



BSc (Hons) Midwifery

Module NRMW 2113 or 2114

(Diverse Childbearing 1 or 2)

Assessment of Clinical Practice

Student Name.....

Cohort.....

Personal Tutor.....

Clinical Mentors

1.....

2.....

**School of Nursing & Midwifery
Faculty of Health and Life Sciences**

Student Details

Student Midwife:	
Programme:	3 year Midwifery with registration BSc
Cohort:	September 2008 BSc.
Module Completion Date:	Theory = 29-5-09 Clinical Practice = last week of delivery suite allocation for practice which is either: 3 rd July 2009, or 18 th September 2009
Portfolio Submission Date:	The Friday preceding the last week of the delivery suite or ward allocation
Module Leader:	Elizabeth Robson Rosemary Garratt
Placement:	
Personal Tutor:	
Clinical Mentor:	
Supervisor of Midwives:	
Programme Leader:	Moir McLean

Mentor SignaturesAnyone who contributes to this document must indicate their details below:

Name (Please Print)	Specimen Signature	Place of Work	Position / Title	Date of Signature

Student Orientation to the Placement

The clinical mentor should discuss the following with the student early in the allocation:

ISSUES	COMMENTS date and sign
<p>Placement's contact telephone numbers:</p> <p>(please specify)</p>	
<p>Action in the event of:</p> <ul style="list-style-type: none">FIREEMERGENCYSICKNESS/ABSENCE	
<p>The geographical area:</p> <ul style="list-style-type: none">LayoutStorage of equipment	
Duty Rotas:	

PROCESS FOR THE ASSESSMENT OF CLINICAL PRACTICE

Prior to placement starting the student and mentor should be aware of the week in which the summative assessment of practice will be carried out.

FIRST WEEK OF PLACEMENT- TRIPARTITE MEETING

Clinical mentor, personal tutor and student midwife meet to carry out a **learning needs assessment** (if this is a second or subsequent module the student should have a **Continuing Clinical Personal Development Plan** from her last placement that may be a useful starting point).

This should be documented and a personal development plan to meet learning needs is discussed and also documented.

MIDPOINT OF PLACEMENT

Clinical mentor and student midwife meet to review progress. The student should provide evidence from their professional portfolio to support development in practice.

NB. It is imperative that this meeting is documented and any learning needs or areas for improvement are clearly documented and articulated to the student. It may be necessary to revise the initial personal development plan to meet new learning needs and involve the student's personal tutor.

LAST WEEK OF PLACEMENT OR WEEK OF SUMMATIVE ASSESSMENT - TRIPARTITE ASSESSMENT

- Clinical mentor and personal tutor meet with the student to discuss the summative assessment of practice.
- The purpose of the meeting is to review progress to date and to confirm achievement of the learning outcomes for this stage of the programme.
- To confirm the requirements for professional behaviour and conduct.
- To review the student's professional portfolio and progress in relation to:
 - EEC numbers
 - Skills development via skills log
 - Ability to reflect on practice
 - Progress towards achievement of NMC proficiencies.
 - Sickness and absence time
- Complete a continuing personal development sheet in order to take forward learning needs to the next placement.

CRITERIA FOR PASSING THE CLINICAL ASSESSMENT OF PRACTICE

1. All learning outcomes within the continuous assessment document must be achieved. They must be signed by the mentor to signify that the student has demonstrated the required proficiency for this stage of the programme.
2. The requirements of professional behaviour and conduct must have been demonstrated.
3. The student must demonstrate the ability to reflect on their skills development and how learning from the placement will inform their future practice.
4. All necessary records are maintained.

On completion of the tripartite assessment and discussion of the student's progress a 'continuing personal development sheet' will be completed by the clinical mentor, personal tutor and student and returned to the student to place in their portfolio in readiness for their next clinical placement.

What to do if worried or unsure:

If a clinical mentor is at all worried by the student's standard of performance or concerned about their professional behaviour they should contact either the student's Personal Tutor or the Clinical Placement Facilitator (Karen Mee).

A student who is concerned about their progress or any aspect regarding their placement should try to discuss the matter with their mentor in the first instance and then contact their personal tutor.

This booklet is designed to help students work towards the achievement of the standards of proficiency for pre-registration midwifery education (NMC 2004). The learning outcomes in this booklet reflect these and the learning outcomes for this particular module at this particular stage of the programme.

Evaluation of Professional Conduct

Introduction

There is an expectation that students undertaking programmes of study in nursing or midwifery demonstrate standards of behaviour compatible with the principles of the NMC's 'Code of Professional Conduct: standards for conduct, performance and ethics'¹. This is an essential criterion for achieving 'fitness for practice' and therefore becoming eligible to be recommended for entry to the NMC's professional register.

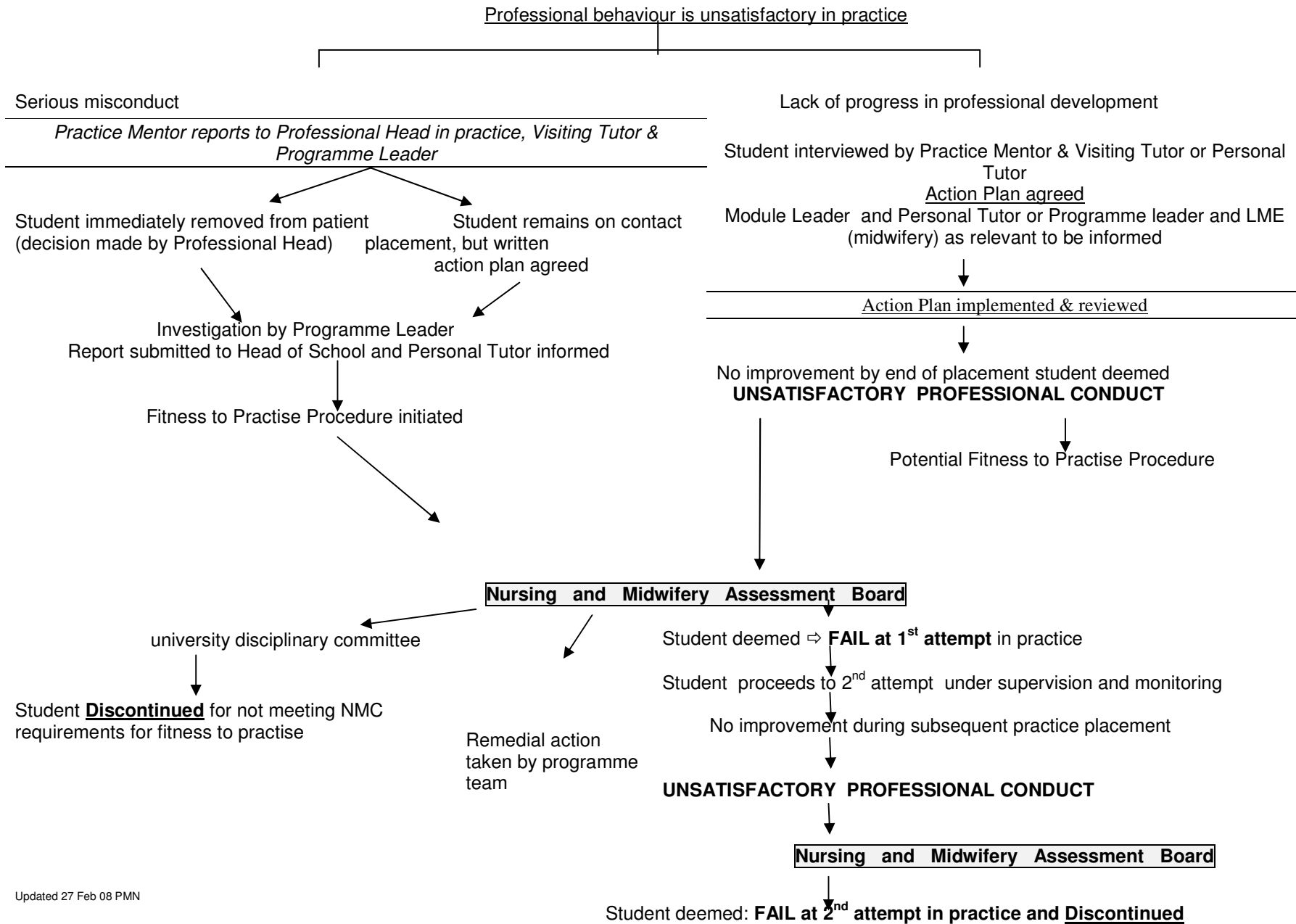
To manage this process of evaluation, a standard approach, which utilises a standard set of criteria, has been introduced to all pre-registration nursing and midwifery programmes. This facilitates equity for all students and provides a 'transparent process' to monitor, assess and summatively evaluate professional development and professional conduct.

Key Points Relating to the Assessment of Professional Conduct

- 1 Professional behaviour is an integral part of all practice assessments and is a considered component of a student's performance. This should be reflected appropriately, in comments related to the achievement of specific learning outcomes or competencies, both verbally and within the student's Continuous Assessment of Practice document.
- 2 Throughout a practice placement, practice mentors monitor students' professional development and conduct, providing feedback to the student at appropriate intervals. Where a student demonstrates inappropriate professional behaviour, the practice mentor should discuss this with the student and personal tutor and together they should devise an action plan to support professional development. This should also be discussed with the programme leader and module leader as appropriate.
- 3 Assessments of the stated learning outcomes throughout the placement, aggregate to form a focused, summative evaluation of professional conduct, which should be recorded on the dedicated Professional Conduct Evaluation page of the Continuous Assessment of Practice document. This should be completed by the student's practice mentor
- 4 The outcome of the summative, professional conduct evaluation will be reported to the Subject Authority Assessment Board, as a component of the practice assessment for the module undertaken, and subsequently, will be entered on each student's assessment record.
- 5 Where a student fails to meet a satisfactory standard of professional conduct the Subject Authority Assessment Board will decide the appropriate action, for example, that the student:
 - Fails the module – due to lack of progress in professional development (e.g. – is uncooperative; unreliable in time keeping)
 - Is dismissed from the programme - in cases of serious professional misconduct (e.g. – abuse of clients/patients; theft; fraud)
- 6 Professional conduct evaluations throughout the programme will contribute to an objective recommendation to the NMC for students to be admitted to the professional register, as well as references to prospective employers.

NMC (2004) Code of Professional Conduct: standards for conduct, performance and ethics

Flow Chart: Process for dealing with unsatisfactory professional behaviour in students undertaking pre-registration nursing and midwifery courses



Updated 27 Feb 08 PMN

GUIDELINES INDICATING AUTOMATIC FAILURE FOR UNSAFE PRACTICE IN BOTH PRACTICE AND ACADEMIC ASSESSMENT

Rationale for the Guideline

All students (pre and post-registration) are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Whilst it is usually the case that students recognise safe practice issues in placements experiences this is not always reflected in academic work. Feedback from external examiners indicates that there are variations in the application of judgements regarding the demonstration of unsafe practice in assessments. It is important to ensure, as far as is possible, equity of decision making in respect of assessments. Thus this guideline will apply to assessments in practice as well as for academic assessments.

This guideline is intended as a supplement to and not a replacement for the University's marking criteria. It is not possible to construct strict rules regarding what constitutes unsafe practice in all circumstances and professional judgement still has a role to play. The guideline is aimed at assisting in making judgements and providing a basis for resolving cases where a difference of opinion might occur.

Definition of Unsafe Practice

Unsafe practice is described as a "... behaviour that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behaviour involving unacceptable risk" (Scanlan et al 2001 p1).

Unsafe practice includes:

- An act or behaviour of the type which violates the Nursing and Midwifery Council's Code of Professional Conduct (NMC 2004) or the Health Professions Council's Standards of Conduct, Performance and Ethics (2003);
- An act or behaviour which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member, or substitute familial person, another student, a university member or other health care provider;
- An act or behaviour (commission or omission) which constitutes practice for which a student is not authorised or educated at the time of the incident.

In addition in respect of academic assessments unsafe practice includes:

- Expressing practice that if acted on would constitute unsafe practice as identified above.
- Omission of an essential element of care in an academic piece of work that if the omission occurred in practice would constitute unsafe practice as identified above.
- Failure to recognise or acknowledge an act or behaviour that has been recounted in an academic assessment constitutes unsafe practice.

Consequences of the Demonstration of Unsafe Practice in Assessments

Any student judged to have demonstrated unsafe practice in an assessment will be judged to have failed that complete assessment. Thus where, for example, an unseen written examination has a requirement for several questions to be answered the **demonstration of unsafe practice in a single question will result in a fail for the whole examination**. Where a student is judged to have demonstrated unsafe practice for a single outcome in a practice assessment a fail is recorded for the practice element of the module. The student will consequently be required to retrieve the failed outcome in a subsequent placement.

References

Health Professions Council (2003) **Standard of conduct, performance and ethics: Your duties as a registrant**. HPC, London.

Nursing and Midwifery Council (2004) **The NMC Code of professional conduct: standards for conduct, performance and ethics**. NMC, London.

Scanlan J, Care WD and Gessler S (2001) Dealing with the unsafe student in clinical practice. **Nurse Educator** 26(1):23-27

GUIDELINES INDICATING AN AUTOMATIC FAILURE FOR UNSAFE PRACTICE IN BOTH PRACTICE AND ACADEMIC ASSESSMENT

KEY	Action Plan Required	This is not considered unsafe practice for students at this level and so does not constitute an automatic fail of the assessment, but an action plan is required to be contracted by the module leader and/or mentor with the student
		Shaded boxes indicate that the unsafe practice behaviour is covered elsewhere e.g. within the CAP booklet for pre-registration

UNSAFE BEHAVIOURS	PRE-REGISTRATION YEAR 1	PRE-REGISTRATION YEAR 2 & 3	POST-REGISTRATION
LACK OF ACCOUNTABILITY, UNPROFESSIONAL PRACTICE	Deliberately covers up errors	Does not admit mistakes, deliberately covers up errors	Does not accept responsibility for own actions, does not admit mistakes, covers up errors
	Is dishonest	Is dishonest	Is dishonest
	Does not recognise potential for doing harm, lack of insight ACTION PLAN REQUIRED	Does not recognise potential for doing harm, lack of insight.	Does not recognise potential for doing harm, lack of insight.
	Breaks confidentiality i.e. identifies a patient/ client/woman/staff member, and/or names the placement or place of work ACTION PLAN REQUIRED	Breaks confidentiality i.e. identifies a patient/ client/woman/staff member, and/or names the placement or place of work	Breaks confidentiality i.e. identifies a patient/ client/woman/staff member, and/or names the placement or place of work
INCONSISTENT COMMUNICATION AND LACK OF RESPECT	Aggressive with clients and/or staff	Aggressive with clients and/or staff	Aggressive with clients and/or staff
LACK OF JUDGEMENT	Evidence of misuse of drugs and/or alcohol	Evidence of misuse of drugs and/or alcohol	Evidence of misuse of drugs and/or alcohol
PROFESSIONAL MISCONDUCT			Evidence of breaking the Code of Professional Conduct e.g. NMC or HPC

GUIDANCE FOR LEVELS OF REFLECTIONS using GIBB'S REFLECTIVE CYCLE

Elements of Reflection	LEVELS OF REFLECTION			
	<u>Unsatisfactory</u>	Level 1	Level 2	Level 3
1. Context <ul style="list-style-type: none"> When, where, who was involved? 	Does not give the context of the situation	Gives a description of the immediate context	Shows awareness of past, present and future elements of the situation	A clear understanding of the relationships between past, present and future in this context
2. Thoughts <ul style="list-style-type: none"> What was I thinking at the time and afterwards 	No awareness of own or other's thoughts	Some awareness of own and other's thoughts and perspectives	Awareness of own thoughts and ability to view the situation from others' perspectives	Clear evidence that own and others' thoughts has influenced practice
3. Feelings <ul style="list-style-type: none"> What did I feel at the time and afterwards 	No awareness of own or other's feelings	Some awareness of own feelings and some ability to empathise with others	Awareness of own feelings, ability to empathise with others and implications for practice	Clear evidence that awareness of own and others feelings has influenced practice
4. Evaluation <ul style="list-style-type: none"> Did things go well or badly? 	Does not evaluate own or others actions or care outcomes	Evaluation based on subjective or anecdotal perspective on own or others' midwifery care	Evaluation based on a mixture of subjective and objective perspectives	Clear ability to objectively evaluate the process or effectiveness or own midwifery care
5. Analyse <ul style="list-style-type: none"> Can I explain why things happened as they did? What were the influences? 	Does not explain what has happened	Limited ability to explain what has happened, based on a mostly subjective understanding of issues and with reference to a piece of key literature	Able to explain the main elements of what has happened, based on a mixture of subjectivity and objective use of more than one piece of key literature	Clear ability to explain in detail what has happened based on objective and extensive understanding, informed by a wide up-to-date range of appropriate literature
6. Reframe <ul style="list-style-type: none"> What could we do instead? What alternatives were there? 	Does not identify alternative approaches	Ability to identify one alternative approach, based on safe practice and subjective opinion	Able to identify at least one alternative approach, based on safe practice and current procedures	Clearly able to take a creative approach to devising a range of alternatives, based on safe practice, appropriate theory and up-to-date evidence
7. Future action <ul style="list-style-type: none"> What have I learned from this? What do I need to do in the future? How might I do this? 	Does not identify future actions to improve care or evidence of personal learning	Able to identify own personal learning and one future action	Good account of personal learning, identifies future action and a plan of implementation	Evaluates personal learning and clearly applies this to own future practice. Evidence of have already applied this learning to own practice

INITIAL ASSESSMENT OF LEARNING NEEDS (TRIPARTITE ASSESSMENT)

Personal Development Plan *Identify how you are going to meet the outcomes including resources – people / places, areas of practice, formal & informal teaching, supervision. Include a realistic review date. (Note: to include written agreed goals for further development and learning from previous placement)*

Assessment of Learning Needs:

Mentors Plan to facilitate these needs

Student's signature:.....Date:.....

Clinical Mentor's signature:..... Date:.....

Personal Tutor's signature:.....Date:.....

Mid Module Review

Student's Comments *reflecting progress in achieving outcomes and personal development plan. Identify any areas that still need to be achieved. Has the personal development plan been achieved?*

Signature of Student:.....Date:.....

Mentor's Comments *identifying any areas that you feel that the student may have difficulty in achieving by the end of the module. Consider if you need to contact the Personal Tutor or Clinical Placement facilitator for any advice.*

Signature of Student:.....Date:.....

Both 2113 and 2114


Only 2113


Only 2114



Only community

Assessment of NMC Standards of Proficiency (NMC 2004)

Aims are related to delivery unit placement


Com No	ESC	Key Skill C3.1 PS2.2 WO3.1	Self Assess  Student to initial when achieved to own satisfaction	Learning Outcome: On completion of this module the student is able to:	Mentor Assessment of the Student's Proficiency	
					Achieved	Mentor's Signature
					Yes ✓	
				Domain: Effective Midwifery Practice		
		Subject Benchmark C2		1.Communicate effectively with women and their families throughout the preconception, antenatal, intrapartum and postnatal stages		
1.1				Demonstrates appropriate use of communication skills to ensure clear and open communication between self and woman		
1.3				Encourages women to think through issues of concern and anxiety		
1.4				Demonstrates awareness and sensitivity to the needs of women and their families		
	1.1			Can articulate a clear plan of care, that has been developed in partnership with the woman		
	1.1			Acts to reduce and challenge barriers to effective communication and understanding		
	1.1			Is proactive and creative in enhancing communication and understanding		
	1.1			Where appropriate uses the skills of active listening, questioning, paraphrasing, and reflection to assist in effective communication		
	1.3			Respect the role of women as partners in their care and contributions they can make to it		
	1.3			Uses appropriate strategies to encourage and promote choice for all women		
	1.3			Provide accurate, truthful and balanced information that is presented in such a way as to make it easily understood		
	1.7			Provide care that is delivered in a warm sensitive and compassionate way		
				Anticipates how a woman might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort		

	1.7			Makes appropriate use of touch Listens to, watches for, and responds to verbal and non verbal cues		
	4.2			Takes into account differing cultural traditions, beliefs and professional ethics when communicating with women		
1.6				Can discuss with the woman the issues related to informed decision making		
		Subject Benchmark A1 B2 C1 C2	Self Assess Student  initial when achieved to own satisfaction	2. Diagnose pregnancy, assess and monitor women holistically throughout the preconception, antenatal, intrapartum and postnatal stages through the use of a range of assessment methods and reach valid, reliable and comprehensive conclusions	Achieved	Mentor's signature
2.1				Can discuss the assessment of maternal and fetal wellbeing related to the physical, emotional and social changes that occur during the period of childbearing		
2.2				Can discuss the assessment of the newborn in relation to the physical, emotional and social changes that occur following birth		
2.4				Can identify the range of tests utilised to assess the health and wellbeing of the woman and fetus/baby		
		Subject Benchmark A1 B2 C1 C2		3. Determine and provide programmes of care and support for women		
3.1				Examine the culture of childbearing, including role and relationship with families, and how this influences care and outcomes of care		
3.2				Discuss how the context in which birth takes place influence the care provided for women		
3.6				Can identify the ways in which care can be evaluated		
3.5				Discuss the evidence base for care and how this evidence is applied to the care of women		
				Consistently shows the ability to: <ul style="list-style-type: none"> - Share information with women - Assess maternal and fetal wellbeing - Relevant to gestation, and acts upon the need to refer to appropriate individuals - Plan, in partnership with women, a care pathway to ensure individual needs are met. 		

		Subject Benchmark A1 B2 C1 C2		4. Provide seamless care and interventions in partnership with women and other care providers during the antenatal period		
4.5				Identify the role of a range of practitioners that can be involved in the care of women		
4.3				Identify the parameters of normal pregnancy and the pathways for referral when deviations occur		
4.2				Provide care that acknowledges the social and cultural beliefs of the woman		
		Subject Benchmark C2		5. Refer women that would benefit from the skills and knowledge of other individuals		
5.2				Identify those women who require the care and support of other agencies during childbearing		
	2.3			Works collaboratively with other practitioners and external agencies		
		Subject Benchmark A1 B2 C1 C2	Self Assess Student  initial when achieved to own satisfaction	7. Undertake appropriate emergency procedures to meet the health needs of women and babies	Achieved	Mentor's signature
7.1				Discuss the factors that increases the risk of complications during childbearing		
7.2				Demonstrate the knowledge and skills to carry out the emergency resuscitation of an adult		
7.3				Compare resuscitation of the adult with resuscitation of the woman during the childbearing cycle		
7.4				Identify the procedures involved when resuscitation of the baby is required		
	3.8			Can initiate emergency measures in the hospital setting		
	3.8			Can sustain emergency measures until help arrives		
		B3	Self Assess Student  initial when achieved to own satisfaction	6. Assist women to give birth safely in a variety of environments		
	3			Work in partnership with women to facilitate a birth environment that supports their needs		
	3.1			Ensures that women's labour and birth is diversity sensitive meeting the individual needs and preferences		
	3.1			Can anticipate and provide for the needs of women		
	3.2			Be attentive to the comfort needs of women before, during and after the birth		
	3.2			Listens to, watches for, and responds to verbal and non verbal cues		


	3.2			Uses skills of observation and active listening in order to analyse the effectiveness of care being provided		
	3.4			Determine the wellbeing of women and their unborn baby		
	3.4			Assess maternal wellbeing and interpret the findings accurately and share this information with women, including the ability to discuss any further action / consequences as necessary		
	3.4			Identify and safely manage risk		
	3.4			Refer women who would benefit from the skills and knowledge of other individuals		
	3.4			Assess and implement measures to manage, reduce or remove risk that could be detrimental to women, self and others		
	3.5			Measure, assess and facilitate the progress of normal labour		
	3.5			Accurately assess progress of labour and share this information with women, including the ability to discuss any further action / consequences as necessary		
	3.5			Able to discuss with women the progress of labour in relation to the birth plan / written wishes and modify in partnership with women, as need dictates		
	3.5			Seek informed consent prior to undertaking any procedure		
	3.6			Support women and their partners in the birth of their baby		
	3.6			Accurately assess progress and shares this information with women, including the ability to discuss any further action / consequences as necessary		
	3.6			Prepares the environment ready for the birth		
	3.6			Sensitively care for women and be attentive to the 'moment of birth', creating an environment that is responsive to the woman's needs		
	3.6			Timely referral of women who would benefit from the skills and knowledge of others		
	3.6			Continue to provide care to women undergoing complications as part of a multidisciplinary team		
	3.6			Assess and monitor the woman's condition throughout the third stage of labour facilitating safe delivery of the placenta and membranes by physiological or active management		
	3.7			Facilitate the mother and baby to remain together		
				8 Examine and care for babies immediately following birth		
8.1	3.7			Accurately assess the health and wellbeing of the newborn baby		


8.2				Explain to the mother the principles of care of her baby		
8.1				Identify any deviations from normal		
8.3				Can carry out simple assessment of the condition of the baby at birth		
8.4				Identify when and how assistance with resuscitation of the baby is summoned		
	3.7			Initiate emergency measures if required		
	3.7			In a culturally sensitive manner, create an environment that is protective of the maternal infant attachment process, such as minimal handling of the baby, discovering gender, fostering maternal infant eye contact, skin-to-skin contact		


		Subject Benchmark A1 B2 C1 C2	Self Assess Student  initial when achieved to own satisfaction	9. Work in partnership with women and other care providers to provide seamless care and intervention		
9.2				Identify the principles of postnatal care for women who have experienced complications during birth		
9.3				Assess the wellbeing of the woman during the postnatal period and identify how health can be maintained and/or improved		
9.7				Identify the principles of care of women who have suffered pregnancy loss, still birth or neonatal death		
		Subject Benchmark A1 B2 C1 C2		10. Examine and care for babies with specific health or social needs and refer to other professional or agencies as appropriate	Achieved	Mentor's signature
10.3				Carry out examinations of the neonate, identify deviations from normal and seek appropriate support and advice		
10.4				Identify professionals essential in the care of the neonate with specific health and social needs		
10.6				Identify the care and support for parents when the baby requires care for a specific health problem		
				Gives apt advice and support to parents when their baby requires "special" or "transitional" care		

		Subject Benchmark A1 B2 C1 C2		11. Care and monitor women during the puerperium offering necessary evidence-based advice and support on baby and self care		
11.1				Identify how the physical, emotional, and social changes in the puerperium can influence the health, wellbeing and recuperation of women		
11.3				Give advice and support necessary to assist women recuperate following birth		
				Applies knowledge of infection, especially bacterial infection, when giving postnatal and neonatal care, and advising on hygiene		
9.4				Assist a mother to initiate breast feeding when her baby is compromised, or separated from her		
				Understand and share information about breastfeeding that is clear, accurate and meaningful at a level which women, their partners and families can understand		
	4.1			Listens to, watches for, and responds to verbal and non-verbal cues		
	4.1			Uses skills of being attentive, open ended questioning and paraphrasing to support information sharing with women		
	4.1			Understands the importance of exclusive breastfeeding, and the consequences of offering artificial milk to breastfed babies, any problems encountered or referrals made		
	4.1			Understands the nature of evidence and how to evaluate the strength of research evidence used as a basis for information		
	4.1			Keep accurate records of the woman and her baby relating to breastfeeding including plans of care		
11.7	4			Provide support and advice for women to help them successfully breastfeed their babies		
	4.3			Effectively support women to breastfeed		
	4.3			Can recognise effective positioning, attachment, suckling and milk transfer		
	4.3			Empowers women to recognise effective positioning, attachment, suckling and milk transfer for themselves (BFI)		
	4.6			Support women who are separated from their babies (on admission to SCBU, women receiving high dependency care in a separate environment) to initiate and maintain their lactation and feed their babies optimally (BFI)		
	4.6			Feed expressed breast milk to a baby, using a cup and/or syringe as appropriate (BFI)		
	4.6			Teach women how to use mechanical breast pumps where appropriate		

11.6				Discuss the services available to provide appropriate care to women with special needs		
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			Self Assess  Student to initial when achieved to own satisfaction	12. Select, acquire and safely administer a range of permitted drugs consistent with legislation, applying knowledge and skills to the situation that pertains at the time	Achieved	Mentor's signature
	5.1			Within the parameters of normal childbirth, ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risks and benefits including the ability to recognise and respond safely to adverse drug reactions and adverse drug events		
	5.2			Correctly and safely undertake medicinal products1 calculations of products frequently encountered within field of practice		
	5.6			Work in partnership with women to share information in assisting them to make safe and informed choices about medicinal products related to herself, her unborn child or her baby		
				Ensures information sharing is woman-centred and provides clear and accurate information		
	5.6			Give clear instruction and explanation and check understanding relating to use of medicinal products and treatment options		
	5.6			Assess the woman's ability to safely self-administer their medicinal products		
		Subject Benchm ark C2		13. Complete, store and retain records of practice, which are accurate legible, detail the reasoning behind actions, contain the information necessary for the record's purpose		
13.2				Can record details of examinations carried out accurately and legibly		
13.1				Discuss the importance of record keeping in midwifery practice		
13.2	3.10			Keep accurate records		
	3.10			Detail reasoning behind any actions or interventions taken		
	5.4			Keep and maintain accurate records, which includes when working within a multi-disciplinary framework and as part of a team.		
	5.4			Effectively keep records of information sharing with women about the benefits and risks of relevant medication		
	5.4			Effectively keep records of medication supplied and/or administered and omitted, including controlled drugs		

		Subject Benchmark A1 B2 C1 C2		14. Actively monitor and evaluate effectiveness of programmes of care and modify them to improve the outcomes for women, babies and their families		
14.1				Demonstrate the skills necessary to negotiate care outcomes with the woman and her family		
		Subject Benchmark A2	Self Assess  Student to initial when achieved to own satisfaction	15. Contribute to enhancing the health and social wellbeing of individuals and their communities	Achieved	Mentor's signature
15.2				Identify how the midwife contributes to the public health agenda		
15.7				Demonstrate ability to communicate to women with particular communication problems		
				Domain: Professional and Ethical Practice		
		Subject Benchmark A1 C1		16. Practice in accordance with the NMC's documents, within the limitations of one's own competence, knowledge and sphere of professional practice, consistent with the legislation relating to midwifery practice		
16.1				Identify the role of professional regulation, legislation and local policies and procedures in professional midwifery practice		
16.3				Identify the role of the supervisor of midwives in the support of midwifery practice		
16.2				Can identify situations when support and assistance from midwifery colleagues is required		
	3.6			Timely referral of women who would benefit from the skills and knowledge of others		
	1.8 3.9			Works within the NMC Midwives rules and standards		
	5.5			Work within the legal and ethical framework that underpins safe and effective medicinal products management, as well as in conjunction with national guidelines, and local policies		
	5.5			Is conversant with legislation related to midwives exemptions, Pharmacy only and General Sales Lists medicinal products, Midwives Supply Orders, destruction of controlled drugs and Patient Group Directions		

	1.5 1.6	Subject Benchm ark A1 B2 C1 C2	Self Assess Student  initial when achieved to own satisfaction	17. Practise in a way that respects and promotes individual's right, interests, preferences, beliefs and cultures	Achieved	Mentor's signature
17.1	1.5			Respects individual women's preferences, beliefs and values		
17.2				Acknowledges the right of the individual women to make decisions regarding her care		
17.3				Acknowledges the role and influence of others that are significant in the life of the women		
17.6	4.2			Gives care that is sensitive to the cultural, religious and spiritual needs of the woman		
	1.5 2.1 4.2			Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise the care provided		
	1.5			Is proactive in maintaining dignity		
	1.5			Challenges situations / others where the dignity of the woman may be compromised	3 rd yr	
	1.5			Confidently shares information with women who have physical, cognitive or sensory disabilities and those who do not speak or read English		
	1.6			Work in partnership with women in a manner that is diversity sensitive and is free from discrimination, harassment and exploitation		
	1.6			Upholds the rights of the women and speaks out when these are at risk of being compromised	3 rd yr	
		Subject Benchm ark A1 C1		18. Practise in accordance with relevant legislation	Achieved	Mentor's signature
18.3				Demonstrate awareness of how decisions are made when complexities arise from ethical and legal dilemmas		
18.4				Works in an anti-discriminatory way		
18.5				Works in a way that respects the moral and legal rights of the individual		
	1.4 3.5			Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected		
	1.4			Works within legal frameworks when seeking consent		
	1.4			Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding / protection procedures)		
	1.4			Uses appropriate strategies to enable women to understand treatments and interventions in order to give informed consent		
		Subject Benchm ark C1		19. Maintains confidentiality of information		
	1.2			Protect and treat as confidential all information relating to themselves and their care.		

19.1				Maintains confidentiality of written and verbal information at all times		
19.3				Maintains security of all information		
19.4				Aware of the issues involved in “the need to know”		
		Subject Benchmark A2 B4	Self Assess Student initial when achieved to own satisfaction	20. Interact with other practitioners and agencies	Achieved	Mentor's signature
	1.8			Be confident in their own role within a multi-disciplinary / multi-agency team		
				Is an advocate for women	3 rd yr	
	3.9			Can articulate professional limitations and boundaries		
	3.9			Confident to call appropriate professional regardless of hierarchy, when care requires expertise beyond the midwife's current practice, or the needs of the women or baby fall outside the scope of midwifery practice		
	5.4			Demonstrate an understanding of roles and responsibilities within the multi-disciplinary team for medicinal products management, including how and in what ways information is shared		
20.1				Identify the professionals and other agencies that can be of benefit to the health and wellbeing of the woman and her family		
20.2				Identify the role of the midwife in supporting other professionals and agencies that are involved in the care of the woman and her family	2113 & comm	
		Subject Benchmark C1		21. Manage and prioritise competing demands		
21.3				Identify steps to be taken when difficulties arise in service delivery		
	3.9			Negotiates with others in relation to balancing competing / conflicting priorities		
	1.6 3.9			Manages challenging situations appropriately		
		Subject Benchmark A1 B2 C1 C2		22. Support the creation and maintenance of environments which promote the health, safety and wellbeing of women, babies and others		
22.1	3.4			Identify how the environment in which care is given is safe and secure for the woman, her family and professionals involved in care		
	1.6			Is proactive in promoting care environments that are diversity sensitive and free from exploitation, discrimination and harassment		
22.2				Identify the factors relevant to the control of infection		

	Subject Benchmark A1	Self Assess Student initial when achieved to own satisfaction	23. Contribute to the development and evaluation of guidelines and policies and make recommendations for change in the interest of women, babies and their families	Achieved	Mentor's signature
23.1			Identify the role of guidelines in ensuring optimum care for the individual woman and her family		
23.2			Identify the contribution that women can make to the development of policies and guidelines	2114 & comm	
			Domain: Developing the Individual Midwife and Others		
	Subject Benchmark A1		24. Review, develop and enhance one's own knowledge, skills and fitness to practice		
24.1			Identify the role of statutory supervision in the development of knowledge, skills and fitness to practice		
24.2	1.7		Uses reflection in practice to assess own requirement to develop skills		
24.5			Identify the relevance of practice standards within professional practice		
			Demonstrates, through submission of specified written reflections, the ability to reflect on practice to a level two standard. (These reflections to be seen and signed by the mentor prior to submission)		
	Subject Benchmark A2 B4		25. Demonstrate effective working across boundaries and develop professional networks		
25.1			Identify the aspects of multi-professional working within the context of political changes and modern health care practices		
25.5			Demonstrate ability to effectively collaborate and communicate with a range of professionals involved in the care of women and their babies		
			Domain: Achieving Quality Care Through Evaluation And Research		
		Subject Benchmark A1 B4 C2	26. Apply relevant knowledge to one's own practice in structured ways which are capable of evaluation		
26.6	4.1		Identify how research is implemented in practice		
	5.9		Use and evaluate up-to-date information on medicinal products management and work within national and local policies and guidelines using appropriate reference.		
		Subject Benchmark A1 B4 C2	27. Inform and develop practice and the practice of others through best practice using available evidence and reflecting on one's own practice		
27.1			Identify the various ways in which care is evaluated		
27.2			Identify how the process of audit is used to inform practice		
			28. Manage and develop care utilising the most appropriate information technology systems		
28.1			Demonstrate IT skills in utilising IT systems for the recording of practice data	Not comm	
28.2			Use IT to review data analysis relevant to clinical practice		
			29. Contribute to the audit of practice to review and optimise the care of women, babies and their families		
29.2			Explore ways in which audit can be used to assess own practice		

PROFESSIONAL PRACTICE FORM

Student's Name: Practice Mentor's Name:

Professional Conduct Satisfactory

☐

Practice Mentor's Signature:

Professional Conduct Unsatisfactory

☐

Date.....

Student Performance	Guidance for Practice Mentors	Student's comments on professional behaviour	Practice Mentor's comments on professional behaviour
<p>Work in accordance with the Code of Professional Conduct (NMC 2004):</p> <ul style="list-style-type: none"> Demonstrates appropriate individual professional behaviour Professional behaviour is appropriate when working with clients/patients Professional behaviour is appropriate when working within the care team 	<p>Student demonstrates awareness of the Code of Professional Conduct (NMC 2004) and for example, through practice:</p> <ul style="list-style-type: none"> Behaves in a responsible, positive and co-operative manner Adheres to relevant policies & procedures Acknowledges own limitations and accepts constructive criticism Time keeping and related action are appropriate and fulfils on-duty requirements on placement Dresses appropriately for the place of work Maintains client confidentiality Respects clients, their property and the environment Safeguards clients' well-being Is considerate, sensitive and responsive to clients' needs Treats all patients/clients with dignity at all times Is respectful, co-operative and makes positive contributions within the team Is reliable, communicates and works collaboratively in the team Takes appropriate due regard to health & safety measures 		

Summative Assessment of Practice

Student's Comments:

1) *Reflecting Progress in Achieving Outcomes and Personal Development Plan.*

2) *Upon Evidence for Achievement of Learning Outcomes*
(Relate to the portfolio by section number where necessary)

Signature of Student:.....Date:.....

Summative Assessment of Practice (Tripartite)

This should be completed during last week of practice

Student Midwife's Name _____

Agreed Mark		Mark
<div></div> <div>Signature:.....Date:.....</div>		
<div>Personal Tutor's Comments</div> <div></div> <div>Signature:.....Date:.....</div>		

GRADING CRITERIA (PRACTICE) – Level 2

Version 3 13.3.08

	FAIL	Pass & Safe Practice 40 -49	SOUND PASS 50-59	GOOD PASS 60 – 69	VERY GOOD PASS 70-79	EXCEPTIONALLY GOODPASS 80+
Knowledge & Meeting needs	Unsafe practice. Unable to demonstrate the application of theory to practice.	Demonstrates the ability to provide safe care that is knowledge based. Beginning to anticipate the needs of women.	Demonstrates sound ability to use knowledge to anticipate and meet the needs of women and to provide care that is safe.	Demonstrates a good understanding of the knowledge underpinning care and good ability to provide appropriate and safe women centred care.	Very good knowledge of the needs of women. Selects related theory to deliver safe and appropriate women centred care.	Exceptional ability to select appropriate and safe women centred care based on the needs of women whilst demonstrating an exceptional ability to relate midwifery knowledge to practice.
Knowledge & Understanding	Does not recognise when deviations from normal are occurring. Fails to seek appropriate help	Recognises deviations from normal and seeks appropriate help and referral.	Recognises deviations from normal and takes appropriate action. Can articulate rationale for action taken.	A good ability to recognise when deviations from the normal occur. Takes appropriate action and rationale for actions taken given.	Very good ability to identify, report and articulate the significance of deviations from the normal. Takes appropriate action. Very good rationale for action taken given.	Exceptional ability to recognise, report and take appropriate action when deviations from the normal occur. Evaluates actions using appropriate knowledge and evidence.
Communication & Attitudes	Insensitive to and unaware of the needs of women and their families. Poor verbal and/or written communication skills, lacks insight.	Is kind and courteous to women and their families. Written communication satisfactory. Verbal communication is accurate and clear.	Is kind and courteous to women and their families and in a way that involves them in the process. Recognises need for informed choice. Attempts to build rapport. Written and verbal communication is accurate and reliable.	Is consistently kind and caring to women in a way that encourages the woman and her family to be at the centre of care. Good understanding of informed choice. Demonstrates good communication skills, good rapport building skills. Written and verbal communication is consistently accurate and reliable and appropriate.	Very kind and courteous. Consistently places the woman and her family at the centre of care. Very good understanding of informed choice. Very good communication skills, very good rapport building skills. Written and verbal communication is consistently accurate and reliable.	Exceptionally kind and courteous. Exceptional ability to ensure women and their families have the knowledge that helps them to make informed choices. Excellent rapport building skills. Excellent record keeping skills and verbal reporting skills, efficient and accurate whatever the circumstances.
Co-operation and Team working	Unreliable, judgmental attitude. Unwilling to listen to others within the team. Abrasive and unco-operative.	Aware of role within the team, acknowledges others within the team, Acknowledges the wider multidisciplinary team.	Communicates with all team members. Is a reliable team member. Works co-operatively with the wider multidisciplinary team.	Works effectively as a team member. Communicates clearly and effectively with all team members. Good ability to work with the wider multidisciplinary team.	Very good, consistent and reliable team member. Contributes in a sensitive, open and cooperative manner to all members of the team including the wider multidisciplinary team	Exceptional team working skills. Can evaluate own performance as a team member and demonstrates sensitivity and co-operation. Is a valued member of the team able to contribute in a way that includes all members of the team including multidisciplinary team.
Self Development & Reflection	Unable to reflect on practice lacks insight into own limitations	Can use reflection in practice. Can identify limitations in own practice and develop a basic plan. Knows how to and will seek help.	Reflects on own practice, identifies limitations, and can plan to develop own practice; seeks help and guidance as appropriate.	Good ability to reflect on own practice, to identify own limitations and to develop a plan to improve skills; seeks help and guidance as appropriate. Good insight.	Very good ability to reflect on practice, very good awareness of own limitations, can identify where improvements can be made very well and will develop a plan to enhance skills. Will seek help and guidance as appropriate.	Exceptional ability to identify limitations to practice. Excellent reflection skills. Evaluates own practice, identifies where improvements can be made and develops plan to enhance skills. Will seek help and guidance as appropriate
Submit Evidence	No evidence submitted, or evidence submitted fails to identify issues related to practice	Required evidence submitted. Demonstrates ability to identify issues in practice.	Required evidence submitted. Demonstrates sound ability to identify and discuss issues.	Required evidence submitted demonstrates good ability to identify and discuss issues in practice.	Required evidence submitted demonstrates a very good ability to discuss provision of care.	Required evidence submitted. Demonstrates exceptional ability to evaluate care provision and suggest alternative strategies.