



BMIDWIFERY
PRE-REGISTRATION MIDWIFERY
Assessment of Practice Document

Student's Name	
Intake	
Personal Tutor's Name	
Placement Circuit	

School of Nursing and Midwifery

FACULTY OF HEALTH AND SOCIAL CARE

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Introduction

Assessment of Practice Document for the BMidwifery

1. Overview

This course has been designed to prepare students to practise safely and effectively so that, on registration, they can assume full responsibility and accountability for their practice as midwives. To achieve this, students must demonstrate competence in:

- Sound, evidence-based knowledge of facilitating the physiology of childbirth and the newborn, and be competent in applying this in practice.
- A knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence normal physiology, and be competent in applying this in practice.
- Appropriate interpersonal skills (as identified in the Essential Skills Clusters (ESC) to support women and their families.
- Skills in managing obstetric and neonatal emergencies, underpinned by appropriate knowledge.
- Being autonomous practitioners and lead carers to women experiencing normal childbirth and being able to support women throughout their pregnancy, labour, birth and postnatal period, in all settings including midwife-led units, birthing centres and the home.
- Being able to undertake critical decision-making to support appropriate referral of either the woman or baby to other health professionals or agencies when there is recognition of normal processes being adversely affected and compromised (NMC 2009).

The Assessment of Practice Document (APD) has been produced to support and evidence the student's learning and clinical experience within a spiral curriculum. The curriculum aims to embed and enhance relevant knowledge, skills, attitudes and behaviours throughout the three progressive stages of the BMidwifery course. Clinical experience is included in every semester of the course to promote the integration of theory and practice. In keeping with the spiral curriculum, the key clinical areas are revisited each year. The clinical areas will support the student in gaining the experience required for registration with the NMC on the midwifery part of the register (EU Articles 40 and 42 of Directive 2005/36/EU).

The Assessment of Practice Document (APD) for the BMidwifery course includes the following parts:

1. Ongoing Record of Achievement (ORA)
2. Competencies
3. Essential Skills Clusters (ESCs)
4. Midwifery Log and Skills Passport (see separate document).

The ORA, Competencies and Midwifery Log and Skills Passport have been developed in consultation with representatives from service, education, student midwives and service users. The APD integrates the Standards for pre-registration midwifery education (NMC 2009) and the Scottish subject benchmark statement – Midwifery (QAA Scotland 2009). The ESCs to be achieved are set by the NMC (NMC 2009). The APD provides a written record of the student's achievement of the NMC and EU directive Skill requirements for registration as a midwife.

1.1 Ongoing Record of Achievement (ORA) (Section 2 of APD)

This document provides a written record of the student's performance in each practice placement area. It includes:

- The health and safety checklist to be discussed and completed at the orientation and induction within 24 hours of the student commencing the placement.
- An agreed contract of learning to facilitate achievement of the competencies, ESCs and Midwifery Log and Skills Passport.
- Record of the initial, mid-placement, and final assessment discussions held between the student and mentor.
- For placements that last four weeks or longer, a record of the overall performance grade.

Student's responsibilities:

- Bring ORA to placement on the first day.
- Prepare for the placement and document learning opportunities required.
- Ensure the orientation, initial, mid and final assessment discussions are arranged and undertaken as agreed.
- Raise any issues or concerns with the mentor as soon as is practical. If following discussion with the mentor concerns remain, the student should bring their concerns to the attention of the clinical manager.
- Complete assessment documentation including self-assessment statement and grade prior to the final assessment discussion.

Mentor's responsibilities:

- Orientate the student to the placement.
- Arrange, facilitate and document an initial placement discussion and learning contract, taking the following into account:
 - Stage of the course the student is at.
 - Range of placement experiences the student already has.
 - Expressed needs of the student.
 - Previous practice learning and performance achieved (previous ORAs).
 - Range of learning experiences available in the placement.
 - Arrange, facilitate and document a mid-placement discussion to:
 - Provide the student with feedback and identify achievements in performance.
 - Provide the student with feedback and identify and document any areas for improvement.
 - Assess the student's overall performance and give a projected grade. If the overall grade at the mid-placement point is **anything less than an A**, then this must be documented and the student given clear areas for improvement (also to be documented).
 - If the student's overall mid-placement grade in **E or below**, the 'Cause for concern' process should be implemented in consultation with the Practice Education Team. Further information on this process can be found on School's Practice Education Web pages at : <http://www.rgu.ac.uk/nursing/practice/page.cfm?pge=40911>
- Arrange, facilitate and document the final interview and assessment of performance by:

- Judging the student's overall performance by using the 'Performance and support expectations' as well as the 'Grading scheme guidelines'. The 'Performance and support expectations' table outlines the elements of performance and support and supervision expected in Stages 1, 2 and 3. The elements of performance to be considered are:
 - Knowledge and understanding
 - Problem solving
 - Professional attitude
 - Skills
 - Assistance required
 - Quality of performance.
 - The student is awarded a grade for all practice placements of four weeks or longer. If the placement lasts less than four weeks, the student's performance should be documented; even though an actual grade is not awarded.

Reasonable Adjustments

If a student requires additional support in the form of reasonable adjustments for practice, prior to each placement these will be communicated via the practice team to relevant staff within the placement area.

In addition, following discussion with the students concerned, personal tutors will ensure that details of the adjustments are recorded within the Assessment of Practice Document. This can be done by attaching a copy of the reasonable adjustments within the Assessment of Practice Document or by detailing them within the development plan box for that placement.

1.2 Competencies (Section 3 of APD)

Pre-conception, antenatal, intrapartum, postnatal and neonatal

Clinical midwives aim to effectively support students on placements to achieve their competencies and placement objectives, thereby achieving a satisfactory assessment. All clinical placements are supported by the Standards to support learning and assessment in practice (NMC 2008).

Assessment of the competencies can be undertaken in each practice setting. The lead mentor (following discussion with other members of mentorship team) is required to judge whether a student has achieved or not achieved the competencies relevant to the learning opportunities available in the placement area. Assessing achievement is undertaken by the lead mentor through discussion with, and observation of, the student. Within the competency documentation, each competency includes a suggested end of Stage, which is the point at which it is expected that the student has achieved the competency. The mentor is required to indicate, by a signature in the competency documents, the student's achievement status as follows:

Supervised, Supported or Independent (students would be assessed according to the level of training, e.g. a Stage 1 student midwife would be assessed at Level One.)

Student's Responsibilities

- Ensure familiarity with the documentation prior to and during the placement allocation.
- Initiate and encourage mentors or supervisors to discuss and assess achievement of outcomes.
- Towards the end of each stage be aware of outcomes still to be achieved.

Mentor's responsibilities

- To assess the student against the competency documents that the student brings with them to the placement. In assessing the student, consideration should be given to:
 - The stage of the course the student is at.
 - The amount of supervision the student requires in order to achieve the outcome.
 - Assess student's ongoing achievement by utilising the midwifery specific performance expectations table and give a grade (only on placements lasting **four weeks or longer**) according to mentor's guidelines for grading.
- The various methods the student can use to demonstrate achievement of the outcomes:
 - Observations
 - Discussion
 - Demonstration
 - Evidence of Learning: Reflections which should be read and signed by mentor to confirm competence.

1.3 Essential Skills Clusters (Section 4 of APD)

The ESCs must be assessed for Stages 1 and 3. The student must complete a summative assessment for each ESC and it must be completed in **one single placement**.

Student's Responsibilities

- Bring APD containing the ESCs documentation to the clinical placement on the first day.
- Discuss with the mentor which ESC the student would like to achieve in that clinical placement.
- Raise any areas of concern with the mentor as soon as possible.

Mentor's Responsibilities

- Discuss the ESCs with the student to decide which clusters the student can achieve during the clinical placement.
- Provide the opportunity for appropriate summative assessments to be undertaken.
- Complete appropriate documentation.

1.4 Midwifery Log and Skills Passport

The Midwifery Log enables the student to document achievement of the EU Articles 40 of the Directive 2005/36/EU (NMC 2009). This requires the student to:

- Undertake at least 100 antenatal examinations, to include antenatal advice.
- Care for at least 40 women during labour.
- Undertake at least 40 births.
- Participate with breech deliveries, real or via simulation.
- Perform episiotomies.
- Initiate suturing for episiotomies or lacerations, real or via simulation.
- Care for at least 100 postnatal women, to include examination.
- Care for at least 100 healthy babies, to include examination.
- Observe and care for babies requiring special care; pre-term, post-term, underweight and ill.
- Care of women with pathological conditions in gynaecology or obstetrics.

The Skills Passport provides guidance for the student and mentor on the specific clinical skills the student should develop and undertake competently in practice.

The Midwifery Log and Skills Passport are contained in a separate document, with instructions for completion.

1.5 Clinical Skills Guidance

The guidance below provides explicit direction for student midwives and midwives on the clinical skills that may be undertaken by student midwives within any practice area. The direction relates to:

- The **named** clinical skill
- The **stage** of the course the student is at
- The mentor's **assessment of competence** of the student to undertake the skill
- The mentor's assessment of the **woman or baby's condition** prior to the student undertaking the skill
- The nature of **supervision** required by the mentor during the skill, e.g. direct or indirect.

Whilst every opportunity should be provided for students to experience the range and breadth of clinical skills and to practice them to gain proficiency, the degree of supervision that students are provided with will vary. This document aims to provide clarity around this, so that the students' learning complies with NMC Standards and Codes of Practice, to ensure the safety and wellbeing of women and babies.

It must be remembered that a midwife supervising a student remains professionally accountable for what the student does, including the consequences of their actions and omissions (NMC 2004).

Whilst students are on the course they are to be supernumerary whilst in clinical practice (NMC 2009). The supervision they require is either direct or indirect.

- **'Direct supervision is where the practising midwife would normally be in close proximity to the student, either by working directly with them or close enough to directly monitor their activities' (NMC 2009:16).**

- **Indirect supervision should only be provided when students are more senior and are assessed as able to undertake care safely. With indirect supervision 'the midwife must be easily contactable' (NMC 2009:16). With indirect supervision, the midwife must regularly oversee the care provided and ensure that appropriate countersigning of the students' record keeping takes place.**

In situations where a student is requested by a midwife to undertake a skill without the correct degree of supervision, the student must point this out to the midwife. If, following this, the midwife does not provide the appropriate degree of supervision, the student must seek the guidance of a Practice Educator or Practice Education Lecturer.

NURSING AND MIDWIFERY COUNCIL, 2009. *Standards for pre-registration midwifery education*. London: NMC.

NURSING and MIDWIFERY COUNCIL, 2012. *Midwives Rules and Standards*. London: NMC.

A STUDENT MUST ONLY PERFORM THE FOLLOWING SKILLS UNDER DIRECT AND CLOSE SUPERVISION OF THE MIDWIFE



Vaginal examination	
Membrane sweep	
Obtain a high vaginal swab	
Amniotomy	
Apply a fetal scalp electrode	
Delivery of a baby	
Delivery of placenta and membranes	
Examination of placenta and membrane	
Participate in the administration of an intravenous infusion (provided there are no added drugs)	
Participate in the administration of a blood transfusion only after completion of level one Better Blood Transfusion	
Perineal repair	
Initial examination of newborn	
Insert a nasogastric tube in a neonate	
Administer any medication by any route	

A MIDWIFE SUPERVISING A STUDENT REMAINS PROFESSIONALLY ACCOUNTABLE FOR WHAT THE STUDENT DOES, INCLUDING THE CONSEQUENCES OF THEIR ACTIONS AND OMISSIONS (NMC 2012)

NURSING and MIDWIFERY COUNCIL, 2012. *Midwives Rules and Standards*. London: NMC.

N.B. STUDENT MIDWIVES CAN FROM 1/7/11 ADMINISTER MEDICINES ON THE MIDWIVES EXEMPTIONS LIST, EXCEPT CONTROLLED DRUGS, UNDER THE DIRECT SUPERVISION OF A SIGN OFF MIDWIFE. (NMC 2011)

NURSING and MIDWIFERY COUNCIL, 2011. NMC Circular: Changes to midwives exemptions. London: NMC.

N.B. A student must not administer (even under supervision) any medications that are covered by the Patient Group Directions unless they are prescribed by a doctor.

The NMC have further information on midwives exemptions on the website – including 'Midwives exemptions frequently asked questions'.

1.6 General guidance for support for, and assessment of, learning and performance

Supporting and assessing students will be ongoing throughout the course. At the end of each Stage there is an opportunity for the student to progress to the next Stage or exit the course. It is vital that if at any time it appears that the student will not achieve an expected level of competency, then the mentor and the practice education lecturer (PEL) should be contacted. Student midwives are supported during their experience in clinical areas by clinical staff working in collaboration with the Practice Education Team and midwifery lecturers, as appropriate. "All students are Supernumerary during clinical placements, all clinical experience should be education led" (NMC 2009).

This means that students must remain under the support of a midwife at all times; they may not be moved from one area to another, or left in charge of any area of care.

Support

Supervised – mainly Stage 1

'Supervision' means that the student midwife is practising many skills (both psychomotor and social) and behaviours under **constant direct supervision**. That is, the student should not be left alone to give direct care. The student should always be working with either their mentor or another midwife. The student will require frequent verbal and occasional physical cues from the mentor. Towards the end of a placement, if the mentor is confident in the student's competencies for this Stage, they can allow the student to work with less direct supervision. This should be negotiated between the mentor and the student, and both should be comfortable with the arrangement.

The student's knowledge of the physiological processes and the implications for care may be sketchy; however, this will develop during Stage 1 as the student is exposed to different contexts and situations and receives theoretical instruction. The student will display some skill, confidence, co-ordination and efficiency. Stage 1 clinical experience is mainly for the development of core midwifery skills.

Supported – mainly Stage 2

'Supported' means that the student midwife is practising with occasional supportive cues and should only require **indirect supervision**. However, in the first week or possibly for longer, direct supervision may be required to allow the student to settle in. Mentors will give support, depending on the individual situation. The student will be expected to give care to a woman/group of women with some degree of independence.

Decision on level of supervision should consider:

- Whether this is the first time in a placement area, e.g. Ward, Neonatal Unit
- Length of time since last in this placement
- Student's level of confidence
- Complexity of the activities being undertaken
- Student's competence
- How far into Stage 2 the student has progressed.

The student is gaining greater understanding of the physiological processes and will be developing the ability to apply this in clinical situations with increasing confidence, co-ordination and efficiency. The student will be expected to update their knowledge prior to returning to a clinical area.

Independent – mainly Stage 3

'Independent' means that the student midwife will practise **largely independently**; however, in the first week or so, indirect supervision may be required to allow the student to settle in. Mentors will provide indirect supervision although this will alter, depending on the complexity of the activity or situation. The student will be expected to support more junior students.

Decision on level of supervision should consider:

- Whether this is the first time in a placement area, e.g. Neonatal Unit
- Length of time since last in this placement
- Student's level of confidence
- Complexity of the activities being undertaken
- Student's competence
- Where student is on the course.

It is important to remember that, although the student may be working independently, help and advice from a midwife should be immediately available at all times.

1.7 General guidance on the role and responsibility of the student

Provision is made for students to undertake clinical practice to enable them to integrate theory to, and with, practice and develop the skills, knowledge, attitudes and abilities commensurate with a competent practitioner at the point of registration.

To achieve this through practice experience, the student is expected to:

- Reflect upon own learning needs and consider how they may be met, prior to attending the placement area.
- Continually review own learning needs and negotiate learning opportunities with their mentor.
- Orientate themselves to the practice placement environment with the assistance of their mentor.
- Demonstrate personal and professional development.
- Provide evidence of learning in practice to demonstrate achievement of outcomes/ competencies.
- Actively participate in the assessment process with their mentor by completing final assessment statement and grade prior to finishing placement discussion.

1.8 General guidance on the role and responsibility of the mentor

The mentor allocated to each student will be a registered midwife who has undertaken a course of preparation or demonstrated prior learning in supervision and assessment in practice. Should the mentor be off or on holiday, the mentor will allocate a deputy to undertake the mentor role during her/his absence. The mentor is required to spend a minimum of 15 hours per week with the student she/he is supervising. The mentor will play a significant central role in the teaching and learning experience provided to students on practice placement.

To achieve this, the mentor is expected to:

- Act as a role model to the student
- Identify learning opportunities in the practice placement that will enable achievement of the outcomes/competencies
- Assess the student's performance and development and give feedback at the earliest opportunity
- Facilitate and support the student's professional development
- Facilitate the integration of theory with practice
- Encourage reflective practice
- Liaise with academic staff, as required, regarding the student's progress
- Be accountable for the assessment of the student's performance and development in the placement
- Be accountable for verifying the student is competent at the point of entry to the register
- Sign off documentation as appropriate.

1.9 Assessment of the student's performance

Guidelines for assessing and grading the student's competence are contained in Tables 1 and 2 overleaf. The documents that require to be completed are:

- The Ongoing Record of Achievement (including a **grade** if placement length **four weeks or more**)
- Competencies
- Essential Skills Clusters.

1.10 Cause for Concern Process

The raising and communication of "Cause for Concern" is to be viewed as a **positive and supportive** procedure for both the mentor and the student and an area where the primary focus of support will be by members of the Practice Team. These processes provide a useful mechanism for:

- a) the mentor to raise concern(s) about the student and
- b) the student to raise concern(s) about any aspect of their placement learning.

Examples of concerns raised by mentors about students include issues relating to care management, e.g. deficits in care planning, difficulty in prioritising work load, poor delegation skills and issues relating to professional and ethical practice, e.g. poor attitude, lack of attention to detail, lack of interest and motivation, poor attendance, non-adherence to dress code.

Examples of concerns raised by students about their placement include issues relating to mentorship, e.g. difficulties in mentor/student relationship, lack of time spent being supervised by mentor, deficiencies in the application of the clinical assessment process and issues relating to practice, e.g. witnessing examples of poor practice, lack of learning opportunities.

Processes

Please refer to the Cause for Concern flow chart for a step by step guide through these processes on the next page or refer to this document on the practice education web pages; www.rgu.ac.uk/practice-education

Action Plan

An action plan should clarify the outcomes to be achieved, how these are going to be achieved, the individuals who will support achievement, the target/review dates and comments on progress.

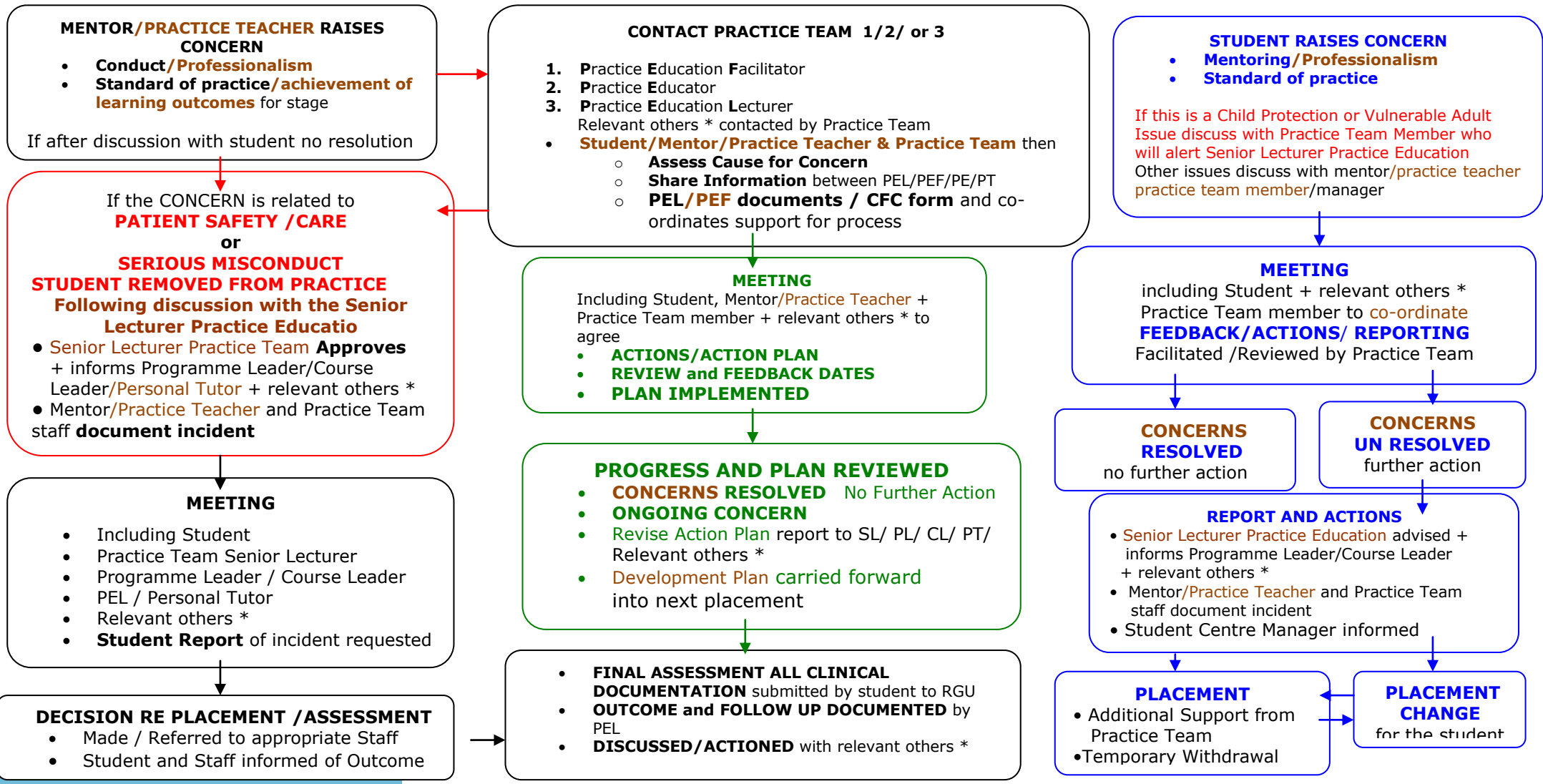


The Robert Gordon University

School of Nursing and Midwifery

STUDENT LEARNING IN PRACTICE: CAUSE FOR CONCERN PROCESS

Concern can be raised by Mentor/Practice Teacher or Student – Supportive Process – Primary focus of support from Practice Team



School of Nursing and Midwifery
ACTION PLAN (NURSING and MIDWIFERY)

STUDENTS NAME:	INTAKE:	DATE:		
PLACEMENT LOCATION:	MENTOR:			
<p>Please inform staff involved this information will be collated by the PEL team for data analysis to enhance practice support. All Data will be managed confidentially and in accordance with the Data Protection Act. Previous paper and electronic copies should be destroyed when the plan is updated.</p>				
CAUSE FOR CONCERN:				
Area for Development/ Action Goal	How this will be achieved / Resources <i>Participate in Learning opportunities to:</i>	Lead Support Staff	Target & Review Date	Progress status & Comments
Performance Expectation				
Professional Values		Students Name Mentor Depute Mentor		
Communication and Interpersonal skills		Students Name Mentor Depute Mentor		

Area for Development/ Action Goal Performance Expectation	How this will be achieved / Resources <i>Participate in Learning opportunities to:</i>	Lead Support Staff	Target & Review Date	Progress status & Comments
Midwifery Practice and decision making		Students Name Mentor Depute Mentor		
Leadership, management and team working		Students Name Mentor Depute Mentor		
<p>Signature: STUDENT: _____ MENTOR: _____</p> <p>PEF / PEL / OTHER</p>				

Table 1: Guidelines for assessing student's performance

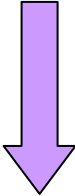
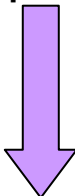
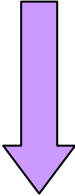
Scale	Knowledge and Understanding	Problem Solving	Professional Attitude	Skills	Assistance	Quality of Performance
Stage 1 - Supervised 	Demonstrates familiarity and a working understanding of the practice of midwifery evidenced through discussion and reflection with supervising midwife.	Applies basic problem solving methods to standard simple situations with detailed guidance from the supervising midwife.	Demonstrates professional behaviours and communicates effectively with women and colleagues in clearly defined situations and with detailed guidance.	Demonstrates the ability to apply core principles to perform basic skills with detailed guidance from the supervising midwife.	Requires frequent verbal and physical directive cues in addition to supportive ones.	Gaining confidence in undertaking core midwifery skills. Can be inefficient and uncoordinated. Takes excess time to undertake the skill.
Stage 2 - Supported 	Demonstrates a greater appreciation of the breadth and depth of the practice of midwifery, evidenced through discussion and reflection with the supervising midwife	Applies problem solving methods accurately and carefully, to more demanding problems, with clear guidance from supervising midwife.	The student demonstrates professional behaviours and communicates effectively with women and colleagues in a range of contexts and with some guidance.	Demonstrates the ability to apply standard principles to perform more demanding skills, with clear guidance from the supervising midwife.	Requires occasional verbal and physical directive cues depending on complexity of situation. Continues to require some supportive cues.	Complete confidence in undertaking core midwifery skills and gaining confidence in more complex skills. Undertakes the skill within a reasonable time scale.
Stage 3 - Independent 	Demonstrates a confident and working understanding of the complexity of the practice of midwifery, evidenced through discussion and reflection with the supervising midwife.	Begins to self-direct, identifying key elements or problems and chooses appropriate methods to solve problems with only general guidance from the supervising midwife.	The student demonstrates professional behaviours and the ability to confidently communicate with colleagues and women and their families in all situations contexts without the need for detailed guidance.	Demonstrates the ability to select and use detailed principles to perform more complex skills, without the need for direct guidance from the supervising midwife.	Rarely requires verbal and physical directive cues. Can perform without supportive cues.	Is confident in the majority of skills except new, complex skills. Undertakes skills within an expedient time scale.

Table 2: Mentor's Guidelines for Grading

Grading the student's overall performance in placements of four weeks duration or longer.	
GRADE	DESCRIPTION OF OVERALL PERFORMANCE
A: Excellent	The student's overall performance has been outstanding and safe in relation to attitude, knowledge base and application of theory to practice, and level of skill.
B: Commendable	The student's overall performance has been of a high and safe standard in relation to attitude, knowledge-base and application of theory to practice, and level of skill.
C: Good	The student's overall performance has been of a good, safe standard in relation to attitude, knowledge base and application of theory to practice, and level of skill.
D: Satisfactory	The student's overall performance has been a safe and satisfactory standard in relation to attitude, knowledge base and application of theory to practice, and level of skill.
E: Not yet satisfactory	The student's overall performance is below the satisfactory and/or safe standard in relation to attitude, knowledge and application of theory to practice, and level of skill. Additional support and guidance was required and is recommended in any future placement.
F: Inadequate	The student's overall performance has been poor, and/or unsafe in relation to attitude, knowledge based, application of theory to practice and/or level of skill. A high level of supervision, guidance and support was required and is essential in any future placement.
NS: Non-attendance	The student has not attended the placement for the minimum period specified within the Progression Criteria: Minimum of four weeks.

References

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<http://www.nmc-uk.org/aDisplayDocument.aspx?DocumentID=5532> [Accessed 27-10-11].

NMC, 2008. *Standards to support learning and assessment in practice*. [online]. Available from:
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<http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/> [Accessed 27-10-11].

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BMIDWIFERY
PRE-REGISTRATION MIDWIFERY

Ongoing Record of Achievement

School of Nursing and Midwifery

FACULTY OF HEALTH AND SOCIAL CARE

Record of Signatories

Record of all Signatories involved in supporting and / or assessing the student during their learning experiences.:

Print Name Full Name	Signature	Designation / Capacity	Practice Learning Experience Location	Date

<u>Print Name</u> <u>Full Name</u>	<u>Signature</u>	<u>Designation /</u> <u>Capacity</u>	<u>Practice Learning</u> <u>Experience Location</u>	<u>Date</u>

<u>Print Name</u> <u>Full Name</u>	<u>Signature</u>	<u>Designation /</u> <u>Capacity</u>	<u>Practice Learning</u> <u>Experience Location</u>	<u>Date</u>

STAGE ONE

Orientation and Induction to Placement Area

Within 24 hours of commencing the placements the student must have had the opportunity to:

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Personal issues Discuss any adjustments re health or learning needs e.g. dyslexia					
Orientation to practice area Include: <ul style="list-style-type: none"> • Safety Boards • Staff toilets • Staff rest room/canteen • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits • Inform of university link – e.g. PEF/PE/PEL/MEF 					
Professional Conduct Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice e.g. working guidelines, etiquette in patients' homes, use of mobile phones					
ID Badge Explain policy for ID badges					
Confidentiality Discuss importance of maintaining confidentiality and data protection e.g. appropriate use of social media					
Fire Policy / Procedure Discuss: <ul style="list-style-type: none"> • Local policy & emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets & Fire Policy • Explain procedure for evacuation & alarm tones • Awareness of risks associated with practice areas 					
Moving & Handling Discuss: <ul style="list-style-type: none"> • Local policy and relation to practice area • Location of local moving & handling equipment 					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Organisational Policy Student should be aware of the following policies / procedures: <ul style="list-style-type: none"> • Health & Safety • Infection Control • Professional Behaviour • Human Resources e.g. Harassment, equal opportunities, Complaints etc. • Occupational Health • Smoking • Other policies specific to practice area 					
Accident & Clinical incidents Explain: <ul style="list-style-type: none"> • Procedure for reporting accident / near misses • Procedure for reporting adverse incidents / near misses • Policy for not being able to gain access to a home in a community area 					
Resuscitation Explain: <ul style="list-style-type: none"> • Procedure in event of an emergency e.g. cardiac arrest • Emergency contact numbers 					
Duty Rota Discuss: <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Number of students on shifts • Finishing at the end of the day • Nights/weekends/evenings (unsocial hours) Following current RGU guidance on shift patterns					
Sickness & Absence Explain policy for reporting in the event of sickness or absence i.e. the School of Nursing and Midwifery and placement area.					
Transport Issues Discuss issues related to car parking, hospital transport across sites, public transport					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Telephone Discuss: <ul style="list-style-type: none"> • Contact details for Charge Midwife/ Midwifery Team Leader on duty, team members' mobiles • Student contact details • Bleep / pager system 					
Equipment Explain <ul style="list-style-type: none"> • Basic function of appropriate equipment and where and how to access 					
Infection Control The student should be made aware of policies with specific reference to: <ul style="list-style-type: none"> • Needle stick injury • MRSA • Hand washing 					

STAGE TWO

Orientation and Induction to Placement Area

Within 24 hours of commencing the placements the student must have had the opportunity to:

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Personal issues Discuss any adjustments re health or learning needs e.g. dyslexia					
Orientation to practice area Include: <ul style="list-style-type: none"> • Safety Boards • Staff toilets • Staff rest room/canteen • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits • Inform of university link – e.g. PEF/PE/PEL/MEF 					
Professional Conduct Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice e.g. working guidelines, etiquette in patients' homes, use of mobile phones					
ID Badge Explain policy for ID badges					
Confidentiality Discuss importance of maintaining confidentiality and data protection e.g. appropriate use of social media					
Fire Policy / Procedure Discuss: <ul style="list-style-type: none"> • Local policy & emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets & Fire Policy • Explain procedure for evacuation & alarm tones • Awareness of risks associated with practice areas 					
Moving & Handling Discuss: <ul style="list-style-type: none"> • Local policy and relation to practice area • Location of local moving & handling equipment 					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Organisational Policy Student should be aware of the following policies / procedures: <ul style="list-style-type: none"> • Health & Safety • Infection Control • Professional Behaviour • Human Resources e.g. Harassment, equal opportunities, Complaints etc. • Occupational Health • Smoking • Other policies specific to practice area 					
Accident & Clinical incidents Explain: <ul style="list-style-type: none"> • Procedure for reporting accident / near misses • Procedure for reporting adverse incidents / near misses • Policy for not being able to gain access to a home in a community area 					
Resuscitation Explain: <ul style="list-style-type: none"> • Procedure in event of an emergency e.g. cardiac arrest • Emergency contact numbers 					
Duty Rota Discuss: <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Number of students on shifts • Finishing at the end of the day • Nights/weekends/evenings (unsocial hours) Following current RGU guidance on shift patterns					
Sickness & Absence Explain policy for reporting in the event of sickness or absence i.e. the School of Nursing and Midwifery and placement area.					
Transport Issues Discuss issues related to car parking, hospital transport across sites, public transport					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Telephone Discuss: <ul style="list-style-type: none"> • Contact details for Charge Midwife/ Midwifery Team Leader on duty, team members' mobiles • Student contact details • Bleep / pager system 					
Equipment Explain <ul style="list-style-type: none"> • Basic function of appropriate equipment and where and how to access 					
Infection Control The student should be made aware of policies with specific reference to: <ul style="list-style-type: none"> • Needle stick injury • MRSA • Hand washing 					

STAGE THREE

Orientation and Induction to Placement Area

Within 24 hours of commencing the placements the student must have had the opportunity to:

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Personal issues Discuss any adjustments re health or learning needs e.g. dyslexia					
Orientation to practice area Include: <ul style="list-style-type: none"> • Safety Boards • Staff toilets • Staff rest room/canteen • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits • Inform of university link – e.g. PEF/PE/PEL/MEF 					
Professional Conduct Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice e.g. working guidelines, etiquette in patients' homes, use of mobile phones					
ID Badge Explain policy for ID badges					
Confidentiality Discuss importance of maintaining confidentiality and data protection e.g. appropriate use of social media					
Fire Policy / Procedure Discuss: <ul style="list-style-type: none"> • Local policy & emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets & Fire Policy • Explain procedure for evacuation & alarm tones • Awareness of risks associated with practice areas 					
Moving & Handling Discuss: <ul style="list-style-type: none"> • Local policy and relation to practice area • Location of local moving & handling equipment 					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Organisational Policy Student should be aware of the following policies / procedures: <ul style="list-style-type: none"> • Health & Safety • Infection Control • Professional Behaviour • Human Resources e.g. Harassment, equal opportunities, Complaints etc. • Occupational Health • Smoking • Other policies specific to practice area 					
Accident & Clinical incidents Explain: <ul style="list-style-type: none"> • Procedure for reporting accident / near misses • Procedure for reporting adverse incidents / near misses • Policy for not being able to gain access to a home in a community area 					
Resuscitation Explain: <ul style="list-style-type: none"> • Procedure in event of an emergency e.g. cardiac arrest • Emergency contact numbers 					
Duty Rota Discuss: <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Number of students on shifts • Finishing at the end of the day • Nights/weekends/evenings (unsocial hours) Following current RGU guidance on shift patterns					
Sickness & Absence Explain policy for reporting in the event of sickness or absence i.e. the School of Nursing and Midwifery and placement area.					
Transport Issues Discuss issues related to car parking, hospital transport across sites, public transport					

	Practice experience				
	1	2	3	4	5
Topics to be covered (mentor initials and date when complete)					
Telephone Discuss: <ul style="list-style-type: none"> • Contact details for Charge Midwife/ Midwifery Team Leader on duty, team members' mobiles • Student contact details • Bleep / pager system 					
Equipment Explain <ul style="list-style-type: none"> • Basic function of appropriate equipment and where and how to access 					
Infection Control The student should be made aware of policies with specific reference to: <ul style="list-style-type: none"> • Needle stick injury • MRSA • Hand washing 					

Reasonable Adjustments

If a student requires additional support in the form of reasonable adjustments for practice, prior to each placement these will be communicated via the practice team to relevant staff within the placement area.

In addition, following discussion with the students concerned, personal tutors will ensure that details of the adjustments are recorded within the Assessment of Practice Document. This can be done by attaching a copy of the reasonable adjustments within the Assessment of Practice Document or by detailing them within the development plan box for that placement.

Feedback on how the reasonable adjustments are working can be made on this page by students, mentors and others members of practice education staff. If during a placement following discussion between the student and their mentor it is felt the reasonable adjustments require revision contact should be made with a member of the Practice Education Team.

COMMENTS ON REASONABLE ADJUSTMENTS

Stage 1 Record

Following each clinical block you are required to submit a copy of your "Final Interview and Assessment of Performance" sheet for each placement, you can submit these in one of the following ways;

Emailing a scanned copy to Pre-regNursing&Midwifery@rgu.ac.uk

or

To the Midwifery Clinical Documents box, Level 2, Faculty of Health and Social Care

PERFORMANCE EXPECTATIONS: STAGE 1

In making a judgement about the student's performance in each of the NMC outcomes for progression to stage 2, the following table outlines the level at which a student is expected to perform during stage 1.

Element of performance	STAGE ONE
Knowledge and understanding	The student demonstrates familiarity and a working understanding of basic core facts related to the subject area, evidenced through discussion and reflection with mentor.
Problem solving	The student applies basic methods/tools to standard simple situations with detailed guidance from the mentor.
Professional attitude	The student demonstrates the ability to interact effectively with colleagues, client groups and significant others in clearly defined situations and with detailed guidance, acknowledging personal limitations in knowledge and skills.
Skills	The student demonstrates the ability to apply core principles to perform basic skills with detailed guidance from the mentor.
Assistance	Requires frequent verbal and physical directive cues in addition to supportive ones.
Quality of Performance	Gaining confidence in undertaking core midwifery skills. Can be inefficient and uncoordinated. Takes excess time to undertake the skill.

STAGE 1 - PLACEMENT 1:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student's role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student's stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Lead Mentor Signature	Student name & signature	Date of initial interview:
Mentorship team members signature		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 1 - PLACEMENT1:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
Overall the student’s projected grade is E or below at the mid-placement point.	E F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature -----

MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 1 – PLACEMENT 1:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

<p>Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.</p>				
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			<p>.....</p>	
<p>Mentor/Deputy name & signature</p>	<p>Student name & signature</p>	<p>Date of Final Interview</p>		
<p>.....</p>	<p>.....</p>	<p>.....</p>		

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview.

This sheet should be inserted into the main record.

Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 1 - PLACEMENT 2:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
Overall the student's projected grade is E or below at the mid-placement point.	E F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature _____

MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 1 - PLACEMENT 2:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.

Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview.

This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 1 - PLACEMENT 3:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A	B C D
Overall the student's projected grade is E or below at the mid-placement point.	E	F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 1 - PLACEMENT 3:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.	
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Mentor/Deputy name & signature	Student name & signature	Date of Final Interview
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Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview.

This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 1 - PLACEMENT 4:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Mentor signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 1 - PLACEMENT4:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
Overall the student's projected grade is E or below at the mid-placement point.	E F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature -----

MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 1 - PLACEMENT 4:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.

Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview.

This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 1 - PLACEMENT5:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

DATE OF REVIEW:

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
Overall the student's projected grade is E or below at the mid-placement point.	E F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature -----

MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 1 – PLACEMENT 5:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview.

This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Stage 2 Record

Following each clinical block you are required to submit a copy of your "Final Interview and Assessment of Performance" sheet for each placement, you can submit these in one of the following ways;

Emailing a scanned copy to Pre-regNursing&Midwifery@rgu.ac.uk

or

To the Midwifery Clinical Documents box, Level 2, Faculty of Health and Social Care

PERFORMANCE EXPECTATIONS: STAGE TWO

In making a judgement about the student's performance in each of the practice outcomes for stage 2, the following table outlines the level at which a student is expected to perform during stages 2.

Element of performance	STAGE TWO
Knowledge and understanding	The student demonstrates a widening appreciation of the significance of central and peripheral areas of the subject area, evidenced through discussion and reflection with mentor.
Problem solving	The student applies methods/tools accurately and carefully to more demanding problems with clear guidance from the mentor.
Professional attitude	The student demonstrates the ability to interact effectively with colleagues, client groups and significant others in less clearly defined situations and with guidance and demonstrates awareness of personal limitations in knowledge and skills.
Skills	The student demonstrates the ability to apply standard principles to perform somewhat more demanding skills, with clear guidance from the mentor.
Assistance	Requires occasional verbal and physical directive cues depending on complexity of situation. Continues to require some supportive cues.
Quality of Performance	Requires occasional verbal and physical directive cues depending on complexity of situation. Continues to require some supportive cues.

STAGE 2 - PLACEMENT 1:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Blank area for writing the contract of learning, consisting of 18 horizontal lines.

Lead Mentor Signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified

STAGE 2 – PLACEMENT 1:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A	B C D
Overall the student’s projected grade is E or below at the mid-placement point.		E F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>		Mentor Signature
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 2 - PLACEMENT 1:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)		
Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 2 - PLACEMENT 2:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signature		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 2 - PLACEMENT 2:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
---	----------------

Overall the student's projected grade is E or below at the mid-placement point.	E F
--	-------------------

For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature
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MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 2 - PLACEMENT 2:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)		
Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well					
Please state what the student could do to enhance their midwifery care					
Please add any other information you think would be helpful					
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date	

Please state what you feel the student has done well					
Please state what the student could do to enhance their midwifery care					
Please add any other information you think would be helpful					
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date	

STAGE 2 – PLACEMENT 3:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student's projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 2 - PLACEMENT 4:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

(A large rectangular area with horizontal dotted lines for writing the initial discussion and contract of learning.)

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.



STAGE 2 – PLACEMENT 4:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student’s projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 2 – PLACEMENT 5:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Lined area for documenting the contract of learning.

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 2 – PLACEMENT 5:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student’s projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	<p style="margin: 0;">Mentor Signature</p> <p style="margin: 0;">-----</p>	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 2 – PLACEMENT 5:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)		
Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 2 - PLACEMENT 6:.....

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student's role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student's stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship Team Members Signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 2 – PLACEMENT 6:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)											
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.											
Predicted Grade at the midway point <i>*circle as appropriate</i>	A	B									
	C	D									
Overall the student’s projected grade is E or below at the mid-placement point.	E	F									
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature _____										
MENTOR ASSESSMENT OF STUDENT PERFORMANCE											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Mentor/Deputy name & signature </td> <td style="width: 33%; padding: 5px;"> Student name & signature </td> <td style="width: 34%; padding: 5px;"> Date of mid-placement review </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table>			Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review						
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review									

STAGE 2 - PLACEMENT 6:.....

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)		
Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Stage 3 Record

Following each clinical block you are required to submit a copy of your "Final Interview and Assessment of Performance" sheet for each placement, you can submit these in one of the following ways;

Emailing a scanned copy to Pre-regNursing&Midwifery@rgu.ac.uk

or

To the Midwifery Clinical Documents box, Level 2, Faculty of Health and Social Care

PERFORMANCE EXPECTATIONS: STAGE 3

In making a judgement about the student's performance in each of the proficiencies the following table outlines the level at which a student is expected to perform during stage 3

Element of performance	STAGE 3
Knowledge and understanding	The student demonstrates a confident and working understanding of the limits of the subject area, evidenced through discussion and reflection with mentor.
Problem solving	The student begins to self-direct him/herself, identify key elements or problems and choose appropriate methods to solve problems with only general guidance from the mentor.
Professional attitude	The student demonstrates the ability to confidently interact with colleagues, client groups and significant others in all situations without the need for detailed guidance and demonstrates awareness of professional development needs.
Skills	The student demonstrates the ability to select and use detailed principles to perform more complex skills, without the need for direct guidance from the mentor.
Assistance	Rarely requires verbal and physical directive cues. Can perform without supportive cues.
Quality of Performance	Is confident in the majority of skills except new, complex skills. Undertakes skills within an expedient time scale.

STAGE 3 - PLACEMENT 1:.....

NAMED MENTOR.....

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student's role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student's stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.



STAGE 3 – PLACEMENT1:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student’s projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 3 - PLACEMENT 1:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Lined area for student self-assessment.

Final grade awarded by the Mentor/Deputy for the student’s overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student’s practice should be used to illustrate the reason for the grade awarded.

Lined area for feedback and examples.

Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:



ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 3 - PLACEMENT 2:.....

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
---	----------------

Overall the student’s projected grade is E or below at the mid-placement point.	E F
--	-------------------

For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature
--	----------------------------------

MENTOR ASSESSMENT OF STUDENT PERFORMANCE

Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 3 - PLACEMENT 2:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student's overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student's practice should be used to illustrate the reason for the grade awarded.		
Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 3 – PLACEMENT 3:.....

NAMED MENTOR.....

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, **relevant to the student’s stage** and available for the student to practise, should be identified and recorded as part of the contract of learning.

Lined area for recording the contract of learning.

Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 3 – PLACEMENT 3:.....

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student’s projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

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Student's signature:

Date

Service User Review

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Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 3 – PLACEMENT 4:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student’s level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A	B C D
Overall the student’s projected grade is E or below at the mid-placement point.	E	F
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 3 - PLACEMENT 4:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student’s overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student’s practice should be used to illustrate the reason for the grade awarded.

Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

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Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 3 – PLACEMENT 5:

NAMED MENTOR:

INITIAL DISCUSSION AND CONTRACT OF LEARNING

Should be completed within 48 hours of student commencing placement.

<p>The initial discussion and contract of learning should set out specific learning opportunities that the student will be provided with to achieve the NMC learning outcomes/NMC proficiencies. The student’s role in engaging with the learning opportunities should be documented and essential midwifery skills, relevant to the student’s stage and available for the student to practise, should be identified and recorded as part of the contract of learning.</p>		
Mentor/Deputy name & signature	Student name & signature	Date of initial interview:
Mentorship team members signatures		Date of mid-placement review:
		Date of final interview:

Each interview should take place on the date agreed and should consider learning contract, student engagement and performance and achievements. Areas for action should be identified.

STAGE 3 – PLACEMENT 5:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

STUDENT SELF-ASSESSMENT of own performance and progress to date (complete prior to midway interview)		
Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.		
Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D	
Overall the student's projected grade is E or below at the mid-placement point.	E F	
For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature _____	
MENTOR ASSESSMENT OF STUDENT PERFORMANCE		
Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

STAGE 3 – PLACEMENT 5:

FINAL INTERVIEW AND ASSESSMENT OF PERFORMANCE

STUDENT NAME:

STUDENT SELF-ASSESSMENT of own performance and progress in the placement (complete prior to final interview)

Final grade awarded by the Mentor/Deputy for the student’s overall performance. Assessment feedback should be congruent with the grade awarded and examples of the student’s practice should be used to illustrate the reason for the grade awarded.	
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Mentor/Deputy name & signature	Student name & signature	Date of Final Interview

Personal Tutor Signature:

Date:

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

STAGE 3 – PLACEMENT 6:

MID-PLACEMENT INTERVIEW AND REVIEW OF PROGRESS

DATE OF REVIEW:

**STUDENT SELF-ASSESSMENT of own performance and progress to date
(complete prior to midway interview)**

Mentor to confirm the student's level of achievement mid-placement. The feedback documented below should reflect the level of achievement identified here.

Predicted Grade at the midway point <i>*circle as appropriate</i>	A B C D
---	--

Overall the student's projected grade is E or below at the mid-placement point.	E F
--	-------------------

For E/F Please confirm that the cause for concern process <i>*has / will be</i> implemented in consultation with the Practice Education Team members. <i>*delete as appropriate</i>	Mentor Signature
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MENTOR ASSESSMENT OF STUDENT PERFORMANCE

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Mentor/Deputy name & signature	Student name & signature	Date of mid-placement review

ADDITIONAL INTERVIEW / SHORT PLACEMENT REVIEW

Record of any discussions held in addition to mid-placement or final interview. This sheet should be inserted into the main record. Copy additional sheets as required.

Student's comments on their performance and progress to date:	Date(s) for review

Mentor's/Deputy's comments on student's performance and progress to date:	

Mentor's/Deputy's signature:

Date

Student's signature:

Date

Service User Review

Consent must be gained by the mentor from those involved prior to this review being undertaken. Please reassure the service user taking part that their participation is optional but we would like to hear their views about the way midwifery students have contributed to the care received by them or their relative. This is to help students learn and develop their skills in caring and communicating with service users so that they develop good practice.

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

Please state what you feel the student has done well				
Please state what the student could do to enhance their midwifery care				
Please add any other information you think would be helpful				
Mentor Signature		Student Signature <i>Comments discussed with student</i>		Date

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 1:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 2:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFRY

STAGE 3 - PLACEMENT 3:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 4:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 5:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 6:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

VERIFICATION OF PROFICIENCY: B MIDWIFERY

STAGE 3 - PLACEMENT 7:

To be completed by the student's sign-off mentor at the conclusion of all graded Stage 3 placements.

I (name of sign-off mentor)

verify that (name of student)

is / is not proficient (*delete as appropriate*) in the NMC proficiencies for entry to the Professional Register.

Signature of sign-off mentor

Date

Position Held

Placement Location

Name of Personal Tutor

In cases where the student is not proficient, the reasons must be clearly documented within the Final Interview and Assessment of Performance section in the relevant Stage 3 placement record of achievement.

Competencies

This section contains the competencies required to achieve the NMC standards. The competencies are grouped into:

- Pre-conception and antenatal.
- Intrapartum.
- Postnatal.
- Neonatal.

Please note: Shaded competencies for stage 1 may or may not be achieved depending on your placements in Stage 1

Guidelines for Assessment

Assessment of achievement of the competencies can be undertaken in each practice setting. The mentor assesses whether the student has achieved or not achieved the competency relevant to the learning opportunities available in the placement area. Assessing achievement of the competency is undertaken **either through discussion with the student or observing the student's behaviour.**

The mentor is required to indicate, by a signature in the competency document, the student's achievement for their Stage of the course. The level of support required (Supervised, Supported or Independent) in the Stage of the course for achievement of the competency is also included. For example, there is an expectation that most of the competencies would be achieved in Stage 1 with **Supervision** from the mentor. Please see Section 1.4 for guidance on levels of supervision.

The competencies are mapped to the ESCs within this document.

The competencies are mapped against Standard 17 (NMC 2009) (see Appendix 1).

Each competency has 3 Levels with a Stage of the course by which it should be achieved. Competency boxes must not be signed off before the indicated stage.

Please see example on the following page:

Example Page

Competency	Related ESC	Supervised	stage	Supported	stage	Independent	stage
1. Administer drugs accurately and safely during pregnancy.	5	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
2. Provide antenatal care for women who present with special needs e.g. learning disability, non-English speaker, visually impaired.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
3. Recognise when a woman requires additional support and referral to other agencies.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
4. Discharge a woman from hospital in the antenatal period ensuring any on-going care is organised and understood.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
5. Demonstrate the ability to discuss the reasons for induction of labour and provide midwifery care for women undergoing induction of labour.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
6. Recognise the indications for caesarean section and the ability to provide midwifery care for women requiring a caesarean section.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
7. Recognise the needs of a woman and her family during bereavement and support where appropriate.	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3		
8. Assess the need for and take appropriate action in the event of an emergency situation.		<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
9. Demonstrate the ability to integrate the NMC professional standards with daily practice.		<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
10. Interact effectively with members of the maternity care team and acknowledge the nature of their work and the context in which it is placed.	1	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3
11. Maintain the confidentiality of information and accurately and appropriately disclose information.	1, 2	<i>S Smith</i> 01/12/2011	1	<i>C Jones</i> 10/10/2012	2	<i>A Brown</i> 18/11/2013	3

Evidence to demonstrate learning

During your three year midwifery training, you are required to provide evidence that you have achieved skills and experiences that contribute to your eligibility to become a registered midwife. In order to provide this evidence, we require you use a technique called reflection to explore the care that you are providing during the course. Please complete the relevant pages which appear following each section of the competencies. The areas that require reflective pieces are as follows:

Community Setting

- 2 booking interviews
- 2 antenatal examinations > 24weeks
- 2 postnatal examinations
- 1 neonatal examination

In – hospital care (Antenatal/ Postnatal)

- 2 examinations of women with high risk factors

Intrapartum care

- 2 women receiving care during Labour and birth

Early/ Pregnancy Loss unit

- 1 woman suffering pregnancy loss

Neonatal Unit

- 1 examination of an ill neonate

You are required to complete one reflective piece for every assessed placement. Your reflection must be read and signed your mentor.

Reflection Guidelines

Evidence to demonstrate learning - Reflective piece

REFLECTION

Reflection is a method where you can learn from your own practice. You will have been introduced to reflection at the outset of your course but it is a good idea to learn more about it through your own private study. Reflection can have many aspects and definitions and the term is often used very loosely.

In recent years, the process of reflection has been increasingly recognised in midwifery literature, as a learning tool for both students and qualified practitioners to enhance their practice.

Here is one reflective model that you may wish to use to guide your reflection, however if you prefer another model then you may use that:

PROCESS FOR PROVIDING EVIDENCE OF LEARNING

Step one - description of the situation

- Write a description of what happened, who was involved and the context in which it occurred. Bear in mind the need for confidentiality.
- Identify the key issues within the situation that you need to pay attention to.

Step two - reflection on the situation

Jot down notes in response to the following questions about the situation:

- How did you feel about this experience when it happened?
- What was good and bad about the experience?
- What were the consequences of the situation for those involved?
- How did the others who were involved feel about the situation?
- How do you know how others felt?

Step three - influencing factors

- What do you think influenced the decisions that were made and the actions taken during the situation?
- Provide theoretical evidence that explains the decisions and actions that were taken during the situation. You should support your evidence with appropriate citations and references.
This section is designed to help you to demonstrate your understanding of what happened.

Step four - conclusion

- In your view was the situation handled well and if not, what do you think should have happened and why?
- How do you feel now about the experience?

WHAT HAVE I LEARNED FROM THE SITUATION?

Now look at the outcomes and competencies in each of the four domains that reflect the clinical module learning outcomes.

- Identify those areas where your learning has been enhanced from reflecting on the situation.
- Identify those areas where you feel your learning requires further development.
- State what you intend to do to develop your learning further in the identified areas.
- Identify the specific experience or help you require to achieve this.
 - State how and when you intend to review your learning in the specified areas.

Adapted from John's (2004)

JOHN'S, C., 2004. *Becoming a Reflective Practitioner*, 2nd ed. Oxford: Blackwell.

In order to explore these experiences you may wish to think about examining some of the following

Skills utilised

Information discussed

Woman's choices

Routine enquiries made

Health promotion

Birth/care planning

Preconception and Antenatal

Competency	Related ESC	Supervised	stage	Supported	stage	Independent	stage
1. Communicate effectively with women and their families throughout the preconception and antenatal periods.	1		1		2		3
2. Promote and respect the rights, privacy, dignity and comfort for all women and their families throughout the antenatal period.	1		1		2		3
3. Be responsible for providing care within a midwife-led model of care.	1		1		2		3
4. Conduct a full booking interview.	1, 2		1		2		3
5. Demonstrate a knowledge and understanding of clinical risk assessment throughout the antenatal period.			1		2		3
6. Assess the social, cultural and environmental issues that can influence the health of the woman and her family e.g. domestic abuse, child protection, deprivation.	2		1		2		3
7. Promote the health of women and their families through accurate information, advice, guidance and support.	1, 2		1		2		3
8. Provide women and partners with current and accurate information that enables them to make informed choices regarding their options for care throughout the antenatal period e.g. parenthood classes, during antenatal appointments.	1, 2, 3, 4		1		2		3
9. Assess, plan and evaluate antenatal care in partnership with the woman and her partner.	1, 2		1		2		3
10. Undertake a full antenatal assessment of a woman in a holistic manner.	1, 2		1				2

Competency	Related ESC	Supervised	stage	Supported	stage	Independent	stage
11. Demonstrate knowledge of mental wellbeing and the positive or negative impact this can have on a woman during the antenatal period.	2		1		2		3
12. Assess fetal wellbeing during clinical assessment.	2		1		2		3
13. Demonstrate knowledge and understanding of all antenatal screening and diagnostic tests available and the ability to fully discuss these with the woman and her partner.	1, 2		1		2		3
14. Demonstrate ability to interpret the results of antenatal screening and diagnostic tests i.e. biochemical, haematological.			1		2		3
15. Demonstrate ability to identify when deviations from the normal pregnancy are occurring.			1		2		3
16. Throughout the antenatal period support the woman and her partner to formulate a plan for her pregnancy and birth.	1		1		2		3
17. Provide evidence-based information regarding infant feeding practices to facilitate informed choice.	1,4		1		2		3
18. Refer women to the appropriate member of the maternity care team when a deviation from the normal pregnancy has been identified.	1		1		2		3
19. Be responsible for providing midwifery care in the community setting for women with an identified obstetric or medical problem.	1		1		2		3
20. Be responsible for providing midwifery care within the hospital setting as part of the maternity care team.	1		1		2		3
21. Demonstrate knowledge and reasons for cardiotocography (CTG) and the ability to perform a CTG recognising deviations from the normal in the antenatal period.			1		2		3

Competency	Related ESC	Supervised	stage	Supported	stage	Independent	stage
22. Administer drugs accurately and safely during pregnancy.	5		1		2		3
23. Provide antenatal care for women who present with special needs e.g. learning disability, non-English speaker, visually impaired.	1		1		2		3
24. Recognise when a woman requires additional support and referral to other agencies.	1		1		2		3
25. Discharge a woman from hospital in the antenatal period ensuring any on-going care is organised and understood.	1		1		2		3
26. Demonstrate the ability to discuss the reasons for induction of labour and provide midwifery care for women undergoing induction of labour.	1		1		2		3
27. Recognise the indications for caesarean section and the ability to provide midwifery care for women requiring a caesarean section.	1		1		2		3
28. Recognise the needs of a woman and her family during bereavement and support where appropriate.	1		2		3		
29. Assess the need for and take appropriate action in the event of an emergency situation.			1		2		3
30. Demonstrate the ability to integrate the NMC professional standards with daily practice.			1		2		3
31. Interact effectively with members of the maternity care team and acknowledge the nature of their work and the context in which it is placed.	1		1		2		3
32. Maintain the confidentiality of information and accurately and appropriately disclose information.	1, 2		1		2		3

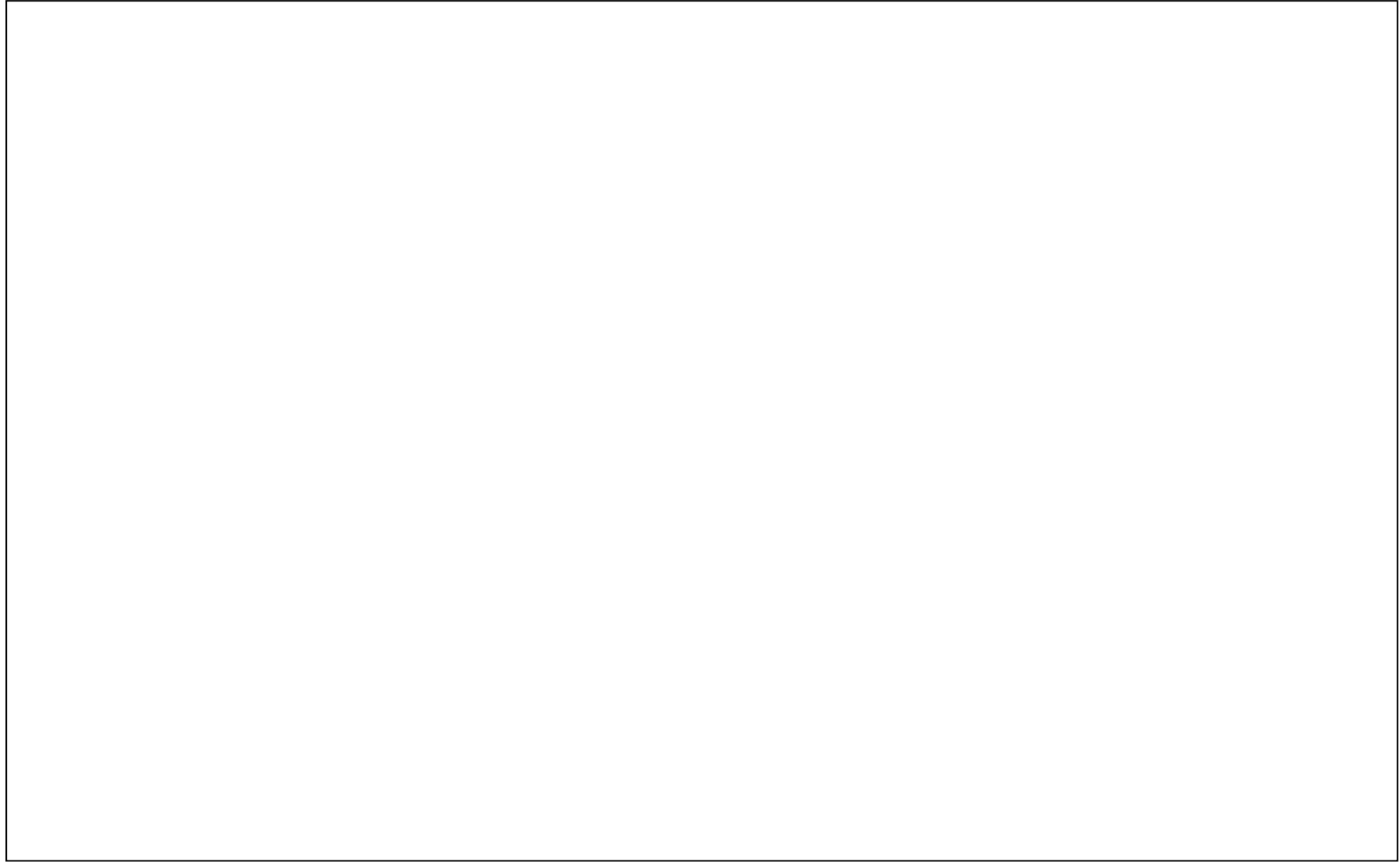
Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
33. Conform to the legal and statutory framework that governs completion, storage and retention of records of practice.	1		1		2		3
34. Appropriately manage and prioritise work commitments within the demands of the service.			1		2		3
35. Promote and maintain a safe and healthy environment for women, their families and others.	1		1		2		3
36. Demonstrate knowledge of how midwives can contribute to the development and evaluation of guidelines and policies to promote quality in ante natal midwifery care.			1		2		3
37. Review and develop own practice through reflection, feedback and evaluation of best available evidence.			1		2		3
38. Demonstrate knowledge of how midwives can contribute to the review of practice to optimise midwifery care i.e. audit, clinical risk assessment and management.			1		2		3
39. Demonstrate proficiency in the use of relevant IT systems (e-health) and develop practice through the use of IT e.g. electronic portfolios, analysis of databases.	1		1		2		3

Preconception and Antenatal Reflective Pieces

Evidence to demonstrate learning - Reflective piece

Type of experience:

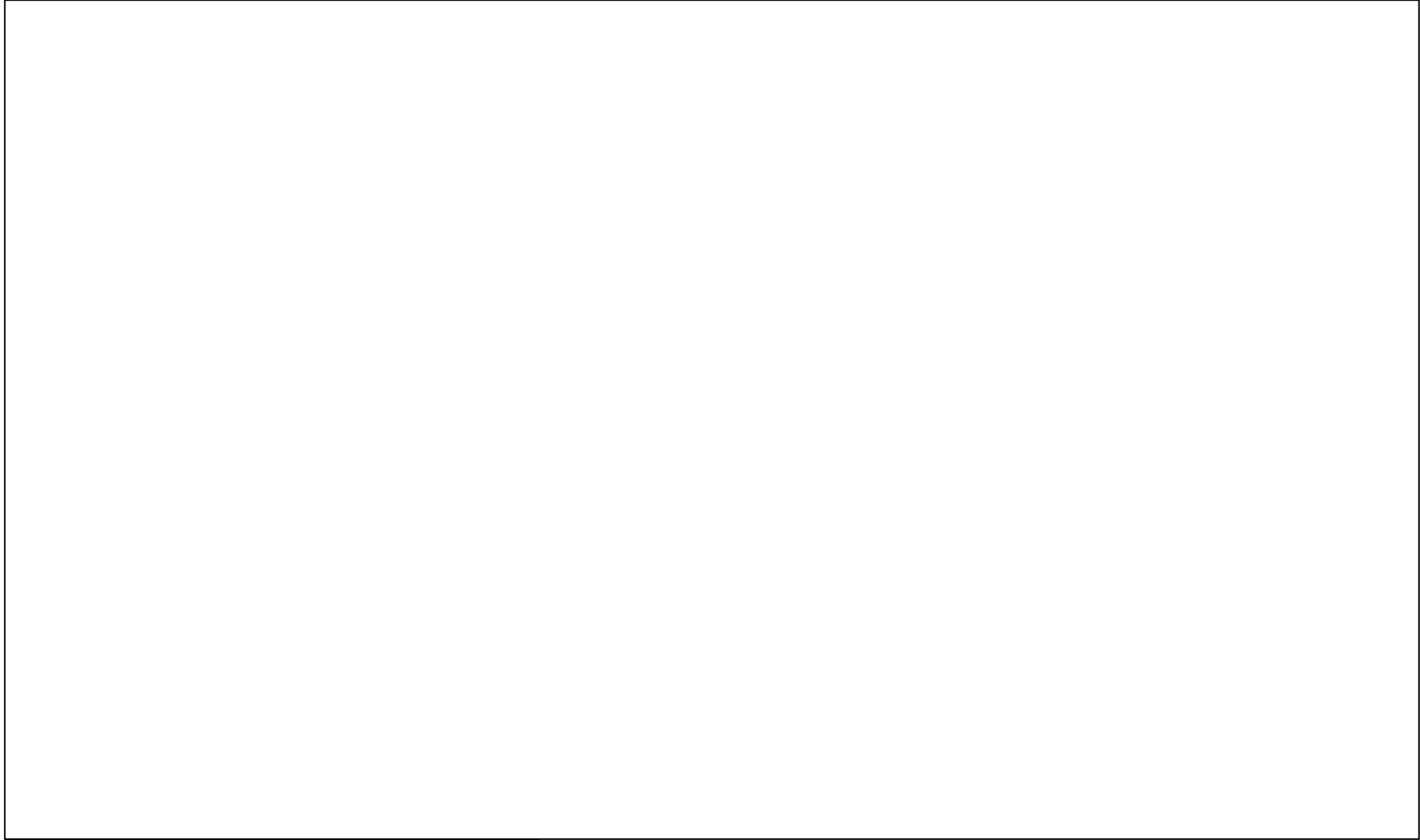
Reflective Account (No less than 750 words)



Evidence to demonstrate learning -Reflective piece

Type of experience:

Reflective Account (No less than 750 words)



Evidence to demonstrate learning - Reflective piece

Type of experience:

Reflective Account (No less than 750 words)



Intrapartum Competencies

Competency	Related ESC	Supervised	Supported		Independent	
			Stage	Stage	Stage	Stage
1. Communicate effectively with women and their families throughout the intrapartum period.	1, 2, 3		1	2		3
2. Safeguard the rights, privacy, dignity and comfort for all women and their families during the intrapartum period.	1, 3		1	2		3
3. Provide women and their partners with up to date and accurate information to enable them to make informed choices regarding options for care during labour.	1, 3		1	2		3
4. Demonstrate an ability to promote and facilitate normality throughout the intrapartum period.	1, 2		1	2		3
5. Provide holistic care to meet the individual needs of the woman and partner within their chosen place of birth.	1, 3		1	2		3
6. Demonstrate an awareness and understanding of the midwifery and obstetric protocols which guide practice within the chosen place of delivery.			1	2		3
7. Demonstrate skills in written documentation i.e. necessary, relevant and accurate with specific reference to the partogram.	1, 3		1	3		3
8. Demonstrate the ability to assess social/cultural/environmental issues that influence health and health care of women and their family during labour.	1		1	2		3
9. Assess the woman's health, obtain an accurate history and recognise established labour when a woman contacts the maternity services e.g. telephone contact, admission.	1, 3		1	2		3

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
10. Provide appropriate emotional support for the woman and partner during labour.	1		1		2		3
11. Provide appropriate care to attend to basic physiological needs during labour.	3		1		2		3
12. Demonstrate the ability to recognise the need for pain relief and the giving of information to enable the woman to make an informed choice: <ul style="list-style-type: none"> • Non-pharmacological pain relief • Pharmacological pain relief. 	1, 3		1		2		3
13. Administer drugs accurately and safely during labour.	5		1		2		3
14. Monitor and assess progress in the 1st stage of labour by means of <ul style="list-style-type: none"> • General examination • Woman's behaviour • Abdominal examination • Monitoring contractions • Vaginal examination and document findings appropriately. 	3		1		2		3
15. Recognise onset and manage 2nd stage of labour.			1		2		3
16. Create a safe, comfortable environment prior to birth.	3		1		2		3
17. Conduct a normal birth.	1,3		1		2		3
18. Recognise the need for carrying out episiotomy.			1		2		3
19. Manage the 3rd stage of labour.	1,3		1		2		3
20. Utilise Infection Control Policies and protocols in order to dispose of contaminated material in a safe manner.			1		2		3

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
21. Assess baby's condition at birth utilising Apgar scoring system.	3		1		2		3
22. Promote skin to skin contact at birth.	3, 4		1				2
23. Understand the need for identification of the baby and the woman's need to be aware of Hospital Security Policies/Abduction policy.			1		2		2
24. Perform initial examination of the newborn and identify any abnormalities informing the mother/partner and seeking medical review, if required.	3		1		2		3
25. Recognise any deviation from normal during labour and birth, taking appropriate action according to protocols.	3		1		2		3
26. Participate in the care of a woman having induction of labour demonstrating knowledge of the underlying principles.			1		2		3
27. Participate in the care of a woman with a high risk labour within the framework of the maternity care team.			1		2		3
28. Participate in the care of a woman with a pre-existing medical condition and understand the effects this may have on labour and birth.			1		2		3
29. Demonstrate knowledge and reasons for CTG and the ability to perform a CTG recognising deviations from the normal in the intrapartum period. Take appropriate actions when a deviation is noted.			1		2		3
30. Prepare, assist and care for a woman requesting epidural analgesia during labour.			1		2		3
31. Prepare and assist with an instrumental birth.			1		2		3

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
32. Provide pre-operative care for a woman requiring emergency intervention.			1		2		3
33. Provide post operative care to the woman following the completion of the intervention.			1		2		3
34. Assess the need for and take appropriate action in the event of an emergency situation.	1		1		2		3
35. Participate in care for a woman with high dependency needs.	1		1		2		3
36. Assess the woman's and baby's condition prior to transfer to postnatal area or being left following a home birth.	1, 3		1		2		3
37. Demonstrate ability to apply all NMC documentation when practising under supervision and support.			1		2		3
38. Provide care which respects and promotes individual's rights, interests, preferences, beliefs and cultures.	1		1		2		3
39. Demonstrate the ability to interact with other members of the maternity care team and recognise their role and input.	1		1		2		3
40. Appropriately manage and prioritise work commitments within the demands of the service.			1		2		3
41. Promote and maintain a safe and healthy environment for women, their families and others.			1		2		3
42. Demonstrate knowledge of how midwives can contribute to the development and evaluation of guidelines and policies to promote quality in intrapartum midwifery care.			1		2		3
43. Develop and enhance knowledge, skills and fitness to practise through self evaluation and reflection.			1		2		3

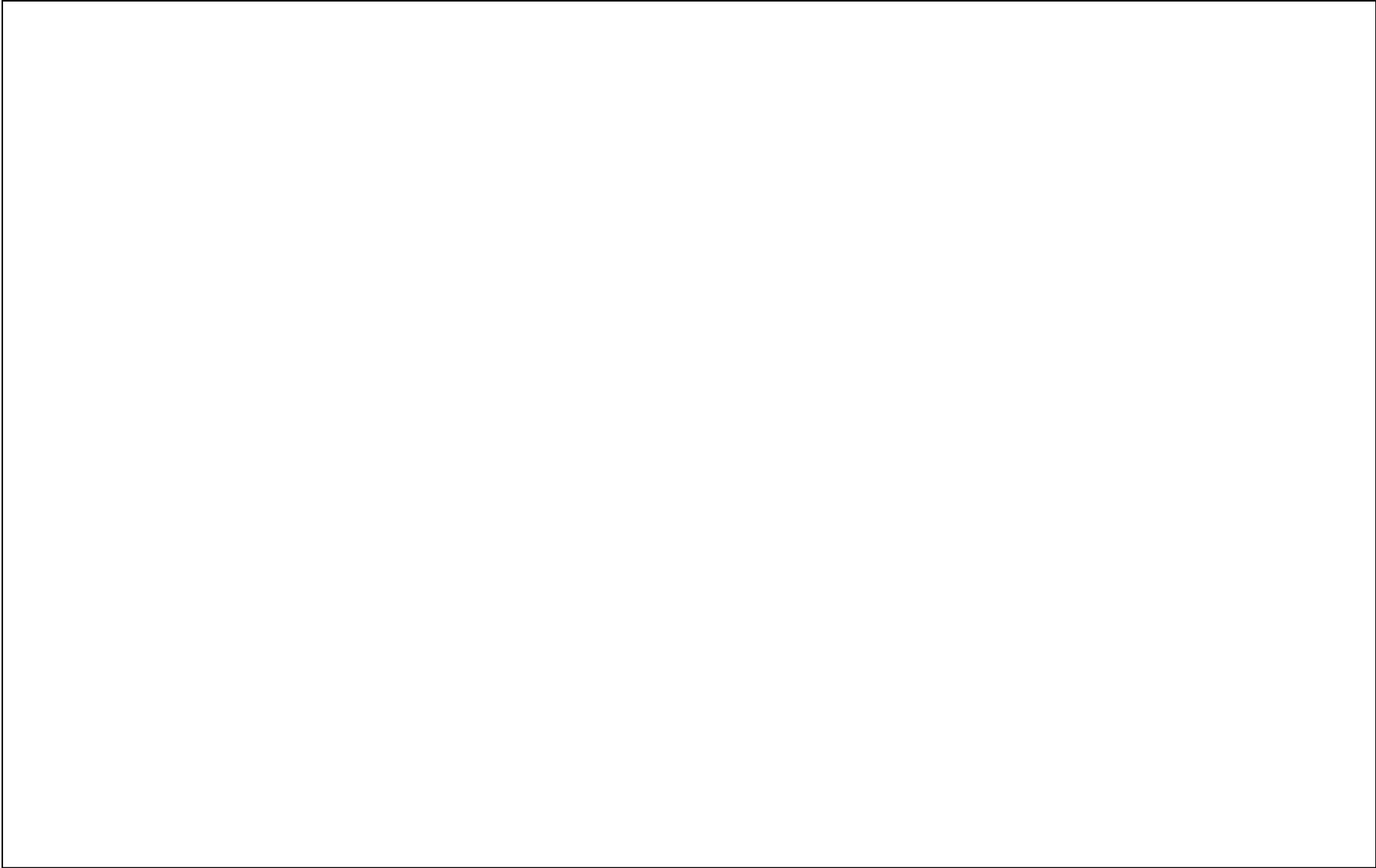
Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
44. Inform and develop one's own practice and the practice of others through reflection, feedback and evaluation of best available evidence.			1		2		3
45. Demonstrate knowledge of how midwives can contribute to the review of practice to optimise midwifery care i.e. audit, clinical risk assessment and management.			1		2		3
46. Demonstrate proficiency in the use of relevant IT systems (e-health) and develop practice through the use of IT e.g. electronic portfolios, analysis of databases.	1		1		2		3
47. Conform to the legal and statutory framework that governs completion, storage and retention of records of practice.	1		1		2		3

Intrapartum Reflection Pieces

Evidence to demonstrate learning - Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Evidence to demonstrate learning - Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Evidence to demonstrate learning -Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Postnatal Care Competencies

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
1. Communication effectively with women and their families throughout the postnatal period.	1		1		2		3
2. Safeguard the rights, privacy, dignity and comfort for all women and their families during the postnatal period.			1		2		3
3. Provide women and their partners with up to date and accurate information to enable them to make informed choices regarding options in postnatal care.	1		1		2		3
4. Provide holistic care to meet the individual needs of the woman and partner within the postnatal period.	1		1		2		3
5. Demonstrate an awareness and understanding of the protocols which guide practice within the postnatal period.	1		1		2		3
6. Demonstrate skills in written documentation i.e. necessary, relevant and accurate with specific reference to the use of the care plan and legal requirements of birth registration.	1		1		2		3
7. Demonstrate the ability to assess social/cultural/environmental issues that influence health and health care of women and their family.	1		1		2		3
8. Demonstrate knowledge of and implement care in accordance with Infection Control Policy and procedures.			1		2		3
9. Provide postnatal care for the woman and baby, completing all relevant documentation i.e. hospital setting, home setting.	1		1		2		3

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
10. Carry out a full postnatal examination recognising normal physiological events and identifying deviations from normal.			1		2		3
11. Perform daily examination of the newborn infant in a systematic manner, identifying any deviations from normal and referral for paediatric review as required.			1		2		3
12. Assess, plan, implement and evaluate care to meet the needs of the individual baby taking account of the wishes of the parents.			1		2		3
13. Demonstrate knowledge of and be able to discuss security arrangements for mother and babies in accordance with policies and procedures.			1		2		3
14. Advise and support women to successfully breastfeed their babies in accordance with the Baby Friendly Initiative (10 Steps)	1, 4		1		2		3
15. Educate woman/partner, who have made an informed choice to formula feed regarding sterilisation of feeding equipment and preparation of artificial feeds including feeding techniques and management of minor problems.	1		1		2		3
16. Demonstrate and educate women about infant care and hygiene.	1		1		2		3
17. Competently undertake and demonstrate an understanding of neonatal screening tests e.g. blood spot test.			1		2		3
18. Promote the integration of the baby into the family unit taking account of individual social backgrounds.	1		1		2		3

Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
19. Promote health and wellbeing of mother and her family by providing health education according to individual needs.	1		1		2		3
20. Identify individual needs including socio-economic problems and make appropriate referral to other members of the maternity care team.	1		1		2		3
21. Demonstrate knowledge and understanding of clinical risk assessment for the woman and baby throughout the postnatal period.			1		2		3
22. Assess the need for and take appropriate action in the event of an emergency situation.	1		1		2		3
23. Demonstrate knowledge, discuss and be able to provide advice on family planning methods to mother/partner.	1		1		2		3
24. Demonstrate knowledge of post operative care requirements and be able to provide care for women post operatively.	1		1		2		3
25. Discharge woman and baby into the community ensuring follow-on care is understood and documentation is completed accurately.			1		2		3
26. Demonstrate ability to apply all NMC documentation when practising under supervision and support.			1		2		3
27. Provide care which respects and promotes individual's rights, interests, preferences, beliefs and cultures.			1		2		3
28. Demonstrate the ability to interact with other members of the maternity care team and recognise their role and input.	1		1		2		3

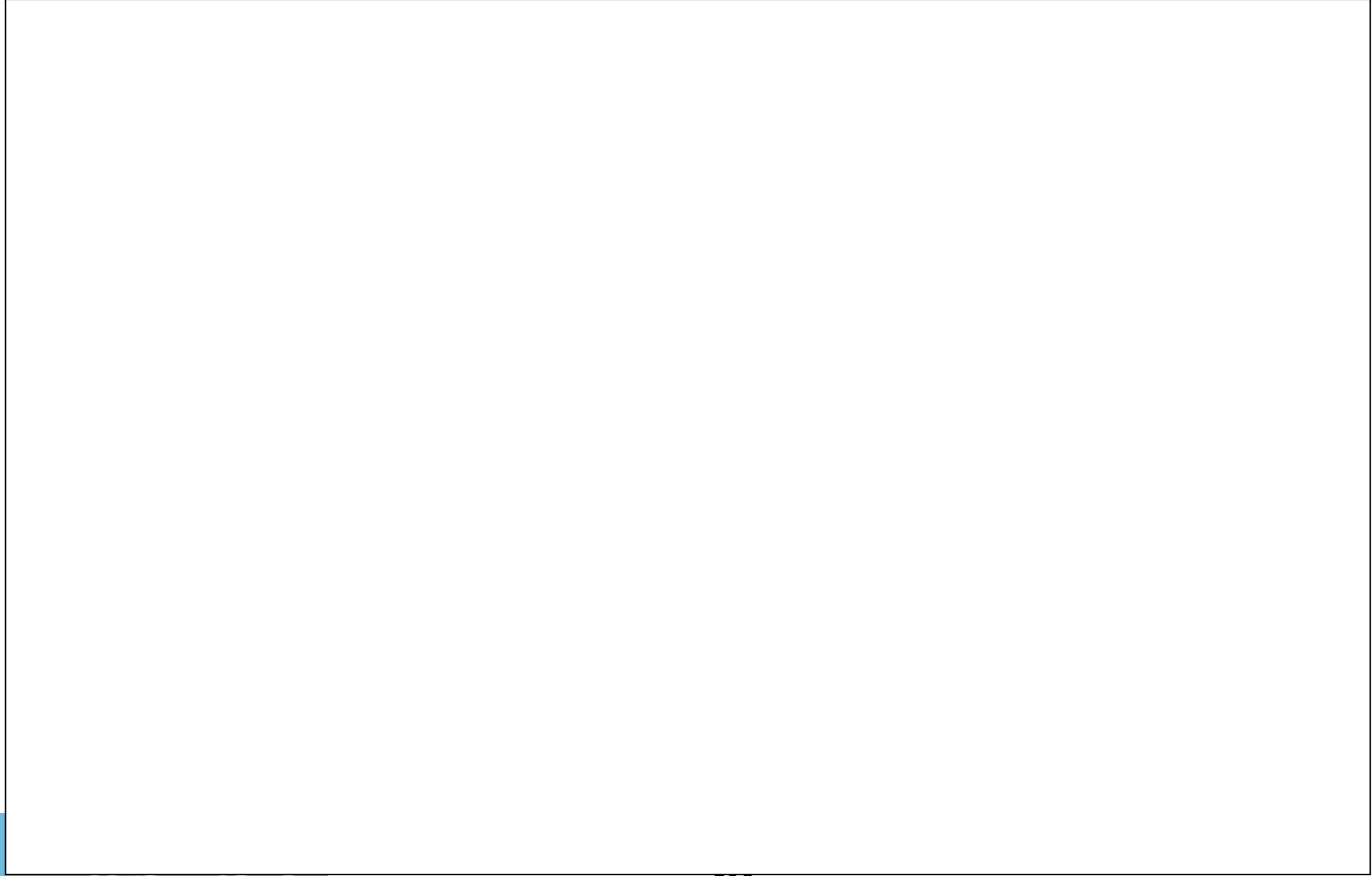
Competency	Related ESC	Supervised	Stage	Supported	Stage	Independent	Stage
29. Appropriately manage and prioritise work commitments within the demands of the service.			1		2		3
30. Demonstrate knowledge of how midwives can contribute to the development and evaluation of guidelines and policies to promote quality in midwifery care.			1		2		3
31. Develop and enhance knowledge, skills and fitness to practise through self evaluation and reflection.			1		2		3
32. Demonstrate effective working across professional boundaries and develop professional networks.			1		2		3
33. Inform and develop one's own practice and the practice of others through reflection, feedback and evaluation of best available evidence.			1		2		3
34. Demonstrate knowledge of how midwives can contribute to the review of practice to optimise midwifery care i.e. audit, clinical risk assessment and management.			1		2		3
35. Demonstrate proficiency in the use of relevant IT systems (e-health) and develop practice through the use of IT e.g. electronic portfolios, analysis of databases.	1		1		2		3
36. Conform to the legal and statutory framework that governs completion, storage and retention of records of practice.	1		1		2		3

Postnatal Care Reflection Pieces

Evidence to demonstrate learning -Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Evidence to demonstrate learning -Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Evidence to demonstrate learning - Reflective piece

Type of experience.....

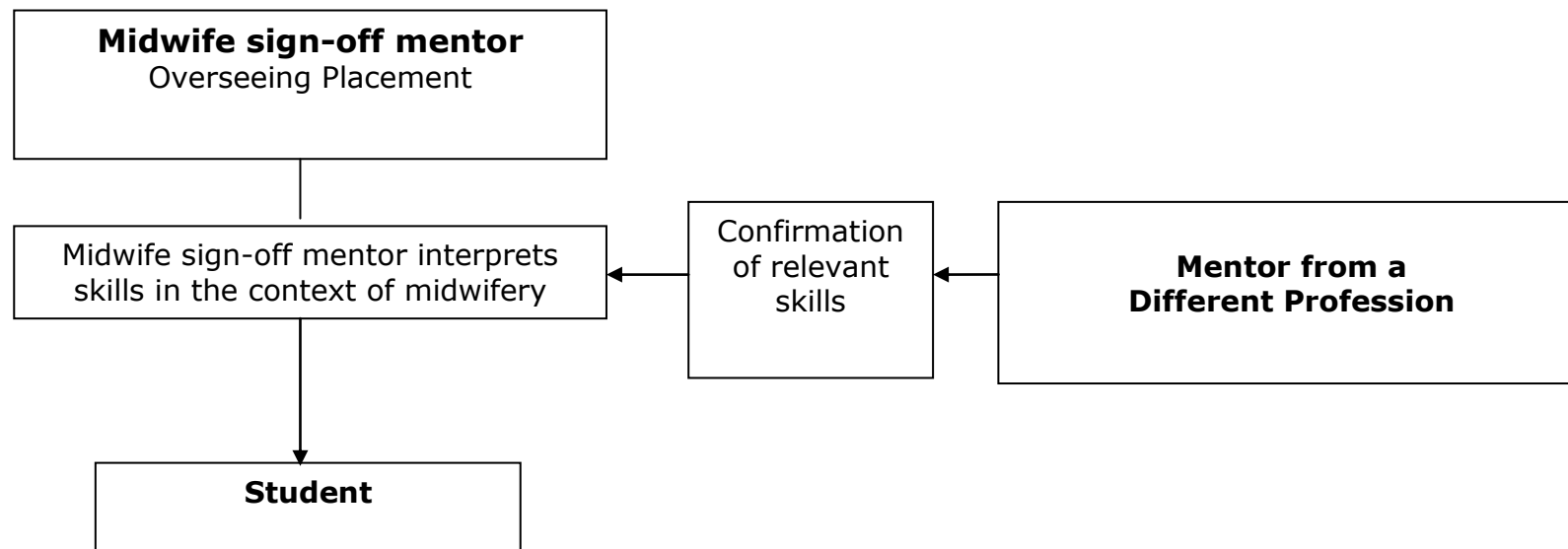
Reflective Account (No less than 750 words)



Neonatal Care Competencies

There are circumstances where it is appropriate for a student midwife to gain experience by being placed with someone from a different profession (NMC 2008 Standards to support learning and assessment in practice pg 66). The short placement that student midwives have on the neonatal unit is one of those circumstances.

To meet with the NMC standards the application of due regard requires that a midwife sign off mentor verifies competency. A student midwife may work with an appropriately qualified nurse on the neonatal unit, who can sign the required competencies throughout the placement. When this is the case a midwife, overseeing the placement, will then countersign in the 'Midwife Sign-off Mentor Signature' column. This will be achieved by the mentor, midwife sign-off mentor and the student working together, the midwife being an indirect supervisor. The mentor will agree the initial contract of learning, based on the competencies to be achieved, and complete the end of short placement review.



Competency	Related ESC	Mentor signature - Supported	Stage	Independent	Stage	Midwife Sign Off Mentor Signature
1. Understand the relevance of obstetric, family history to the condition and subsequent care of an infant.					2/3	
2. Promote good hygiene and recognise the importance of infection control within the neonatal unit (NNU).	1		2/3			
3. Prepare and maintain a safe, thermo neutral environment for the admission of a baby to the NNU.			2/3			
4. Admit the baby to the NNU following protocol and complete appropriate documentation accurately.			2/3			
5. Assess the condition of a baby and identify any needs, problems or abnormalities.			2/3			
6. Assist with planning the care for a baby with special needs giving consideration to parents' wishes.			2/3			
7. Implement planned care for a baby according to needs and encourage parental participation.			2/3			
8. Evaluate implemented care and review care plan appropriately.			2/3			
9. Recognise changes in baby's condition and record and report appropriately to the maternity care team.			2/3			
10. Recognise the importance of prompt precise action in the event of an emergency.			2/3			
11. Facilitate the bonding process between mother and baby.			2/3			

Competency	Related ESC	Mentor signature - Supported	Stage	Independent	Stage	Midwife Sign Off Mentor Signature
12. Understand and apply the principles of infant nutrition.			2/3			
13. Support mothers who are separated from their babies to initiate and/or maintain lactation.			2/3			
14. Demonstrate knowledge of alternative methods of infant feeding where breastfeeding is not possible.			2/3			
15. Understand the principles of care for an infected baby following protocol and Infection Control Policies.			2/3			
16. Participate in the administration of prescribed medication and recording of same: - Oral - Topical - Intramuscular.			2/3			
17. Demonstrate an awareness of the importance of developmentally supportive care.			2/3			
18. Gain an insight into the care of a baby requiring intensive care therapy.			2/3			
19. Identify the need for other members of the maternity care team to provide care and assist where required			2/3			
20. Discharge a baby from the NNU following protocol notifying all appropriate members of the maternity care team and completing documentation accurately.			2/3			

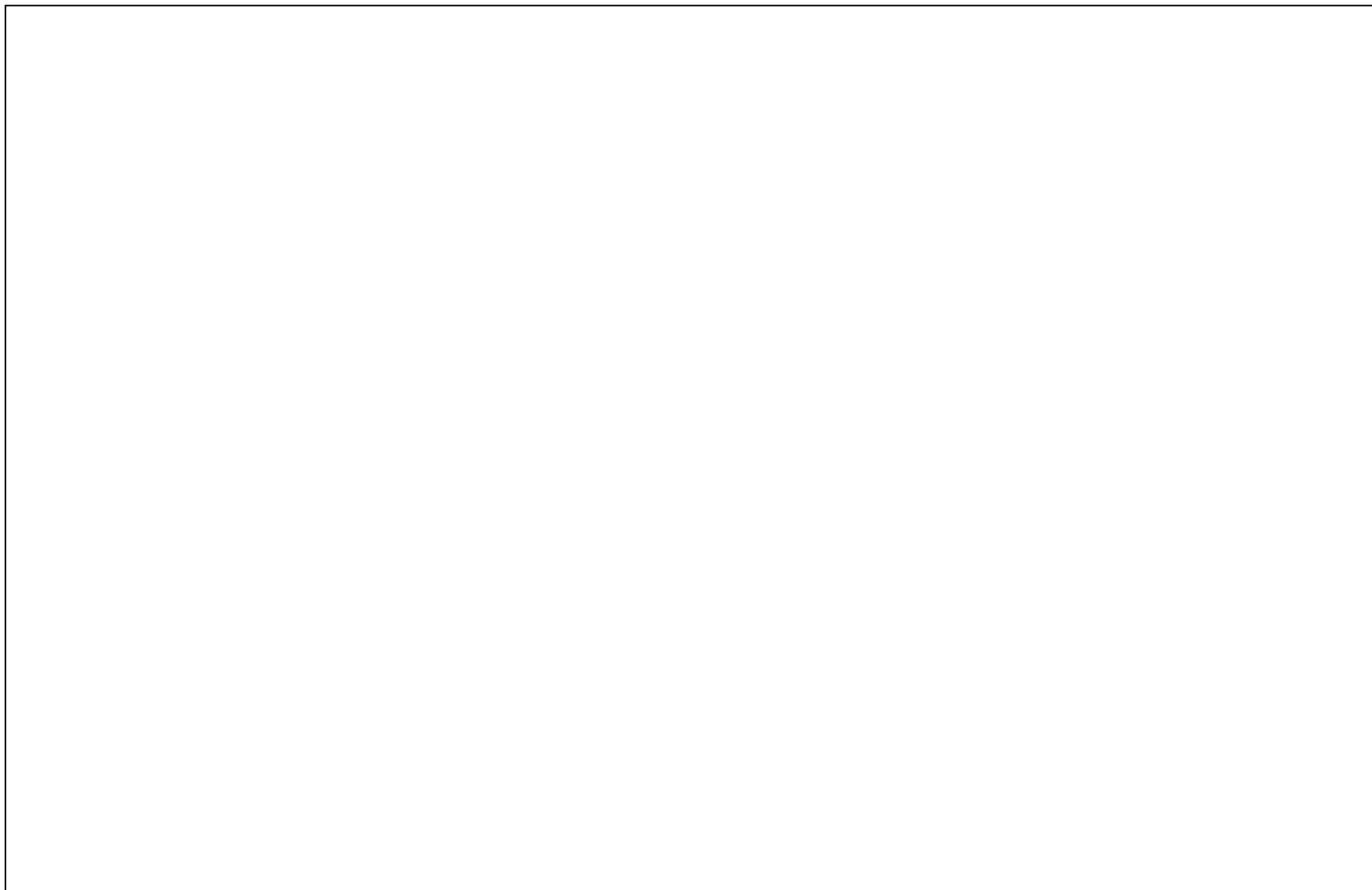
Competency	Related ESC	Mentor signature – Supported	Stage	Independent	Stage	Midwife Sign Off Mentor Signature
21. Appreciate the role of the neonatal liaison and community care team.			2/3			
22. Demonstrate the ability to apply all NMC documentation when practising under supervision and support.					2/3	
23. Provide care which respects and promotes the baby's rights, interests, preferences, beliefs and cultures.	1				2/3	
24. Demonstrate the ability to interact with other members of the maternity care team, recognising their role and input.	1				2/3	
25. Appropriately manage and prioritise work commitments within the demands of the service.					2/3	
26. Promote and maintain a safe and healthy environment for babies and their families.					2/3	

Neonatal Care Reflection Pieces

Evidence to demonstrate learning -Reflective piece

Type of experience.....

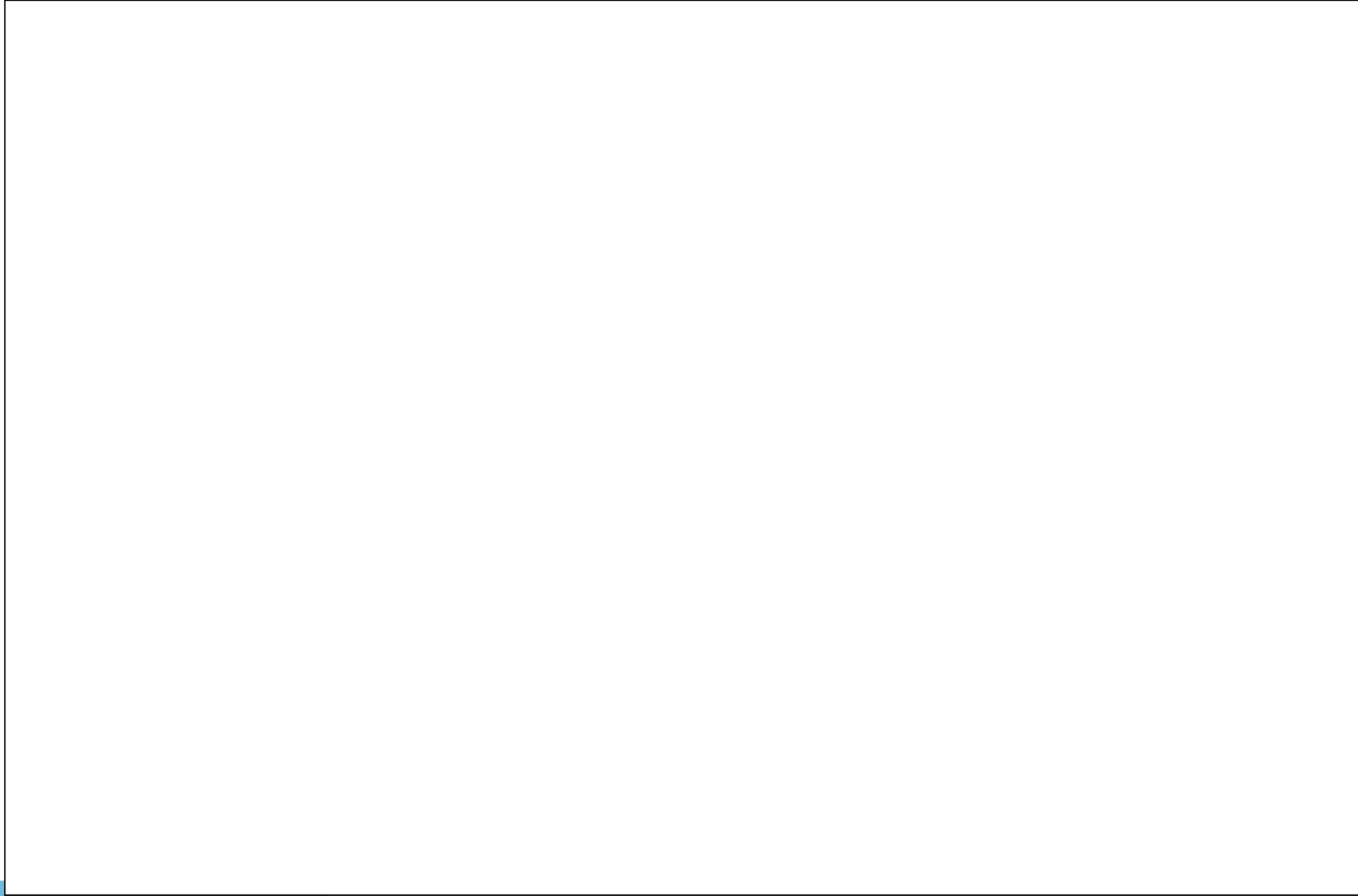
Reflective Account (No less than 750 words)



Evidence to demonstrate learning -Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



Evidence to demonstrate learning - Reflective piece

Type of experience.....

Reflective Account (No less than 750 words)



ESSENTIAL SKILLS CLUSTERS

Stage 1 Summative Assessment Information

Summative Assessments for the Midwifery Essential Skills Clusters (ESC)

Stage 1: NU1204 Introduction to Midwifery Practice

ESC 1. COMMUNICATION

The student must perform a skill with the emphasis being on safe and effective communication, demonstrating achievement of the ESC requirements.

ESC2. INITIAL CONSULTATION BETWEEN WOMAN AND THE MIDWIFE

The student must perform a booking consultation demonstrating achievement of the ESC requirements.

ESC3. NORMAL LABOUR AND BIRTH

The student must participate in the care of a woman during normal labour and birth demonstrating achievement of the ESC requirements.

ESC4. INITIATION AND CONTINUANCE OF BREAST FEEDING

The student must assist a woman with initiation and continuation of breast feeding demonstrating achievement of the ESC requirements.

ESC5. MEDICINES MANAGEMENT

The student must undertake drug administration and participate in the safe storage of medicines demonstrating achievement of the ESC requirements and undertake the medicines calculations test.

BMIDWIFERY
PRE-REGISTRATION MIDWIFERY
NMC Essential Skills Clusters (Stage 1)

Module NU1204 - Introduction to Midwifery Practice (Stage 1)

Name (please print) **Intake**

Personal Tutor (please print)

The NMC Essential Skills Clusters are a key component of the summative assessment documentation for stage 1.

- **Mentors are required to assess students in each of the Essential Skills Clusters (ESCs).**
- **Mentors must sign and date each of the competencies for the 5 ESCs at the point they are achieved by the student.**
- **Each ESC only needs to be achieved once and therefore if it has been achieved in a previous placement, the student does not have to repeat the assessment.**
- **Each ESC must be completed in its entirety in one placement area.**
- **All ESCs in this document must be achieved by the end of stage 1.**

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:

**Achievement status in each outcome;
mentor's signature and date.**

Supervised

1.
Be attentive and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand

Communicate effectively so that the meaning is always clear

Use strategies to enhance communication and remove barriers in order to make communication effective

Records information accurately and clearly on the basis of observation and communication

Always seeks to confirm understanding

Responds in a way that confirms what the woman is communicating

Communicates the needs and wishes of the woman to other professionals

Participates in group sessions to share information

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
2. Protect and treat as confidential all information relating to themselves and their care	Applies the principles of confidentiality as outlined in the NMC A-Z of advice	
	Protects and treats information as confidential except where sharing information is required for the purposes of safeguarding and/or public protection	
	Applied the principles of data protection	
3. Enable women to make choices about their care by informing women of the choices available to them and providing evidence based information about benefits and risks of options so that women can make a fully informed decision	Participate in sharing evidence – based information with women in order for them to make an informed decision about their care.	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected	Applied principles of consent in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics	
	Participates in ensuring that the meaning of consent is understood by the woman	
5. Treat women with dignity and respect them as individuals	Take a woman centred approach to care	
	Demonstrates respect for diversity and individual preferences	
	Applied the concept of dignity	
	Delivers care with dignity making use of the environment, self, skills and attitude	
	Identifies factors which maintain the dignity of women	
	Acts in a way that demonstrates respect for others and that promotes and values differences	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:

**Achievement status in each outcome;
mentor's signature and date.**

Supervised

6.
Work in partnership with women in a manner that is diversity sensitive and is free from discrimination, harassment and exploitation

Participates in working in partnership with women that is sensitive to age, culture, religion, spiritual beliefs, disability, gender and sexual orientation

Respects people's rights

Adopts a principles approach to care underpinned by the NMC Code of professional conduct: standards for conduct, performance and ethics

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:

Achievement status in each outcome; mentor's signature and date.

Supervised

7.
Provide care that is delivered in a warm, sensitive and compassionate way

Is attentive and acts with kindness and dignity

Recognises that appropriateness of silence in certain situations

Is able to initiate a conversation

Takes into account the woman's responses

Talk in a manner that is interpreted by the woman as, warm, sensitive, kind and compassionate

Maintains a supportive relationship with women and their families

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust / expect a student midwife by the first progression point to:

**Achievement status in each outcome;
mentor's signature and date.**

Supervised

8.
Be confident in their own role within a multi-disciplinary/multi-agency team

Works within the NMC Code of Professional Conduct: standards for conduct, performance and ethics

Works as an active team member

Supports and assists others appropriately

Values others' roles and responsibilities within the team and interacts appropriately

Communicates with colleagues verbally (face to face and by telephone) and in writing and electronically and checks that the communication has been fully understood

Reflects on own practice and discusses issues with other members of the team to enhance learning

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School of Nursing and Midwifery

COMMUNICATION

Summative Assessment for Communication		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 1) Women can trust/expect a student midwife by the first progression point to communicate effectively</p> <p>Therefore for progression to year 2 the student will be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate competence in communication 		<p>Supervised practice with the student</p>

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole communications section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial Consultation between the Woman and the Midwife

Women can trust / expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
1. Be confident in sharing information about common antenatal screening tests	Is aware of the main NHS-Managed antenatal screening programmes that are offered to pregnant women	
	Participates in sharing information with women about common antenatal screening tests	
	Can respect the decision of women to decline services or treatment	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust / expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
2. Accurately complete an initial consultation ensuring women are at the centre of care	Ensures consent is obtained before any care is initiated	
	Assists in determining preferences to maximise an individual approach to care	
	Participates in explaining to women the aim of the initial consultation relevant to gestation	
	Participates in assessing maternal and fetal wellbeing relevant to the stage of pregnancy	
	Participates in explaining findings in a sensitive manner and encourages women to ask questions	
	Participates in explaining to women lifestyle considerations in relation to diet, smoking and drugs	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

2. Initial consultation between the woman and the midwife

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
3. Work collaboratively with other practitioners and external agencies	Work alongside other practitioners who input into antenatal care	
4. Be the first point of contact when seeking advice and / or information about being pregnant	Demonstrates how and where midwives can be accessed as the first point of contact	

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School of Nursing and Midwifery

INITIAL CONSULTATION BETWEEN THE WOMAN AND THE MIDWIFE

Summative Assessment for initial consultation between the woman and the midwife		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 2) When Woman can trust/expect a student midwife by the first progression point to perform an initial consultation between the woman and the midwife</p> <p>Therefore for progression to year 2 the student will be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate competence in initial consultation between the woman and the midwife 		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initial Consultation Between The Woman and the Midwife section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
1. Work in partnership with women to facilitate a birth environment that supports their needs	Ensures a woman centred approach to care	
	Is sensitive to cultural and social factors when providing care for women	
	Respect the rights of women	
	Ensures privacy and provides care with dignity making appropriate use of the environment	
	Participates in 'being with women' during their labour and birth to provide safe and sensitive care	
	Incorporates birth plans or written instructions that identify the wishes of women, in any care provided	
	Respects silence	
	Participates in changing the physical environment to meet the needs of women, such as lighting, furniture, temperature	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
2. Be attentive to the comfort needs of women before, during and after the birth	Participates in ensuring the comfort needs of women are met, such as: <ul style="list-style-type: none"> ○ Bladder Care ○ Appropriate hydration ○ Nutritional requirements ○ Hygiene requirements ○ Prevention of infection ○ Assessment of skin integrity 	
	Participates in working with women to determine their coping strategies in order to support their preferences for pain management, such as mobilising, different positions, use of water, silence	
3. Determine the onset of labour	Participates in using observation, history taking and clinical assessment to determine the onset of labour	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
4. Determine the wellbeing of women and their unborn baby	Participates in monitoring of maternal vital signs, such as maternal pulse and blood pressure	
	Participates in monitoring fetal wellbeing which includes assessment of liquor volume and colour and intermittent auscultation of the fetal heart using a Pinard stethoscope	
5. Measure assess and facilitate the progress of normal labour	Participates in assessing the progress of labour using: <ul style="list-style-type: none"> ○ Observation, such as behaviour ○ Abdominal examination ○ Vaginal examination where appropriate 	
	Assists in supporting women to use a variety of birthing aids, such as birthing balls	
	Participates in informing women sensitively about their progress, giving feedback in a positive manner	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
6. Support women and their partners in the birth of their baby	Recognises the importance of offering choices related to this phase and sensitively informs women of their progress	
	Recognise the latent and active phase of birth	
	Assist in preparing necessary equipment for the birth	
	Assist in monitoring maternal and fetal wellbeing	
7. Facilitate the mother and baby to remain together	Assist in assessing the wellbeing of the baby	
	Supports feeding when the baby is ready, monitoring close proximity of the mother and baby	
	Delays any unnecessary separation of mother and baby, avoiding early routine procedures such as weighing	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
8. Identify and safely manage appropriate emergency procedures	Participate in "drills and skills" procedures and related to adult resuscitation	
	Is confident in initiating basic emergency call procedures relevant to local policy	
9. Works collaboratively with other practitioners	Acts in accordance with the NMC Code of professional conduct: standards for conduct, performance and ethics	
10. Keep accurate records	Assist in keeping accurate and legible records which include planning, implementation and evaluation of care, interventions and findings	

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NORMAL LABOUR AND BIRTH

Summative Assessment for Normal Labour and Birth		
Summative Assessment	Please initial & date when achieved	Comments
(ESC 3) Women can trust/expect a student midwife by the first progression point to care for woman and unborn baby during normal labour and birth Therefore for progression to year 2 the student will be able to: ❖ Demonstrate competence in normal labour and birth		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name_____ Mentor's Signature_____ Date_____

Student's Name_____ Student's Signature_____ Date_____

Personal Tutor's Name_____ Signature_____ Date_____

Following completion of this ESC please photocopy the whole Normal Labour and Birth section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
1. Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand	Participates in communicating sensitively the importance of breastfeeding, and the consequences of not breastfeeding, in terms of health outcomes (related to baby friendly Education standards)	
	Observes a variety of forums where information is shared in respect of the advantages and disadvantages of different infant feeding methods	
2. Respect social and cultural factors that may influence the decision to breastfeed	Has an awareness of own thoughts and feelings about infant feeding in order to facilitate information sharing to be ethical and non – judgemental	
	Is sensitive to issues of diversity when sharing information with women	
	Respects the rights of women	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
3. Support women to breastfeed	Has a willingness to learn from women	
	Assist in ensuring that the needs of women are met in developing a clear care pathway	
	Participates in explaining to women the importance of baby-led feeding in relation to the establishment and maintenance of breast feeding (related to baby friendly Education standards)	
	Recognise effective positioning attachment, suckling and milk transfer	
	Is able to help teach mothers the necessary skills to enable them to effectively position and attach their baby for breastfeeding (related to baby friendly Education standards)	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
3. Support women to breastfeed	Explains to women the importance of their baby rooming – in with them and holding in the postnatal period as a means of facilitating breastfeeding (related to Baby Friendly Education standards)	
	Recognises common complications of breastfeeding, how these arise and demonstrates how women may be helped to avoid them (related to baby friendly Education standards)	
	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 (related to baby friendly Education standards)	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife by the first progression point to :		Achievement status in each outcome; mentor's signature and date.
		Supervised
4. Recognise appropriate infant growth and development, including where referral for further advice/ action is required	Participates in assessing appropriate growth and development of the neonate	
	Participates in carrying out physical examinations as necessary, with parent's consent	
	Informs women of the findings from any assessment/ examination performed, in a manner that is understood by the woman	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and Continuance of breastfeeding

Women can trust/expect a student midwife by the first progression point to :		Achievement status in each outcome; mentor's signature and date.
		Supervised
5. Work collaboratively with other practitioners and external agencies	Works within the NMC Code of professional conduct: standards for conduct, performance and ethics	
	Works actively as a team member	
	Values others' roles and responsibilities in supporting women to breastfeed	
	Shares information about national and local agencies and networks that are available to support women in the continuation of breastfeeding, such as Lactation Consultants, National Childbirth Trust and La Leche League	
6. Support women to breastfeed in challenging circumstances	Is aware of the limited number of situations in which exclusive breast feeding is not possible and participate in supporting women to partially breastfeed or artificially feed (related to baby friendly Education standards)	
	Is sensitive to the needs of women and their partners	

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INITIATION AND CONTINUANCE OF BREASTFEEDING

Summative Assessment for Initiation and Continuance of Breastfeeding		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 4) Woman can trust/expect a student midwife by the first progression point to support woman in initiation and continuance of breastfeeding</p> <p>Therefore for progression to year 2 the student will be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate competence in initiation and continuance of breastfeeding. 		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initiation and Continuance of Breastfeeding section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
2. Undertake medicinal product calculations correctly and safely	Competent in calculating common dosages of medicinal products used in normal midwifery practice	
3. In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs	Administer oral medication to women safely under direct supervision	
	Utilises and disposes of equipment needed to prepare / administer medication (e.g. needles, syringes, gloves) safely	
4. Keep and maintain accurate records which includes when working within a multi-disciplinary framework and as part of a team	Demonstrates an understanding of professional responsibility in maintaining accurate records including regulation, national and local policy and guidelines	
	Under supervision is able to take a medicine history	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
<p>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</p>	<p>Demonstrates an understanding of the legal and ethical frameworks relating to safe administration of medicinal products in practice</p>	
<p>6. Work in partnership with women to share information in assisting them to make safe informed choices about medicinal products related to themselves, their unborn children or their babies</p>	<p>Participates in involving women in administration and/or self-administration of medicinal products</p>	
<p>7. Work in partnership with women to share information about alternative approaches to using medication where appropriate</p>	<p>Demonstrate awareness of a range of commonly recognised approaches to supporting women throughout childbirth e.g. relaxation, distraction, lifestyle advice</p>	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife by the first progression point to:		Achievement status in each outcome; mentor's signature and date.
		Supervised
8. Order, receive, store, transport and dispose of medicinal products safely and in accordance with relevant legislation in any midwifery setting (including controlled drugs)	Applies knowledge of local policies to safe storage and transport of medicinal products	
	Demonstrate ability to safely store medicinal products	
9. Use and evaluate up to date information on medicinal products management and work within national and local policies and guidelines using appropriate reference	Is able to access commonly used evidence based sources of information relating to the safe and effective management of medicinal products	

**ROBERT GORDON UNIVERSITY
School of Nursing and Midwifery**

MEDICINES MANAGEMENT

Summative Assessment for Medicines Management		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 5) Woman can trust/expect a student midwife by the first progression point to correctly and safely undertake medicines calculations</p> <p>Therefore for progression to year 2 the student will be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate competence in basic medicines calculations 		<p>Supervised practice with the student</p>

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Medicines Management section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

Medicines Management Test

Guidance

- 100% pass mark
- 30 minutes to complete
- Supervised by mentor
- Marked by mentor (using marking guide)
- To be completed by the end of each academic year
- To be submitted with practice documents for checking

Medicines management – year 1

1	Convert 250mg to grams		
2	Round up to the nearest whole number – 21.7		
3	Calculate the following $1250 + 750$		
4	Calculate the following $359.7 \div 10$		
5	A woman is prescribed 1g of paracetamol for pain during the post natal period. The tablets are 500mg, how many tablets should she receive?		
6	50mgs of a liquid medicine is prescribed for a woman. The medicine strength is 25mg in 5mls, What volume should the woman receive?		
7	A woman is prescribed an intravenous infusion of 500mls of normal saline over 4 hours. What volume of saline should she receive in an hour?		
8	How many midwives or student midwives should check drugs are correct prior to administration?		
9	Calculate the following $2000 \div 8$		
10	What is the maximum dose of paracetamol in a 24 hour period?		

Stages 2 Summative Assessment Information

Summative Assessments for the Midwifery Essential Skills Clusters (ESC)

Stage 2: NU2204 Establishing Confident Midwifery Practice

ESC1. COMMUNICATION

The student must perform a skill with the emphasis being on safe and effective communication, demonstrating achievement of the ESC requirements.

ESC2. INITIAL CONSULTATION BETWEEN WOMAN AND THE MIDWIFE

The student must perform a booking consultation demonstrating achievement of the ESC requirements.

ESC3. NORMAL LABOUR AND BIRTH

The student must participate in the care of a woman during normal labour and birth demonstrating achievement of the ESC requirements.

ESC4. INITIATION AND CONTINUANCE OF BREAST FEEDING

The student must assist a woman with initiation and continuation of breast feeding demonstrating achievement of the ESC requirements.

ESC5. MEDICINES MANAGEMENT

The student must undertake drug administration and participate in the safe storage of medicines demonstrating achievement of the ESC requirements and undertake the medicines calculations test.

BMIDWIFERY

PRE-REGISTRATION MIDWIFERY

NMC Essential Skills Clusters (Stage 2)

Module NU2204 – Establishing Confident Midwifery Practice (Stage 2)

Name (please print) **Intake**

Personal Tutor (please print)

The NMC Essential Skills Clusters are a key component of the summative assessment documentation for stage 2.

- **Mentors are required to assess students in each of the Essential skills Clusters (ESCs).**
- **Mentors must sign and date each of the competencies for the 5 ESC at the point they are achieved by the student.**
- **Each ESC only needs to be achieved once and therefore if it has been achieved in a previous placement, the student does not have to repeat the assessment.**
- **Each ESC must be completed in its entirety in one placement area.**
- **All ESCs in this document must be achieved by the end of stage 2.**

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
1. Be attentive and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand	Consistently shows ability to communicate safely and effectively with women, providing guidance for juniors	
	Articulates a clear plan of care, that has been developed in partnership with the woman	
	Communicates effectively and sensitively in different settings, using a range of methods and styles in individual and group settings	
	Provides accurate and comprehensive written reports based on best available evidence	
	Is familiar with accessing and recording information other than in handwritten form, such as texting	
	Acts to reduce and challenge barriers to effective communication and understanding	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is proactive and creative in enhancing communication and understanding	
	Where appropriate uses the skills of active listening, questioning, paraphrasing, and reflection to assist in effective communication	
	Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances in individual and group scenarios	
2. Protect and treat as confidential all information relating to themselves and their care	Acts professionally and appropriately in situations where there may be limits to confidentiality, e.g. child protection, protection from harm	
	Recognises the significance of information and who does/does not need to know	
	Distinguishes between information that is relevant to care planning and that which is not	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Acts appropriately in sharing information to enable and enhance care (multi-disciplinary team, across agency boundaries)	
	Works within the legal framework for data protection, e.g. access to and storage of records	
	Acts within the law when disclosing information without consent	
3. Enable women to make choices about their care by informing women of the choices available to them and providing evidence based information about benefits and risks of options so that women can make a fully informed decision	Respects the role of women as partners in their care and contributions they can make to it	
	Uses appropriate strategies to encourage and promote choice for all women	
	Provides accurate, truthful and balanced information that is presented in such a way as to make it easily understood	
	Respects women's autonomy when making a decision, even where a particular choice may result in harm to themselves or their unborn child, unless a court of law orders the contrary	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Discusses with women local/national information to assist with making choices, including local and national voluntary agencies and websites	
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected.	Works within legal frameworks when seeking consent	
	Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding/protection procedures)	
	Uses appropriate strategies to enable women to understand treatments and interventions in order to give informed consent	
	Demonstrates respect for client autonomy and the rights of women to withhold consent in relation to care and treatment within legal frameworks	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
5. Treat women with dignity and respect them as individuals	Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise the care provided	
	Is proactive in maintaining dignity	
	Challenges situations/others where the dignity of the woman may be compromised	
	Shares information confidently with women who have physical, cognitive or sensory disabilities and those who do not speak or read English	
6. Work in partnership with women in a manner that is diversity sensitive and is free from discrimination harassment and exploitation	Upholds the rights of women and speaks out when these are at risk of being compromised	
	Takes into account UK legal frameworks and professional ethics when planning care	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is proactive in promoting care environments that are diversity sensitive and free from exploitation, discrimination and harassment	
	Manages challenging situations effectively	
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	
	Makes appropriate use of touch	
	Listens to, watches for, and responds to verbal and non-verbal cues.	
	Delivers care that recognises need and provides both practical and emotional support	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Has insight into own values and how these may impact on interactions with women	
	Does not allow personal feelings towards a client or others to compromise care	
	Recognises and responds to emotional discomfort/distress of self and others	
	Through reflection and evaluation demonstrates commitment to personal and professional development	
8. Be confident in their own role within a multi-disciplinary/multi-agency team.	Works within the NMC Midwives rules and standards	
	Consults and explores solutions and ideas appropriately with others to enhance care	
	Challenges the practice of self and others across the multi-professional team	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Acts as an effective role model in decision making, taking action and supporting more junior staff	
	Works inter-professionally as a means of achieving optimum outcomes for women	

**ROBERT GORDON UNIVERSITY
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COMMUNICATION

Summative Assessment for Communication		
Summative Assessment	Please initial & date when achieved	Comments
(ESC 1) Women can trust/expect a student midwife for entry to the register to communicate effectively ❖ Demonstrate competence in communication		Supervised practice with the student

**Note: Prior to the formal assessment the mentor may use the following to inform the assessment process:
Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.**

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole communications section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial Consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
1. Be confident in sharing information about common antenatal screening tests	Acts professionally to ensure that personal judgments, prejudices, values, attitudes and beliefs do not compromise the provision of care	
	Facilitates informed choices regarding antenatal screening tests ensuring women fully understand the purpose of all tests before they are taken	
	Interprets data/results accurately and shares this information sensitively with women, including the ability to discuss any further action/consequences as necessary	
	Conducts general information sharing, e.g. optimum times for testing, as appropriate through a variety of multi-media channels, such as texting	
	Shares information effectively in challenging circumstances, such as a previous bereavement, or affected/high risk screening result	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Discusses with women local/national information to assist with making choices, including local and national voluntary agencies and websites	
	Is able to seek out required information about less common/specialised antenatal screening tests	
2. Accurately complete an initial consultation ensuring women are at the centre of care	Shows the ability consistently to: Share information with women Assess maternal and fetal wellbeing relevant to gestation, and acts upon the need to refer to appropriate individuals where necessary Plan, in partnership with women, a care pathway to ensure individual needs are met	
	Explore effectively the social, religious and cultural factors that inform and individualised antenatal care pathway for women that is diversity sensitive	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is competent in recognising and advising women who would benefit from more specialist services	
	Empowers women to recognise normal pregnancy development and when to seek advice	
	Is skilled in providing the opportunity to women to disclose domestic abuse and is able to respond appropriately	
	Is competent in sharing information about the pregnancy care services and options available, lifestyle considerations, including dietary information, and screening tests	
3. Work collaboratively with other practitioners and external agencies	Is competent to refer women who would benefit from more specialist services, such as a local substance misuse support unit	
	Is able to collaborate effectively with the wider healthcare team and agencies as required	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
4. Be the first point of contact when seeking advice and/or information about being pregnant	Where available, is actively involved in being accessible for women in environments other than traditional NHS settings, such as shops, supermarkets, leisure centres	
	Is confident in working in a variety of models of service delivery which encourage early access to care	

ROBERT GORDON UNIVERSITY
School of Nursing and Midwifery

INITIAL CONSULTATION BETWEEN THE WOMAN AND THE MIDWIFE

Summative Assessment for initial consultation between the woman and the midwife		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 2) Woman can trust/expect a student midwife for entry to the register to perform an initial consultation between the woman and the midwife</p> <p>❖ Demonstrate competence in initial consultation between the woman and the midwife</p>		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initial Consultation Between The Woman and the Midwife section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
1. Work in partnership with women to facilitate a birth environment that supports their needs	Supports the health, safety and wellbeing of women in a variety of birth settings other than the acute hospital environment	
	Ensures that women's labour and birth is diversity sensitive, meeting their individual needs and preferences	
	Anticipates and provide for the needs of women	
	Inspires confidence, bases decisions on evidence and uses experience to guide decision making	
	Acknowledges the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences	
	Practices in accordance with relevant legislation	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
2. Be attentive to the comfort needs of women before, during and after the birth	Listens to, watches for, and responds to verbal and non-verbal cues	
	Applies in-depth knowledge of the physiology of labour and birth	
	Uses skills of observation and active listening in order to analyse the effectiveness of care being provided	
3. Determine the onset of labour	Identifies the onset of labour, discusses the findings accurately and shares this information with women, including the ability to discuss any further action/consequences as necessary	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
4. Determine the wellbeing of women and their unborn baby	Assesses maternal wellbeing, interprets the findings accurately and shares this information with women, and has the ability to discuss any further action/consequences as necessary	
	Identifies and manages risk safely	
	Refers women who would benefit from the skills and knowledge of other individuals	
	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to women, self and others	
5. Measure assess and facilitate the progress of normal labour	Identifies and appropriately manages latent and active phase of labour	
	Makes and accurate assessment of the progress of labour, shares this information with women, and has the ability to discuss any further action/consequences as necessary	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is able to discuss with women the progress of labour in relation to their birth plan/written wishes and modify in partnership with women, as need dictates	
	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 vaginal birth	
	Seeks informed consent prior to undertaking any procedure	
	Recognises any deviation from the normal progress of labour or wellbeing of the woman or fetus	
	Initiates timely referral of women who would benefit from the skills and knowledge of others	
	As part of a multi-disciplinary team continues to provide care to women undergoing complications	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
6. Support women and their partners in the birth of their babies	Assesses accurately the progress of labour and shares this information with women, and has the ability to discuss any further action/consequences as necessary	
	Prepares the environment ready for the birth	
	Cares for women sensitively and is attentive to the 'moment of birth', creating an environment that is responsive to the woman's needs	
	Supports women safely in the birth of their baby	
	Initiates emergency measures if required, such as episiotomy	
	Initiates timely referral of women who would benefit from the skills and knowledge of others	
	As part of a multi-disciplinary team continues to provide care to women undergoing complications	
	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	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
7. Facilitate the mother and baby to remain together	Assesses accurately the health and wellbeing of the newborn baby	
	Initiates emergency measures if required	
	In a culturally sensitive manner, creates 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	
8. Identify and safely manage appropriate emergency procedures	Initiates emergency measures in both primary and secondary care settings	
	Sustains emergency measures until help arrives	
9. Works collaboratively with other practitioners	Is an advocate for women	
	Negotiates with others in relation to balancing competing/conflicting priorities	
	Articulates professional limitations and boundaries	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is 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	
	Practices in accordance with the NMC Midwives rules and standards	
10. Keep accurate records	Details reasoning behind any actions or interventions taken	

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School of Nursing and Midwifery**

NORMAL LABOUR AND BIRTH

Summative Assessment for Normal Labour and Birth		
Summative Assessment	Please initial & date when achieved	Comments
(ESC 3) Women can trust/expect a student midwife for entry to the register to care for woman and unborn baby during normal labour and birth ❖ Demonstrate competence in normal labour and birth		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Normal Labour and Birth section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
1. Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand	Listens to, watches for, and responds to verbal and non-verbal cues	
	Uses skills of being attentive, open ended questioning and paraphrasing to support information sharing with women	
	Is able to lead a variety of forums where information is shared with women about the advantages and disadvantages of different infant feeding methods, without regarding breastfeeding and artificial feeding as 'equal' choices	
	Understands the importance of exclusive breastfeeding and the consequences of offering artificial milk to breastfeed babies	
	Critically appraises the nature and strength of breastfeeding promotional and support interventions	
	Understands the nature of evidence and how to evaluate the strength of research evidence used to back information	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Keep accurate records of the woman and her baby relating to breastfeeding, including plans of care and any problems encountered or referrals made	
2. Respects social and cultural factors that may influence the decision to breastfeed	Demonstrate a working knowledge of the local demographic area and explores strategies to support breastfeeding initiatives within the locality	
	Explore skilfully attitudes to breastfeeding	
	Takes into account differing cultural traditions, beliefs and professional ethics when communicating with women	
3. Support women to breastfeed	Applies in-depth knowledge of the physiology of lactation to practical situations (BFI)	
	Recognises effective positioning, attachment, suckling and milk transfer	
	Uses skills of observations, active listening and ongoing critical appraisal in order to analyse the effectiveness of breastfeeding practices	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is confident at exploring with women the potential impact of delivery room practices, such as the effect of different pain relief methods and the importance of skin-to-skin contact, on the wellbeing of their baby and themselves, and on the establishment of breastfeeding in particular (BFI)	
	Uses appropriate skills to support women to be successful at breastfeeding for the first six months of life (BFI)	
	Empowers women to recognise effective positioning, attachment, suckling and mil transfer for themselves (BFI)	
	Explores with women the evidence base underpinning information, which may have an impact on breastfeeding such as bed-sharing and the use of dummies (BFI)	
	Is skilled at advising women over the telephone when contacted for advice on breastfeeding issues	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
4. Recognise appropriate infant growth and development, including where referral for further advice/action is required	Acts upon the need to refer when there is a deviation from appropriate infant growth	
	Demonstrates skills to empower women to recognise appropriate infant growth and development and to seek advice when they have concerns	
5. Work collaboratively with other practitioners and external agencies	Practices within the limitations of their own competence, knowledge and sphere of professional practice, consistent with the legislation relating to midwifery practice	
	Works confidently, collaboratively and in partnership with women and others to ensure the needs of women are met	
	Understands the importance of community support for breastfeeding and refers women to community-based support networks, both in supporting women to breastfeed and as a resource for health professionals (BFI)	
	Works actively with other health professionals and external agencies to promote breastfeeding and support women in their choice to breastfeed	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Is able to discuss with women the importance of exclusive breastfeeding for six months and timely introduction of complementary foods and continuing breastfeeding during the weaning period, into the second year of life and beyond	
6. Support women to breastfeed in challenging circumstances	Involves appropriate help, such as a lactation consultant, where specialised skills are required, in order to support women to successfully breastfeed	
	Acts upon the need to refer to appropriate health professionals where deviation from appropriate infant feeding and growth patterns are apparent	
	Supports women who are separated from their babies (on admission to SCBU – a special care baby unit, women receiving high dependency care in a separate environment) to initiate and maintain their lactation and feed their babies optimally (BFI)	
	Feeds expressed breast milk to a baby, using a cup and/or syringe as appropriate (BFI)	
	Teaches women how to express their breast milk by hand	

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INITIATION AND CONTINUANCE OF BREASTFEEDING

Summative Assessment for Initiation and Continuance of Breastfeeding		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 4) Woman can trust/expect a student midwife for entry to the register to support woman in initiation and continuance of breastfeeding</p> <p>❖ Demonstrate competence in initiation and continuance of breastfeeding.</p>		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initiation and Continuance of Breastfeeding section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
1. Within the parameters of normal childbirth, ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risk and benefits including the ability to recognise and respond safely to adverse drug reactions and adverse drug events.	Applies an understanding of basic pharmacology, how medicinal products act and interact in the systems of the body as well as their therapeutic action in all aspects related to midwifery practice	
	Uses knowledge and understanding of commonly supplied or administered medicinal products to the woman or baby in order to act promptly in cases where side effects and adverse reactions occur	
	Manages drug administration and safely monitors its effect	
	Reports adverse incidents and near misses and adverse drug reactions	
	Manages anaphylaxis safely	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
2. Undertake medicinal product calculations correctly and safely	Calculates accurately the medicinal products frequently encountered within field of practice.	
3. In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs	Selects, acquires and administers medicinal products safely and efficiently via routes and methods commonly used within midwifery practice, and maintains accurate records	
	Uses prescription charts correctly and maintains accurate records	
	Utilises and interprets medicine legislation related to midwives exemptions accurately	
4. Keep and maintain accurate records which includes when working within a multi-disciplinary framework and as part of a team	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	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Keeps effective records of information sharing with women about the benefits and risk of relevant medication	
	Keeps effective records of medication supplied and/or administered and omitted including controlled drugs	
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	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	
	Is aware of personal accountability in respect of supplying and administering unlicensed products	
	Demonstrates the ability to use relevant medicines legislation to support midwifery practice within the NHS in both the primary and secondary care settings, as well as during self-employed practice	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
	Applies legislation in practice to safe and effective ordering, receiving, storing, administering and disposal of medicinal products and drugs, including controlled drugs in both primary and secondary care settings.	
6. Work in partnership with women to share information in assisting them to make safe and informed choices about medicinal products related to themselves, their unborn children or their babies	Ensures information sharing is woman-centred and provides clear and accurate information	
	Assists women to make safe and informed choices about their medicinal products	
	Assesses the woman's ability to self-administer their medicinal products safely	
	Gives clear instruction and explanation and checks understanding relating to use of medicinal products and treatment options	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
7. Work in partnership with women to share information about alternative approaches to using medication where appropriate	Questions, critically appraises and uses evidence to support an argument in determining when medicinal products may or may not be an appropriate choice	
	Appropriately refers to a registered complementary therapist	
	Is aware of the dangers of giving complementary therapy advice when not qualified, e.g. raspberry leaf, over-the-counter herbal products	
8. Order, receive, store, transport and dispose of medicinal products safely and in accordance with relevant legislation, in any midwifery setting (including controlled drugs.)	Orders, receives, stores and disposes of medicinal products safely, including controlled drugs	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Supported
9. Use and evaluate up-to-date information on medicinal products management and work within national and local policies and guidelines using appropriate reference.	Is confident in accessing commonly used evidence-based sources of information relating to the safe and effective management of medicinal products	
	Works within national and local policies	
10. Recognise and correctly respond to obstetric emergencies in the context of medicines management	Recognises and acts accordingly when confronted with obstetric emergencies, in both primary and secondary care settings	

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MEDICINES MANAGEMENT

Summative Assessment for Medicines Management		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 5) Women can trust/expect a student midwife for entry to the register to correctly and safely undertake medicines calculations</p> <ul style="list-style-type: none"> ❖ Demonstrates the ability to safely manage drug administration and monitor its effect ❖ Demonstrates the ability to perform accurate calculation of medicinal products frequently encountered within the field of practice 		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Medicines Management Section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

Medicines Management Test

Guidance

- 100% pass mark
- 30 minutes to complete
- Supervised by mentor
- Marked by mentor (using marking guide)
- To be completed by the end of each academic year
- To be submitted with practice documents for checking

Medicines management – year 2

1	Convert 0.5g to mg		
2	Convert 60mls to litres		
3	Round up to the nearest whole number 4.49		
4	Calculate the following 1165 -1140		
5	A woman is prescribed 10mg of intramuscular Morphine. The available strength is 15mg/ml, what volume should the woman receive?		
6	Naloxone 200mcg is to be administered to a neonate, the available strength is 400mcg/ml. What volume should the neonate receive?		
7	What is Naloxone used for in neonates?		
8	Ibuprofen is a non-steroidal inflammatory drug used in the treatment of mild to moderate pain. True/False		
9	A woman is to receive a blood transfusion over two hours, the volume in the bag is 336mls. What is the transfusion rate?		
10	A neonate weighs 2500g and is prescribed 0.5ml/kg of a medicine every 12 hours. What is the volume given each dose?		

BMIDWIFERY
PRE-REGISTRATION MIDWIFERY

NMC Essential Skills Clusters (Stage 3)

Module NU3204 – Consolidating Midwifery Practice for Registration (Stage 3)

Name (please print) **Intake**

Personal Tutor (please print)

The NMC Essential Skills Clusters are a key component of the summative assessment documentation for 3.

- **Mentors are required to assess students in each of the Essential skills Clusters (ESCs).**
- **Mentors must sign and date each of the competencies for the 5 ESC at the point they are achieved by the student.**
- **Each ESC only needs to be achieved once and therefore if it has been achieved in a previous placement, the student does not have to repeat the assessment.**
- **Each ESC must be completed in its entirety in one placement area.**
- **All ESCs in this document must be achieved by the end of stage 3.**

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
1. Be attentive and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand	Consistently shows ability to communicate safely and effectively with women, providing guidance for juniors	
	Articulates a clear plan of care, that has been developed in partnership with the woman	
	Communicates effectively and sensitively in different settings, using a range of methods and styles in individual and group settings	
	Provides accurate and comprehensive written reports based on best available evidence	
	Is familiar with accessing and recording information other than in handwritten form, such as texting	
	Acts to reduce and challenge barriers to effective communication and understanding	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is proactive and creative in enhancing communication and understanding	
	Where appropriate uses the skills of active listening, questioning, paraphrasing, and reflection to assist in effective communication	
	Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances in individual and group scenarios	
2. Protect and treat as confidential all information relating to themselves and their care	Acts professionally and appropriately in situations where there may be limits to confidentiality, e.g. child protection, protection from harm	
	Recognises the significance of information and who does/does not need to know	
	Distinguishes between information that is relevant to care planning and that which is not	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Acts appropriately in sharing information to enable and enhance care (multi-disciplinary team, across agency boundaries)	
	Works within the legal framework for data protection, e.g. access to and storage of records	
	Acts within the law when disclosing information without consent	
3. Enable women to make choices about their care by informing women of the choices available to them and providing evidence based information about benefits and risks of options so that women can make a fully informed decision	Respects the role of women as partners in their care and contributions they can make to it	
	Uses appropriate strategies to encourage and promote choice for all women	
	Provides accurate, truthful and balanced information that is presented in such a way as to make it easily understood	
	Respects women's autonomy when making a decision, even where a particular choice may result in harm to themselves or their unborn child, unless a court of law orders the contrary	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Discusses with women local/national information to assist with making choices, including local and national voluntary agencies and websites	
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected.	Works within legal frameworks when seeking consent	
	Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding/protection procedures)	
	Uses appropriate strategies to enable women to understand treatments and interventions in order to give informed consent	
	Demonstrates respect for client autonomy and the rights of women to withhold consent in relation to care and treatment within legal frameworks	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
5. Treat women with dignity and respect them as individuals	Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise the care provided	
	Is proactive in maintaining dignity	
	Challenges situations/others where the dignity of the woman may be compromised	
	Shares information confidently with women who have physical, cognitive or sensory disabilities and those who do not speak or read English	
6. Work in partnership with women in a manner that is diversity sensitive and is free from discrimination harassment and exploitation	Upholds the rights of women and speaks out when these are at risk of being compromised	
	Takes into account UK legal frameworks and professional ethics when planning care	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is proactive in promoting care environments that are diversity sensitive and free from exploitation, discrimination and harassment	
	Manages challenging situations effectively	
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	
	Makes appropriate use of touch	
	Listens to, watches for, and responds to verbal and non-verbal cues.	
	Delivers care that recognises need and provides both practical and emotional support	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Has insight into own values and how these may impact on interactions with women	
	Does not allow personal feelings towards a client or others to compromise care	
	Recognises and responds to emotional discomfort/distress of self and others	
	Through reflection and evaluation demonstrates commitment to personal and professional development	
8. Be confident in their own role within a multi-disciplinary/multi-agency team.	Works within the NMC Midwives rules and standards	
	Consults and explores solutions and ideas appropriately with others to enhance care	
	Challenges the practice of self and others across the multi-professional team	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

1. Communication

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Acts as an effective role model in decision making, taking action and supporting more junior staff	
	Works inter-professionally as a means of achieving optimum outcomes for women	

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COMMUNICATION

Summative Assessment for Communication		
Summative Assessment	Please initial & date when achieved	Comments
(ESC 1) Women can trust/expect a student midwife for entry to the register to communicate effectively ❖ Demonstrate competence in communication		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole communications section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial Consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
1. Be confident in sharing information about common antenatal screening tests	Acts professionally to ensure that personal judgments, prejudices, values, attitudes and beliefs do not compromise the provision of care	
	Facilitates informed choices regarding antenatal screening tests ensuring women fully understand the purpose of all tests before they are taken	
	Interprets data/results accurately and shares this information sensitively with women, including the ability to discuss any further action/consequences as necessary	
	Conducts general information sharing, e.g. optimum times for testing, as appropriate through a variety of multi-media channels, such as texting	
	Shares information effectively in challenging circumstances, such as a previous bereavement, or affected/high risk screening result	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Discusses with women local/national information to assist with making choices, including local and national voluntary agencies and websites	
	Is able to seek out required information about less common/specialised antenatal screening tests	
2. Accurately complete an initial consultation ensuring women are at the centre of care	Shows the ability consistently to: Share information with women Assess maternal and fetal wellbeing relevant to gestation, and acts upon the need to refer to appropriate individuals where necessary Plan, in partnership with women, a care pathway to ensure individual needs are met	
	Explore effectively the social, religious and cultural factors that inform and individualised antenatal care pathway for women that is diversity sensitive	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is competent in recognising and advising women who would benefit from more specialist services	
	Empowers women to recognise normal pregnancy development and when to seek advice	
	Is skilled in providing the opportunity to women to disclose domestic abuse and is able to respond appropriately	
	Is competent in sharing information about the pregnancy care services and options available, lifestyle considerations, including dietary information, and screening tests	
3. Work collaboratively with other practitioners and external agencies	Is competent to refer women who would benefit from more specialist services, such as a local substance misuse support unit	
	Is able to collaborate effectively with the wider healthcare team and agencies as required	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

2. Initial consultation between the Woman and the Midwife

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
4. Be the first point of contact when seeking advice and/or information about being pregnant	Where available, is actively involved in being accessible for women in environments other than traditional NHS settings, such as shops, supermarkets, leisure centres	
	Is confident in working in a variety of models of service delivery which encourage early access to care	

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INITIAL CONSULTATION BETWEEN THE WOMAN AND THE MIDWIFE

Summative Assessment for initial consultation between the woman and the midwife		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 2) Woman can trust/expect a student midwife for entry to the register to perform an initial consultation between the woman and the midwife</p> <p>❖ Demonstrate competence in initial consultation between the woman and the midwife</p>		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initial Consultation Between The Woman and the Midwife section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
1. Work in partnership with women to facilitate a birth environment that supports their needs	Supports the health, safety and wellbeing of women in a variety of birth settings other than the acute hospital environment	
	Ensures that women's labour and birth is diversity sensitive, meeting their individual needs and preferences	
	Anticipates and provide for the needs of women	
	Inspires confidence, bases decisions on evidence and uses experience to guide decision making	
	Acknowledges the roles and relationships in families, dependent upon religious and cultural beliefs, preferences and experiences	
	Practices in accordance with relevant legislation	

NMC Essential Skills Cluster (ESCs) for Pre-Registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
2. Be attentive to the comfort needs of women before, during and after the birth	Listens to, watches for, and responds to verbal and non-verbal cues	
	Applies in-depth knowledge of the physiology of labour and birth	
	Uses skills of observation and active listening in order to analyse the effectiveness of care being provided	
3. Determine the onset of labour	Identifies the onset of labour, discusses the findings accurately and shares this information with women, including the ability to discuss any further action/consequences as necessary	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
4. Determine the wellbeing of women and their unborn baby	Assesses maternal wellbeing, interprets the findings accurately and shares this information with women, and has the ability to discuss any further action/consequences as necessary	
	Identifies and manages risk safely	
	Refers women who would benefit from the skills and knowledge of other individuals	
	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to women, self and others	
5. Measure assess and facilitate the progress of normal labour	Identifies and appropriately manages latent and active phase of labour	
	Makes and accurate assessment of the progress of labour, shares this information with women, and has the ability to discuss any further action/consequences as necessary	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is able to discuss with women the progress of labour in relation to their birth plan/written wishes and modify in partnership with women, as need dictates	
	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 vaginal birth	
	Seeks informed consent prior to undertaking any procedure	
	Recognises any deviation from the normal progress of labour or wellbeing of the woman or fetus	
	Initiates timely referral of women who would benefit from the skills and knowledge of others	
	As part of a multi-disciplinary team continues to provide care to women undergoing complications	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
6. Support women and their partners in the birth of their babies	Assesses accurately the progress of labour and shares this information with women, and has the ability to discuss any further action/consequences as necessary	
	Prepares the environment ready for the birth	
	Cares for women sensitively and is attentive to the 'moment of birth', creating an environment that is responsive to the woman's needs	
	Supports women safely in the birth of their baby	
	Initiates emergency measures if required, such as episiotomy	
	Initiates timely referral of women who would benefit from the skills and knowledge of others	
	As part of a multi-disciplinary team continues to provide care to women undergoing complications	
	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	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
7. Facilitate the mother and baby to remain together	Assesses accurately the health and wellbeing of the newborn baby	
	Initiates emergency measures if required	
	In a culturally sensitive manner, creates 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	
8. Identify and safely manage appropriate emergency procedures	Initiates emergency measures in both primary and secondary care settings	
	Sustains emergency measures until help arrives	
9. Works collaboratively with other practitioners	Is an advocate for women	
	Negotiates with others in relation to balancing competing/conflicting priorities	
	Articulates professional limitations and boundaries	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

3. Normal Labour and Birth

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is 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	
	Practices in accordance with the NMC Midwives rules and standards	
10. Keep accurate records	Details reasoning behind any actions or interventions taken	

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NORMAL LABOUR AND BIRTH

Summative Assessment for Normal Labour and Birth		
Summative Assessment	Please initial & date when achieved	Comments
(ESC 3) Women can trust/expect a student midwife for entry to the register to care for woman and unborn baby during normal labour and birth ❖ Demonstrate competence in normal labour and birth		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Normal Labour and Birth section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
1. Understand and share information that is clear, accurate and meaningful at a level which women, their partners and family can understand	Listens to, watches for, and responds to verbal and non-verbal cues	
	Uses skills of being attentive, open ended questioning and paraphrasing to support information sharing with women	
	Is able to lead a variety of forums where information is shared with women about the advantages and disadvantages of different infant feeding methods, without regarding breastfeeding and artificial feeding as 'equal' choices	
	Understands the importance of exclusive breastfeeding and the consequences of offering artificial milk to breastfeed babies	
	Critically appraises the nature and strength of breastfeeding promotional and support interventions	
	Understands the nature of evidence and how to evaluate the strength of research evidence used to back information	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Keep accurate records of the woman and her baby relating to breastfeeding, including plans of care and any problems encountered or referrals made	
2. Respects social and cultural factors that may influence the decision to breastfeed	Demonstrate a working knowledge of the local demographic area and explores strategies to support breastfeeding initiatives within the locality	
	Explore skilfully attitudes to breastfeeding	
	Takes into account differing cultural traditions, beliefs and professional ethics when communicating with women	
3. Support women to breastfeed	Applies in-depth knowledge of the physiology of lactation to practical situations (BFI)	
	Recognises effective positioning, attachment, suckling and milk transfer	
	Uses skills of observations, active listening and ongoing critical appraisal in order to analyse the effectiveness of breastfeeding practices	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is confident at exploring with women the potential impact of delivery room practices, such as the effect of different pain relief methods and the importance of skin-to-skin contact, on the wellbeing of their baby and themselves, and on the establishment of breastfeeding in particular (BFI)	
	Uses appropriate skills to support women to be successful at breastfeeding for the first six months of life (BFI)	
	Empowers women to recognise effective positioning, attachment, suckling and mil transfer for themselves (BFI)	
	Explores with women the evidence base underpinning information, which may have an impact on breastfeeding such as bed-sharing and the use of dummies (BFI)	
	Is skilled at advising women over the telephone when contacted for advice on breastfeeding issues	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
4. Recognise appropriate infant growth and development, including where referral for further advice/action is required	Acts upon the need to refer when there is a deviation from appropriate infant growth	
	Demonstrates skills to empower women to recognise appropriate infant growth and development and to seek advice when they have concerns	
5. Work collaboratively with other practitioners and external agencies	Practices within the limitations of their own competence, knowledge and sphere of professional practice, consistent with the legislation relating to midwifery practice	
	Works confidently, collaboratively and in partnership with women and others to ensure the needs of women are met	
	Understands the importance of community support for breastfeeding and refers women to community-based support networks, both in supporting women to breastfeed and as a resource for health professionals (BFI)	
	Works actively with other health professionals and external agencies to promote breastfeeding and support women in their choice to breastfeed	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

4. Initiation and continuance of breastfeeding

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Is able to discuss with women the importance of exclusive breastfeeding for six months and timely introduction of complementary foods and continuing breastfeeding during the weaning period, into the second year of life and beyond	
6. Support women to breastfeed in challenging circumstances	Involves appropriate help, such as a lactation consultant, where specialised skills are required, in order to support women to successfully breastfeed	
	Acts upon the need to refer to appropriate health professionals where deviation from appropriate infant feeding and growth patterns are apparent	
	Supports women who are separated from their babies (on admission to SCBU – a special care baby unit, women receiving high dependency care in a separate environment) to initiate and maintain their lactation and feed their babies optimally (BFI)	
	Feeds expressed breast milk to a baby, using a cup and/or syringe as appropriate (BFI)	
	Teaches women how to express their breast milk by hand	

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INITIATION AND CONTINUANCE OF BREASTFEEDING

Summative Assessment for Initiation and Continuance of Breastfeeding		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 4) Woman can trust/expect a student midwife for entry to the register to support woman in initiation and continuance of breastfeeding</p> <p>❖ Demonstrate competence in initiation and continuance of breastfeeding.</p>		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Initiation and Continuance of Breastfeeding section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
1. Within the parameters of normal childbirth, ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risk and benefits including the ability to recognise and respond safely to adverse drug reactions and adverse drug events.	Applies an understanding of basic pharmacology, how medicinal products act and interact in the systems of the body as well as their therapeutic action in all aspects related to midwifery practice	
	Uses knowledge and understanding of commonly supplied or administered medicinal products to the woman or baby in order to act promptly in cases where side effects and adverse reactions occur	
	Manages drug administration and safely monitors its effect	
	Reports adverse incidents and near misses and adverse drug reactions	
	Manages anaphylaxis safely	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
2. Undertake medicinal product calculations correctly and safely	Calculates accurately the medicinal products frequently encountered within field of practice.	
3. In the course of their professional midwifery practice, supply and administer medicinal products safely in a timely manner, including controlled drugs	Selects, acquires and administers medicinal products safely and efficiently via routes and methods commonly used within midwifery practice, and maintains accurate records	
	Uses prescription charts correctly and maintains accurate records	
	Utilises and interprets medicine legislation related to midwives exemptions accurately	
4. Keep and maintain accurate records which includes when working within a multi-disciplinary framework and as part of a team	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	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Keeps effective records of information sharing with women about the benefits and risk of relevant medication	
	Keeps effective records of medication supplied and/or administered and omitted including controlled drugs	
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	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	
	Is aware of personal accountability in respect of supplying and administering unlicensed products	
	Demonstrates the ability to use relevant medicines legislation to support midwifery practice within the NHS in both the primary and secondary care settings, as well as during self-employed practice	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
	Applies legislation in practice to safe and effective ordering, receiving, storing, administering and disposal of medicinal products and drugs, including controlled drugs in both primary and secondary care settings.	
6. Work in partnership with women to share information in assisting them to make safe and informed choices about medicinal products related to themselves, their unborn children or their babies	Ensures information sharing is woman-centred and provides clear and accurate information	
	Assists women to make safe and informed choices about their medicinal products	
	Assesses the woman's ability to self-administer their medicinal products safely	
	Gives clear instruction and explanation and checks understanding relating to use of medicinal products and treatment options	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
7. Work in partnership with women to share information about alternative approaches to using medication where appropriate	Questions, critically appraises and uses evidence to support an argument in determining when medicinal products may or may not be an appropriate choice	
	Appropriately refers to a registered complementary therapist	
	Is aware of the dangers of giving complementary therapy advice when not qualified, e.g. raspberry leaf, over-the-counter herbal products	
8. Order, receive, store, transport and dispose of medicinal products safely and in accordance with relevant legislation, in any midwifery setting (including controlled drugs.)	Orders, receives, stores and disposes of medicinal products safely, including controlled drugs	

NMC Essential Skills Cluster (ESCs) for Pre-registration Midwifery Education

5. Medicines management

Women can trust/expect a student midwife for entry to the register to:		Achievement status in each outcome; mentor's signature and date.
		Independent
9. Use and evaluate up-to-date information on medicinal products management and work within national and local policies and guidelines using appropriate reference.	Is confident in accessing commonly used evidence-based sources of information relating to the safe and effective management of medicinal products	
	Works within national and local policies	
10. Recognise and correctly respond to obstetric emergencies in the context of medicines management	Recognises and acts accordingly when confronted with obstetric emergencies, in both primary and secondary care settings	

ROBERT GORDON UNIVERSITY
School of Nursing and Midwifery

MEDICINES MANAGEMENT

Summative Assessment for Medicines Management		
Summative Assessment	Please initial & date when achieved	Comments
<p>(ESC 5) Women can trust/expect a student midwife for entry to the register to correctly and safely undertake medicines calculations</p> <ul style="list-style-type: none"> ❖ Demonstrates the ability to safely manage drug administration and monitor its effect ❖ Demonstrates the ability to perform accurate calculation of medicinal products frequently encountered within the field of practice 		Supervised practice with the student

Note: Prior to the formal assessment the mentor may use the following to inform the assessment process: Discussions with the student, discussions with woman whom the student has interacted, or other members of staff who have worked with the student.

This ESC has been achieved to the standard required

Mentor's Name _____ Mentor's Signature _____ Date _____

Student's Name _____ Student's Signature _____ Date _____

Personal Tutor's Name _____ Signature _____ Date _____

Following completion of this ESC please photocopy the whole Medicines Management Section and submit to the Midwifery Clinical Documents Coursework Box, Level 2, Faculty of Health and Social Care.

Medicines Management Test

Guidance

- 100% pass mark
- 30 minutes to complete
- Supervised by mentor
- Marked by mentor (using marking guide)
- To be completed by the end of each academic year
- To be submitted with practice documents for checking

Medicines management – year 3

1	Convert 0.08 litres to mls		
2	Convert 0.25g to mcg		
3	Convert 0.25g to mg		
4	Calculate the following $54.86 \div 100$		
5	A woman is prescribed Naloxone 80 mcg IM for a post spinal anaesthetic itch. The strength in stock is 400 mcg/ml, what volume is administered to the woman?		
6	Can ibuprofen be given along with diclofenac?		
7	If 8mls of 50% Magnesium sulphate solution was given to a woman and the strength was 0.5g/ml how many grams would the woman receive?		
8	If a baby weighs 3000g and IV gentamicin 20mg/2ml is prescribed at 5mg/kg, what would be the volume of the injection?		
9	Ibuprofen can be given during the ante and post natal period	True/False	
10	What is the maximum dose of Ibuprofen in a 24 hr period?		



BACHELOR OF MIDWIFERY COURSE

Skills Passport

Introduction

During your clinical placements you should use the Skills Passport as a collection of evidence of your clinical achievements. Use it throughout the course and track your learning and progress.

The Skills Passport links with the competencies you need to achieve by the end of the course and is based on the Essential Skills Clusters (ESCs) required by the Nursing and Midwifery Council (NMC)

Clinical Skills Guidance

This guidance provides explicit direction for student midwives and midwives on the clinical skills that may be undertaken by student midwives within any practice area. The direction relates to:

- The **named** clinical skill
- The **stage** of the course the student is at
- The mentor's **assessment of competence** of the student to undertake the skill
- The mentors assessment of the **woman or baby's condition** prior to the student undertaking the skill
- The nature of **supervision** required by the mentor during the skill, e.g. direct or indirect.

Whilst every opportunity should be provided for students to experience the range and breadth of clinical skills and to practice them to gain proficiency, the degree of supervision that students are provided with will vary. This document aims to provide clarity around this, so that the students' learning complies with NMC Standards and Codes of Practice, to ensure the safety and wellbeing of women and babies.

It must be remembered that a midwife supervising a student remains professionally accountable for what the student does, including the consequences of their actions and omissions (NMC 2004).

Whilst students are on the course, they are to be supernumerary whilst in clinical practice (NMC 2009). The supervision they require is either direct or indirect.

- **Direct supervision is where the practising midwife would normally be in close proximity to the student, either by working directly with them or close enough to directly monitor their activities' (NMC 2009:16).**
- **Indirect supervision should only be provided when students are more senior and are assessed as able to undertake care safely. With indirect supervision 'the midwife must be easily contactable' (NMC 2009:16). With indirect supervision the midwife must regularly oversee the care provided and ensure that appropriate countersigning of the students' record keeping takes place.**

In situations where a student is requested by a midwife to undertake a skill without the correct degree of supervision, the student must point this out to the midwife. If, following this, the midwife does not provide the appropriate degree of supervision, the student must seek the guidance of a Practice Educator or Practice Education Lecturer.

NURSING AND MIDWIFERY COUNCIL, 2009. *Standards for Pre-registration Midwifery Education*. London: NMC.

NURSING and MIDWIFERY COUNCIL, 2004. *Midwives Rules and Standards*. London: NMC.

Skills Passport	
	Midwife's Signature
Essential Skills – Maternal	
Identification of the woman	
Assist woman with hygiene:	
○ Personal	
○ Shower	
○ Bath	
○ Bed Bath	
○ Indwelling urinary catheter	
Administration of medicines:	
○ Inhalational analgesia	
○ Oral	
○ Intramuscular injection	
○ Subcutaneous injection	
○ Use of IV infusion pump	
Essential Skills – Baby	
Bathing of baby	
Weighing of baby	
Obtain and record capillary sample of blood via heel prick (blood glucose)	
Obtain and record newborn blood spot	
Undertake and record baby vital signs:	
○ Temperature	
○ Respirations	
○ Heart Rate	
Infant Feeding	
Facilitation of skin to skin contact	
Support breast feeding:	
○ Assist with positioning and comfort of the woman	

○ Assist with hand expression	
○ Assist woman with use of breast pump	
○ Assist with cup feeding	
○ Sterilising of equipment	
Safe reconstitution of formula milk	
Safe bottle feeding	

Essential Skills – Maternal	Midwife's Signature	
	Supervised	Independent
Perform an amniotomy		
Apply a fetal scalp electrode		
Perform a catheterisation		
Perform a speculum examination		
Obtain a vaginal swab		
Attach a fetal monitor		
Participate in the administration of an intravenous infusion (provided there are no added drugs) *		
Maintain an intravenous infusion		
Discontinue an intravenous infusion		
Participate in the administration of a blood transfusion only after completing level one Better Blood transfusion *		
Removal of an IV cannula		
Removal of an epidural infusion		
Removal of abdominal clips		
Removal of abdominal sutures		
Participate in the administration of a Syntocinon infusion *		

The skills marked with an * indicate that, although the student may be signed off as independent, the student can only perform this skill under direct supervision of the midwife (see Clinical Skills Guidance)

School of Nursing and Midwifery Charter of Principles for Students undertaking Moving and Handling

The principles have been divided into six areas:

1. Individual responsibility;
2. Dress code;
3. Preparation for practical sessions;
4. Personal conduct;
5. Communication;
6. Participation and continued reflection on practice.

1. Individual responsibility in relation to the promotion of safety and minimising risk within the clinical skills centre

Prior to undertaking any moving and handling you should be aware and report any personal limitations which may impact on your ability to practice. These may relate to any knowledge deficits or health issues. You should understand and recognise the importance of consideration of the following areas prior to the moving and handling of patients in practice or during the mandatory practical sessions within the University:

LOAD: Understand and respect that the "load" that is handled in the practical sessions could be fellow students or patient volunteers;

INDIVIDUAL: You are aware of your own personal abilities and are prepared to undertake the practical exercises;

TASK: You understand the moves which are to be practiced within sessions and that you take necessary steps to ensure the safety of both the "patient" and yourself by applying appropriate principles;

ENVIRONMENT: Within the practical sessions you must use the stools provided when seated, use all equipment with care and respect, ensure your own environment is conducive to safe practice and respect the rights of neighbouring groups. The Moving and Handling team expect the skills centre to be left in exactly the same way it was set up for you once the session is completed.

2. Dress code

You must ensure that you come appropriately dressed for the mandatory practical sessions. It is recommended that you purchase a *RGU School of Nursing and Midwifery* polo shirt and wear this along with jogging trousers and suitable footwear e.g. trainers.

Long hair should be tied back and jewellery such as rings (except wedding bands), necklaces, bracelets and watches must be removed. This is to ensure your safety and that of the "patient". This is reflective of what will be expected of you in your clinical placements.

3. Preparation for practical sessions

You are personally responsible for the safety of personal belongings during the practical sessions. Ensure you have locked your belongings in a locker (level 1) BEFORE attending the practical session. You will need to purchase a padlock and key for this

purpose. Please remove the padlock and key when collecting your belongings after a session so that other students can use this facility. As the sessions involve personal contact also ensure that you have washed your hands and have clean trimmed nails before the mandatory sessions and that you repeat this when the session is finished.

4. Personal conduct

The moving and handling practical sessions provide an opportunity for you to practice in a safe and supportive environment. During sessions you will be expected to participate, work as a team member, demonstrate professionalism and utilise your time effectively. You will, ultimately, be accountable for your practice which includes moving and handling. Ensuring the effective use of the mandatory sessions will result in you being better prepared for the needs of the patients you care for in practice.

5. Communication

Your moving and handling sessions are scheduled according to the personal tutor group system. It is your responsibility to find out what time your session starts and on which date. Please ensure you arrive, ready to start, at least 10 minutes prior to the start time for your session. If you are late then, dependant upon how late you are, the lecturer leading the session will have the right to prevent you participating in the session. This may then have implications for you progressing out onto placement.

6. Participation and continued reflection on practice

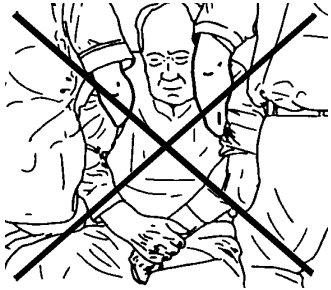
Please prepare for the mandatory sessions by reading the red moving and handling book issued in Stage 1. Lecturers will expect you to have a level of insight or knowledge prior to coming to sessions. The success and enjoyment gained from these sessions often rests upon participation, discussion and sharing of experiences so please try to continually reflect upon your clinical experiences so that these may be discussed during the practical session.

By making the effort to implement the above principles into your practice, the safety of yourself and others will be central to your moving and handling practice within the university and on placements.

Unsafe Practice

There are a number of moving and handling techniques which have been deemed unsafe for many years. These techniques are condemned by the *Royal College of Nursing*, *The National Back Pain Association* and by *healthcare providers*. Such techniques are illustrated below and carry a high risk to patients and handlers if utilised in practice.

YOU MUST NOT USE THESE TECHNIQUES



UNDER ARM DRAG LIFT



THROUGH ARM LIFT



CRADLE LIFT



AUSTRALIAN LIFT

CONTACTS FOR ADVICE

In the first instance contact the key handler in your placement area.

KEY CONTACTS

Moving and Handling Advisor for RGU

Alison Brown (01224 262960) or Kate Goodhand (01224262965)

Moving and Handling Advisors for NHS Grampian

Mike Ritchie (GPCT) (01224 558987)

Moirra Hogg (01261 819110)

Orkney Moving and Handling Advisor

Lesley Platford (01856 888000)

Shetland Moving and Handling Advisor

Elizabeth Eastham (01595 743221)

For non-NHS healthcare providers you are advised to contact the area Practice Education Lecturer.

Cleanliness Champions Programme

Information for students and mentors

Since September 2006 the NHS Education Scotland (NES) Cleanliness Champions Programme (CCP) has been incorporated into the pre-registration midwifery course as staged learning starting from Stage One and completing in Stage Three. Two flowcharts are included on the following 2 pages, one detailing the content illustrating which units have to be achieved by the end of each stage of the programme. The completion of the CCP is linked to the clinical module and therefore it is imperative that the work place activities are checked and signed off by a cleanliness champion from the clinical area.

Safe Medicate Login Information Medication Dosage Calculation Skills

Username: Supplied by email
Registration Key: Supplied by email

How to Register as a New User

1. Open your web browser and enter the URL below in the address bar <http://www.safemedicate.co.uk/portal>
2. On the first screen, click on the **New User** button
3. On the next screen, type in your *Username* and *Registration Key* as shown above – when done click on the **Next** button
4. On the next screen, choose a password for yourself – type your password in the first box and then re-type it in the **Confirm** box – when done click on **Next**
5. If all has gone well you will be told that your registration was successful and you will be taken directly into *MDCS Online*

How to Login if Already Registered

1. Repeat step 1 above
2. On the first screen, type in your *Username*, *Password* (that you chose previously) and *Institute ID* – when done click on the **Login** button– you will be taken directly into *MDCS Online*

Getting Help



A comprehensive User Guide is available within *MDCS Online* – this can be accessed by clicking on the User Guide icon (see opposite) located on the Menu Bar. The guide may be viewed on-screen or printed for reference if required.

If you do experience any problems that cannot be resolved by reading the User Guide then telephone our technical support line on 01443 483175 during office hours (Monday to Friday only).

**Information for Personal Tutors and Students about
Safe Medicate Diagnostic Assessment Process**

