets medicine legislation related to midwives exemptions accurately and is conversant with legislation related to pharmacy only and General Sales Lists medicinal products, midwives supply orders, destruction of controlled drugs and patient group directions.	Sem 1 HECS 3258			
I) ESC 5/4	Demonstrates an understanding of roles and responsibilities within the multi-disciplinary team for medicinal products management, including how and in what ways information is shared.	Sem 1 HECS 3258			
J) ESC 5/4	Under indirect supervision is able to take a medicine history.	Sem 1 HECS 3258			
K) ESC 5/5	Is able to recognise and demonstrate understanding of the legal and ethical frameworks relating to safe administration of medicinal products including personal accountability in respect of supplying and administering unlicensed products.	Sem 1 HECS 3258			
L) ESC 5/6	Participates and involves women in administration and/or self administration of medicinal products including clear and accurate information, informed choices, and assesses women's ability to self administer, giving clear instructions and clarifies understanding.	Sem 1 HECS 3258			

11	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
M) ESC 5/9	Is able and confident to critically evaluate and 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.	Sem 1 HECS 3258			
	11) Student's evidence and experience to achieve outcomes				

**12) Public health – Year 3**  
**To be achieved in community during HECS 3259**

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 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 15MC	Recognises the provision of evidence based midwifery care within the context of international, national and local public health policies and strategies.	Com HECS 3259			
B) 15MC	Is able to recognise groups with particular health and maternity needs that may pose challenges to their health.	Com HECS 3259			
C) 15MC	Discusses and evaluates effective public health programmes to improve sexual and reproductive health.	Com HECS 3259			
D) 15MC	Identifies users and local communities in service development and improvement of health.	Com HECS 3259			

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

**13) Professional accountability – Year 3**  
**To be achieved during HECS 3259**

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** (MC16) 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 standards of practice to self-assess performance
- Consulting with the most appropriate professional colleagues when care requires expertise beyond the midwife's current competence
- Consulting other health care professionals when the woman's and baby's needs fall outside the scope of midwifery practice
- Identifying unsafe practice and responding appropriately

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

6) Maintain clear professional Boundaries, 11) Manage risk, 16) Be open and honest, act with integrity and uphold the reputation of the profession, 17) Act with integrity, 19) Be impartial, 20) Uphold the reputation of the profession

	<b>Examples of assessment methods</b> – 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>13</b>	<b>Year 3</b>				
	<b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 16MC	Recognises the role of the NMC and other legislation acts relating to midwifery practice and can identify NMC professional publications relating to midwifery and professional practice.	HECS 3259			
C) 16MC	Confidently identifies situations that are outside the sphere of practice and consults with the most appropriate health care professionals.	HECS 3259			
D) CPE 11	Contributes to managing risk and identifies procedures for reporting to colleagues when the environment of care is putting people at risk.	HECS 3259			
F) CPE 6,16 17,19 20	Demonstrates a personal and professional commitment, is open and honest, acts with integrity, upholds the reputation of the profession, maintains clear professional boundaries and remains impartial. Adheres to the laws of the country.	HECS 3259			
	<b>13) Student's evidence and experience to achieve outcomes</b>				

**14) Accountability to individual – Year 3**  
**To be achieved in semester 1 during HECS 3258**

To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills.

**Midwifery competency (17MC)** Domain: Professional and Ethical Practice

**Practice in a way, which respects, promotes and supports individuals' rights, interests, preferences, beliefs and cultures.**

This will include:

- Offering culturally-sensitive family advice
- Ensuring that women's labour is consistent with their religious and cultural beliefs and preferences
- Acknowledgement of the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences

**Essential skills cluster (ESC)**

1) Communication:

- Enable women to make choices about their care by informing women of the choices available to them and providing them with evidence-based information about the benefits and risks of options so that women can make fully informed decisions (no: 1/3).
- Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected (no: 1/4).
- Treat women with dignity and respect them as individuals (no: 1/5)

**Conduct, Performance and Ethics (CPE) - 5** Ensure consent is gained

**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 3 Performance and skills outcomes	To be achieved:	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 17MC	Actively 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, recognises and values differences.	Sem 1 HECS 3258			
B) 17MC ESC 1/5	Acts professionally to ensure and maintain privacy and dignity when undertaking midwifery care and procedures. Identifies factors which maintain the dignity of women and challenging situations/others where the dignity of the woman may be compromised.	Sem 1 HECS 3258			
C) 17MC	Recognises the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences.	Sem 1 HECS 3258			
D) 17MC CPE5 ESC 4	Actively participates in the process of obtaining informed consent prior to undertaking clinical activity and assists in determining choices to maximise an individual approach to care. Ensures that the meaning of informed consent is understood and gain consent to share confidential information outside the professional team.	Sem 1 HECS 3258			

14	Year 3 Performance and skills outcomes		Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
E) ESC 1/3	Actively participates in sharing evidence-based information with women in order for them to make an informed decision about their care. Even where a particular choice may result in harm to themselves or their unborn child, unless a court of law orders contrary.	Sem 1 HECS 3258			
F) ESC 1/3	Respects women's autonomy when making decisions and the role as partners in their care and contributions they can make. Includes using appropriate strategies such as national, voluntary agencies and websites to encourage and promote choice for all women and provide accurate, truthful and balanced information which is easily understood.	Sem 1 HECS 3258			
G) ESC 1/4	Works within the legal frameworks when seeking consent and applies the principles of consent in accordance with the NMC Code (NMC 2008). Respects client's autonomy and rights to withhold consent in relation to care and treatment.	Sem 1 HECS 3258			
H) ESC 1/4	Shares information confidently with women who have physical, cognitive or sensory disabilities and those who do not speak or read English. Acts professionally to ensure personal judgements, prejudices, values, attitudes and beliefs do not compromise the care provided.	Sem 1 HECS 3258			
	<b>14) Student's evidence and experience to achieve outcomes</b>				

**15) Accountability to society – Year 3**  
**To be achieved in community during HECS 3259**

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 (R), Question & answer (QA), Other (O)

15	Year 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 18MC	Is able to identify 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).	Com HECS 3259			
B) 18MC	Is able to outline the role(s) of the midwife in recognising and managing ethical dilemmas, and the impact they may have on midwifery practice.	Com HECS 3259			
C) 18MC	Is able to identify ethical and legal dilemmas faced by women and midwives throughout the childbirth continuum.	Com HECS 3259			

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

**16) Confidentiality – Year 3**  
**To be achieved in semester 1 during HECS 3258**

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 identity 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 (no: 1/2).

**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 (R), Question & answer (QA), Other (O)					
16	Year 3	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
	<b>Performance and skills outcomes</b>				
A) 19MC CPE3	Actively participates in the confidentiality and security of written and verbal information acquired in a professional capacity. Respects confidentiality	Sem 1 HECS 3258			
B) 19MC ESC 1/2	Actively participates and acts professionally in protecting and treating information as confidential except where sharing of information is required for the purposes of safeguarding and/or public protection e.g. child protection, protection from harm.	Sem 1 HECS 3258			
C) 19MC ESC 1/2	Recognises and evaluates the implications of a breach of confidentiality and the significance of information and who does/does not need to know. Distinguishes between that is relevant to care planning and that which is not relevant.	Sem 1 HECS 3258			
D) 19MC	Is able to identify NMC guidelines for records and record keeping (NMC 2009)	Sem 1 HECS 3258			
E) ESC 1/2	Actively participates in the principles of data protection and applies the principles of confidentiality. Acts appropriately in sharing information to enable and enhance care and works within the legal framework and acts within the law when disclosing information without consent.	Sem 1 HECS 3258			
<b>16) Student's evidence and experience to achieve outcomes</b>					

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

**17) Managing self and others – Year 3**  
**To be achieved during HECS 3259**

To meet the standard the student is required to demonstrate the following competency/skills drawing on practice experience(s) and underpinned by theoretical learning appropriate to their level. By the end of an NMC approved midwifery programme the student will have achieved all the competencies and skills.

**Midwifery competency** (21MC) Domain: Professional and Ethical Practice  
**Manage and prioritise competing demands.**

This will include: Deciding who is best placed and able to provide particular interventions to women, babies and their families & Alerting managers to difficulties and issues in service delivery

**Essential skills cluster** (ESC) 3) Normal labour and birth - Works collaboratively with other practitioners (no: 3/9)

**Conduct, performance and ethics** (CPE) - 10) Delegate effectively, 18) Deal with problems

<b>Examples of assessment methods</b> – 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 3	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
	<b>Performance and skills outcomes</b>				
A) 21MC ESC 3/9 CPE 10	Identifies ways in which the midwife utilises strategies to deal with and prioritise competing demands and the standards for delegating tasks effectively. Negotiates with others in relation to balancing competing/conflicting priorities	HECS 3259			
B) 21MC ESC 3/9	Demonstrates self and professional awareness of strengths and limitations and takes appropriate action if required. Is able to effectively manage self in relation to competing demands of developing midwifery skills and achieving academic credibility.	HECS 3259			
D) CPE 18	Identifies procedures for managing with complaints including internal and external investigations.	HECS 3259			
	<b>17) Student's evidence and experience to achieve outcomes</b>				

**18) Health and safety – Year 3**  
**To be achieved in semester 1 during HECS 3258**

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 & 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 3 Performance and skills outcomes	To be achieved	Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
A) 22MC	Actively participates in the creation and maintenance of environments that promote the health, safety and wellbeing of women, babies and others.	Sem 1 HECS 3258			
B) 22MC	Identifies policies and guidelines that ensure the safety, wellbeing and promotion of health.	Sem 1 HECS 3258			
C) 22MC	Actively participates in the prevention and control of infection including the safe disposal of domestic/clinical waste and storage of equipment.	Sem 1 HECS 3258			
D) 22MC	Demonstrates safe moving and handling procedures.	Sem 1 HECS 3258			

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

**19) Lifelong learning – Year 3**  
**To be achieved during HECS 3259**

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

<b>Examples of assessment methods</b> – 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>19</b>	<b>Year 3</b>  <b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 24MC CPE 14	Identifies personal learning outcomes and demonstrates motivation to develop up to date skills and knowledge. Seeks information and opportunities to attend learning events, and asks questions, to meet NMC professional and practice standards.	HECS 3259			
B) 24MC	Demonstrates knowledge of the aspects of care and is able to explore theory and practice.	HECS 3259			
C) 24MC	Recognises the framework for midwifery supervision.	HECS 3259			
<b>19) Student's evidence and experience to achieve outcomes</b>					

**20) Multi-professional working and Inter-agency collaboration – Year 3**  
**To be achieved during HECS 3259**

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 (no: 1/8)  
 3) Normal labour and birth - Works collaboratively with other practitioners (no: 3/9)

**Conduct, performance and ethics (CPE) - 8) Share information with colleagues, 9) Work effectively as part of a team**

		<b>Examples of assessment methods</b> – 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>20</b>	<b>Year 3</b>  <b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 25MC ESC 1/8 3/9	Actively participates in effective working across professional boundaries and developing professional networks and acting within The Code: (NMC 2008)	HECS 3259			
B) 25MC CPE 8&9	Actively participates in communication and works in collaboration with other midwives and professionals as part of an effective team. Sharing information to maintain safety of care.	HECS 3259			
C) ESC 1/8	Actively participates in working within a multi-professional team as an active member, supporting others, valuing others roles and responsibilities within the team and interacts appropriately. Explores ideas and solutions to enhance care and working inter-professionally as a means of achieving optimum care.	HECS 3259			
D) ESC 1/8	Demonstrates confidence in own role within a multi-disciplinary/multi-agency team, including reflecting on practice and discusses issues with other members of the team to enhance learning, including challenging the practice of self and others across the multi-professional team	HECS 3259			

20	Year 3 Performance and skills outcomes		Methods of Assessment	Not Achieved (NA) Achieved (A)	Sign-off mentor Signature & date
E) <b>ESC</b> 3/9	Is confident to call appropriate professionals regardless of hierarchy, when care requires expertise beyond the midwife's current practice or needs of the women or baby fall outside the scope of midwifery practice. Acts an advocate for women.	HECS 3259			
F) <b>ESC</b> 1/8	Acts as an effective role model in decision making processes, including taking action and supporting junior staff.	HECS 3259			
G) 20MC	Is able to identify the role(s) and responsibility of practitioners and agencies in contributing to health and care. Identifies who may be best placed to provide aspects of maternity care and works collaboratively to ensure effective care for women and their families.	HECS 3259			
	<b>20) Student's evidence and experience to achieve outcomes</b>				

**21) Evaluation of practice, evidence based practice and professional and policy awareness -**

**Year 3**

**To be achieved during HECS 3259**

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

		<b>Examples of assessment methods</b> – 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>21</b>	<b>Year 3</b>	<b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 26MC 23MC	Discusses and evaluates the best available evidence from a range of sources, in the context of health and social care including relevant policies and guidelines for aspects of antenatal, intrapartum and postnatal care. Is able to identify how relevant knowledge and evidence informs good practice.	HECS 3259				
B) 26MC	Seeks appropriate feedback from mentor, women and their families.	HECS 3259				
C) 26MC	Reflects on midwifery practice identifying strengths and weaknesses.	HECS 3259				
D) 27MC	Explores methods to keep up to date with midwifery care to inform own practice. Recognises the practice of others through the use of best available evidence and reflection.	HECS 3259				

	<b>21 Student's evidence and experience to achieve outcomes</b>				

<p align="center"><b>22) Information technology skills – Year 3</b>  <b><u>To be achieved during HECS 3259</u></b></p> <p>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.</p> <p><b><u>Midwifery competency</u></b> (28MC) Domain: Achieving quality care through evaluation and research  <b>Manage and develop care utilising the most appropriate information technology (IT) systems.</b></p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Recording practice in consistent formats on IT systems for wider scale analysis</li> <li>• Using analysis of data from IT systems to apply to practice</li> <li>• Evaluating practice from data analysis</li> </ul>					
<p><b>Examples of assessment methods</b> – 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 &amp; answer (QA), Other (O)</p>					
<b>22</b>	<b>Year 3</b>	<b>To be achieved</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) 28MC	Actively participates in the entry of data onto healthcare computer systems and in the retrieval of information pertaining to women to inform the provision of care.	HECS 3259			
C) 28MC	Identifies and evaluates how data analysis from IT healthcare systems can be utilised to enhance and evaluate the effectiveness of midwifery practice.	HECS 3259			
<p><b>22) Student's evidence and experience to achieve outcomes</b></p>					

<p style="text-align: center;"><b>23) Audit – Year 3</b>  <b><u>To be achieved during HECS 3259</u></b></p> <p>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.</p> <p><b><u>Midwifery competency</u></b> (29MC) Domain: Achieving quality care through evaluation and research</p> <p><b>Contribute to the audit of practice to review and optimise the care of women, babies and their families</b>  This will include:</p> <ul style="list-style-type: none"> <li>• Auditing the individual's own practice</li> <li>• Contributing to the audit of team practice</li> </ul>	
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	<b>Examples of assessment methods</b> – 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>23</b>	<b>Year 3</b>  <b>Performance and skills outcomes</b>	<b>To be achieved</b>	<b>Methods of Assessment</b>	<b>Not Achieved (NA) Achieved (A)</b>	<b>Sign-off mentor Signature &amp; date</b>
A) 29MC	Recognises and evaluates the value of audit to enhance and optimise the care of women, babies and their families.	HECS 3259			
B) 29MC	Contributes to the auditing and review of standard setting in midwifery practice.	HECS 3259			
	<b>23) Student's evidence and experience to achieve outcomes</b>				

<b><u>Recruitment and Selection Process</u></b>	
<b>Attendance at Midwifery Careers event</b>	<b>Date:</b>
<b>Reflection on learning:</b>	
<b>Equality and Diversity online Training</b>	<b>Date Completed</b>  <b>Score:</b>
<p><b>Access at: <a href="http://leeds.elumos.net">http://leeds.elumos.net</a></b></p> <p><b>Register as a new user and you will be e-mailed a password to access the training.</b></p> <p><b>Complete the assessment at the end and print off the certificate, you will need to bring this certificate as evidence of training completion when you participate in Selection Events.</b></p>	
<b>Reflection on Learning:</b>	
<b>Date of Selection Event(s):</b>	
<p><b>Prior to participation in Selection Events:</b></p> <p><b>Signature of Admissions Tutor to confirm completion of Equality and Diversity online training:</b></p> <p>----- <b>Date</b>-----</p>	

**Learning outcomes related to General placement to conform to NMC requirements:**

**Engage in the care of women in non-midwifery settings, critically identifying knowledge and skills that can be transferred to their care of women with more complex childbearing**

**Placement:** \_\_\_\_\_

**Dates:** \_\_\_\_\_

	<b>Learning outcome</b>	<b>Date</b>	<b>Name and status</b>	<b>Signature of sign off mentor</b>
	1) Successfully completes the allocated hours			
	2) Gains experience in caring for adults with complex medical/surgical conditions			
	3) Is able to critically discuss transferable skills from non-midwifery settings			

**Undertake an Elective Placement that will inform their practice as a midwife**

**Placement details:** \_\_\_\_\_

**Dates:** \_\_\_\_\_

	<b>Learning outcome</b>	<b>Date</b>	<b>Name and status of mentor</b>	<b>Signature of sign off mentor</b>
	1) Successful completion of an elective experience in an observatory capacity (75 hours over two weeks)			
	2) Preparation and delivery of a conference style presentation to peers and other students and staff-			

## 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>Competencies</b>	Contained within the Midwifery competencies and must be met by the end of an NMC approved pre-registration programme
<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 Midwifery competencies, 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 Proficiency</b>	A student is deemed proficient when they have successfully met all of the NMC midwifery competencies for midwifery at the end of the approved programme. A mentor who has met the NMC additional criteria may only sign-off practice proficiency
<b>Reflexivity</b>	Ability to refer back to the cause of events
<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 proficiency 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

Nursing and Midwifery Council. 2009 *Standards for pre-registration midwifery education*. NMC: London

<http://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-preregistration-midwifery-education.pdf>

Nursing and Midwifery Council 2015 *The Code: Professional standards of practice and behaviour for nurses and midwives*. NMC: London.

<http://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/revised-new-nmc-code.pdf>

Nursing and Midwifery Council. 2008. *Standards to support learning and assessment in practice*. NMC: London

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

UNICEF 2008 *University best practice standards*.

<http://www.babyfriendly.ork.uk/page.asp?page=129>

Nursing and Midwifery Council. 2012 *Midwives Rules and Standards*. NMC: London

Available on-line: [www.nmc-org.uk/publications](http://www.nmc-org.uk/publications)

**BSC (Hons) Midwifery 3 year Programme**  
**HECS 3258 and HECS 3259**  
**Year 3 Common Assessment Document (Part 1)**  
**Plan for Achievement of Learning Outcomes**

<b>Learning Outcomes</b>	<b>To be achieved during which Module, Semester or Clinical Area</b>	
1. Communication	3258	Semester 1
2. Diagnosis, monitoring and assessment	3258	Semester 1
3. Programmes of care and evaluation of care	3259	
4. Provision of antenatal care and accountable record keeping	3259	Antenatal area
5. Referral to access information, skills, advice, assistance, support and treatment	3258	Semester 1
6. Intrapartum care and management of the neonate at birth	3259	Del Suite
7. Emergency procedures	3259	Del Suite/YMET
8. Postnatal care	3259	Post natal area
9. Neonates with special needs	3259	Postnatal/ T Care
10. Postnatal health and transition to motherhood	3259	Community
11. Safe and accountable drug administration	3258	Semester 1
12. Public health	3259	Community
13. Professional accountability	3259	
14. Accountability to individual	3258	Semester 1
15. Accountability to society	3259	Community
16. Confidentiality	3258	Semester 1
17. Managing self and others	3259	
18. Health and safety	3258	Semester 1
19. Lifelong learning	3259	
20. Multi-professional working and inter-agency collaboration	3259	Community
21. Evaluation of practice, evidence based practice and professional and policy awareness	3259	
22. Information technology skills	3259	
23. Audit	3259	