



FACULTY OF HEALTH AND MEDICAL SCIENCES

School of Health Sciences

Pre Registration Midwifery Programme

BSc (Hons) Midwifery

3 year Practice Portfolio

This practice portfolio document belongs to: (Name and URN)

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Cohort:

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If found please contact on:

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I confirm that the work submitted within this portfolio (and **each time it is submitted**) is my own work and I consent to allowing confidential information about my progress, which is documented in my this Practice Portfolio, to be shared between mentors in the process of assessing my progress and fitness to practice. I understand that this is a requirement of the NMC (2009) and this is a requirement of the programme leading to registration.

Student's Signature	
Date	

Practice Documents

Contents

- **Introduction**
- **Guidelines for Midwifery Students in Practice**
- **Mentor Signature Sheets**
- **Yellow section – Year 1**
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- **Orange section – Year 3**
- **Pink section – Record of Practice Experience**

Introduction

Welcome to the Practice Document. This document acts as your on-going record of assessment and achievements during your 3 years of practice experience on the programme. Learning in practice represents 50% of the pre-registration midwifery programme.

The mentor's contribution to your assessment is vital in maintaining the professional standards of midwifery practice. Grading of practice recognises and values your mentor's input, whilst also attributing credit to your ability and competency. Your practice will be assessed by mentors using a Clinical Grading Tool at the end of each of your practice placements; these marks will be combined to form 50% of the module mark.

A module is a section of the programme, focusing on specific areas of learning, which is assessed by a variety of methods. On the midwifery programmes; all the modules carry credits and all the modules must be passed. In addition you will be required to demonstrate achievement of competence related statements based upon the NMC Standards for Pre-Registration Midwifery Education (2009).

The importance of obtaining feedback from service users is recognised. You will be required to obtain feedback and reflect upon the information gained and discuss how this might influence your own practice, that of others and the impact this might have upon practice and the potential for innovation and service development.

Throughout years 1 and 2 of your programme you will be required to experience care within the fields of medicine, surgery and gynaecology in order to demonstrate achievement of the European Union Directive 2005/36/EC. In order to evidence, this you will complete reflective logs associated with your experiences.

Practice documents

The Practice Portfolio document consists of FOUR coloured sections – yellow (year 1), green (year 2), orange (year 3) and pink (Record of Practice Experience). This document is regularly discussed with your mentor and at set points in a module the whole portfolio is discussed with your personal tutor and the relevant pages copied and sent to the exams office.

If a written assessment is required, it is submitted like all other written assignments (see your assessment schedules). The rest of the portfolio includes the assessments in practice and the documents required are listed on the module summative check list. All parts must be passed in order to pass the module.

The pink section is your record of practice experience. This is where you must complete the experience required by the Nursing and Midwifery Council (2009) and Directive 2005/36/EU to register at the end of your programme; this also needs to be signed by your mentor. The identifier in this part of your document should be the 'date of birth' and not the hospital number.

At the end of each practice placement please complete the online module evaluation form on the module's Surrey Learn site.

You are expected to keep your Practice Portfolio with you in practice at all times. You must keep this portfolio safe. Failure to do so may mean that you cannot continue on the programme. It is recommended that you regularly keep a scanned copy of the portfolio for your own records.

Assessment in Practice

Each long placement is a minimum of four weeks in length. Prior to each of these placements you must complete the self assessment SWOT analysis. Then at the start of the placement your mentor will complete the induction form and the Initial Review and Learning Agreement form with you.

The initial and final practice reviews are designed to provide feedback to you regarding achievement and progression in practice. A practice review should be undertaken between the mentor and student at the midpoint and end of the clinical placement. However, should there be areas of concern the meeting will be tripartite (mentor, student and personal tutor) and an action plan completed for identified areas of concern. At the Final Review, your **sign off** mentor will also complete a Clinical Grading Tool to grade your practice in this placement. This will form 50% of the module mark. For placement 1, if the student is changing placement area after Easter then no grading tool is required at this point.

For a short placement (less than 2 weeks in length) you will be required to complete a short placement form only. There are separate forms for your nursing, SCBU and recovery placements in your portfolio.

For each year of the programme, there are the corresponding Essential Skills Clusters to be completed. These need to be completed by your **sign off** mentors prior to the summative submission date at the end of the academic year. These are assessed as being completed or not completed at this point. All of the Essential Skills Clusters must be signed as completed by your mentor for you to progress to the next level.

At the beginning of a module, please read through the practice documentation in that section and check on the assessment schedule for when the summative point is for that module. For the final placement you will need to make sure that you have had a Final Review assessment meeting with your mentor before this date and then you will have a formal meeting with your tutor to complete the paperwork and tutor appointment form in the module document. Your **sign off** mentor must also sign the Confirmation of Achievement for you to continue onto the next level (or to finish the programme in your third year).

If you require an action plan in your final placement of your module, this will be a **summative action plan** and this action plan will need to be passed in order for you to progress onto the next level. You must complete the module within 12 weeks of the start of the next level.

A sign-off mentor must sign to complete the Clinical Grading Tool, Action Plans, Essential Skills Clusters and Confirmation of Achievement of Practice Requirements. All other mentors can complete the other sections of the practice document.

Any health professional signing in your practice portfolio documentation must complete their details in the mentor signature sheet.

Clinical Grading Tool: Guidance for Sign-off Mentors

Towards the end of each practice placement you will be required to grade the student's practise using the Clinical Practice Grading Tool, however if the student is changing placement area after Easter then no grading tool is required at this point. This tool consists of a number of statements which reflect the minimum requirements that must be met in relation to the Essential Skills Clusters (NMC, 2009: pp.31-64). Against each statement is a detailed description of different levels of performance. Each level of performance is awarded a mark of between 0 and 4. A mark of 4 would indicate the best performance possible for a student as this stage of their programme.

Using the Clinical Grading Tool:

1. Please consider your student's practise during the whole of their placement with you.
2. Against each of the statements please select a descriptor which best describes the level of performance and insert the mark associated with this descriptor into the designated area in the grid.
3. Please document your justification for the mark and provide evidence of why each mark has been awarded on the page opposite.
4. Discuss with your student and complete the final review of practice and on-going record of achievement in order that the mentor in the next placement has information to enable them to help the student with their on-going development.

If a descriptor is selected within the red zone:

1. Please document your justification for the mark and provide evidence of why the mark has been awarded.
2. Discuss with student and complete an action plan with the PLT/Personal Tutor.
3. Complete the final review of practice and on-going achievement record in order that the mentor in the next placement has information to enable them to help the student with their on-going development. PLT to consider where the action plan placement will need to be undertaken.

Action plan reviewed at commencement of next placement

1. After 2 weeks review action plan with the PLT/Personal Tutor, consider your student's practice during their placement with you.
2. Complete the 2 week review of action plan

After 4 weeks: With the PLT/Personal Tutor

1. Please consider your student's practise during their placement with you.
2. Complete the 4 week review of action plan



If the student makes progress and moves out of the red zone and achieves the action plan:

1. Complete the final Action Plan 4 week review
2. At the end of placement complete the grading tool assessment and final review and on-going record of achievement.

If the student fails to achieve the action plan by the end of the placement:

1. Discuss with the student and complete a further action plan and tool assessment with the PLT/personal tutor.
2. Complete the final review of practice and on-going achievement record in order that the mentor in the next placement has information to enable them to help the student with their on-going development.
3. Where this is the final practice placement at that Level a final 4 week Summative action plan will be arranged which must then be passed to continue onto the next Level.

Guidelines for Midwifery Students' in Practice – Student Verification Sheet

All students should be encouraged to take part in clinical activities that prepare them for midwifery practice at the time when the mentor feels that it is right for that individual student and at the appropriate point in their professional preparation.

It is a requirement that students are familiar with their Trust's policies & procedures regarding their role in drug administration. Checking of controlled drugs, administration of vaginal prostaglandins, intravenous drugs and additives and blood transfusions must not be undertaken. If a student is in any doubt as to whether they should be undertaking any activity regarding drug administration, they are to decline to take part. Students must practice under the supervision of a mentor and work within local and national policies and guidelines, and according to the NMC (2010) Standards for Medicines Management.

There are a number of activities which midwifery students should not undertake before they have received formal instruction in the University

- **Venepuncture, cannulation, heel prick blood sampling, perineal repair**

Students **MUST NOT** undertake any activity that **is outside the normal scope of the role of the midwife** e.g. scrubbing in place of the SHO, or **which requires the completion of a further course specific to this activity** e.g. epidural top-ups, even if students have been trained in a previous job to do this.

Students **MUST NOT** undertake any activity that **must not be delegated to a student** e.g. administering a medication under a Patient Group Directive.

INTRAVENOUS THERAPY - Students MUST NOT under any circumstances:

• CHECK OR ADMINISTER ANY INTRAVENOUS DRUGS (BOLUS OR INFUSION)	• TAKE BLOOD VIA ARTERIAL LINES
• CHECK OR ADD ANY ADDITIVES INTO INTRAVENOUS BAGS OF FLUID	• START A BLOOD TRANSFUSION
• SET UP AND CHANGE SYRINGE DRIVERS AND PUMPS	• FLUSH INTRAVENOUS CANNULAE/ CATHETERS
• CHANGE THE RATE OF FLOW THROUGH AN INFUSION PUMP (EXCEPT WHEN FOLLOWING THE TRUST POLICY FOR THE ADMINISTRATION OF SYNTOCINON IN LABOUR UNDER MENTOR GUIDANCE)	• CHECK UNITS OF BLOOD OR BLOOD PRODUCTS FOR TRANSFUSION, EXCEPT FOR THE PURPOSES OF COLLECTION OF BLOOD FROM A BLOOD BANK WHEN UNDER THE DIRECT SUPERVISION OF A REGISTERED PRACTITIONER, WHO HAS COMPLETED THE RELEVANT TEST OF COMPETENCY

Students CAN perform the following under direct supervision of a registered practitioner:

• PRIME I/V GIVING SET WITH CLEAR FLUID WITH NO ADDITIVES	• ADJUST DRIP RATE OF AN INFUSION WITHOUT PUMP
• CONNECT PRIMED I/V GIVING SET (WITH NO ADDITIVES) TO A CANNULA ONLY	• CHANGE A BAG OF CLEAR I/V FLUID WITHOUT ADDITIVES OR WHERE THE ONLY ADDITIVE IS SYNTOCINON, WHICH HAS BEEN CHECKED BY TWO MIDWIVES
• TURN ON A PRIMED I/V GIVING SET	• MONITOR A PATIENT UNDERGOING BLOOD TRANSFUSION (FROM YEAR 2 OF THE PROGRAMME UNDER THE DIRECT SUPERVISION OF A REGISTERED PRACTITIONER WHO HAS COMPLETED THE RELEVANT TEST OF COMPETENCY)
• CARE OF THE VENOUS ACCESS DEVICE SITE	

Verification that this statement has been read and understood

Students signature Date

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

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[illegible]

Mentor signature sheet

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[illegible]

Mentor signature sheet

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[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Mentor signature sheet

Any health care professionals signing student documentation must insert their details below. You are signing to confirm that the student has been inducted to the clinical area and that you have read and will abide by the Guidelines for Midwifery Students in Practice.

[illegible]

Essential Midwifery Practice Module 1

Level 4

Number of Credits:

30 Credits

Expected Student Placement Hours:

667.5 hours

Module Leader:

Anna Brown

Aims and Learning Outcomes:

Aims

This module will enable the student midwife to develop knowledge and skills in antenatal, intrapartum and postnatal care of the woman, the fetus, the neonate and the wider family.

Learning outcomes

By the end of the module the mother should expect the student to be able to:

1. Act in accordance with NMC Midwives Rules and Standards (2012) and The code: Standards of conduct, performance and ethics for nurses and midwives (NMC, 2008)
2. Use interpersonal and communication skills effectively and develop positive relationships with women, their families and other health professionals including those from diverse circumstances
3. Relate own role and begin to respond to the needs of low risk childbearing women and their families and begin to develop skills in assessing, planning and evaluating care
4. Work effectively when caring for women with healthy/normal pregnancies throughout the childbearing continuum to include support and assist women experiencing normal labour and birth and to feed their babies
5. Accurately collect, observe, record and interpret data related to the health and well-being of mothers and babies and begin to develop a holistic approach when caring for women and their families e.g., by acknowledging physiological, sociological psychological and spiritual perspectives

Method of Assessment:

Formative Assessment

Formative advice & feedback from mentors in practice
Reflection upon feedback from service users
Formative Medicines Management exam
Formative PN OSCE in practice

Summative Assessment

Year 1 practice portfolio demonstrating achievement of essential skills clusters & graded competencies – 50% (pass mark 40%)

Postnatal OSCE – 50% (pass mark 40%)

Medicines Management examination – Pass/Fail (100% pass mark)
(Authentic World – tablets, liquid medicines, injections)

Year 1

Placement 1

Self-assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date:

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

N.B. If the student is changing placement area after Easter then no grading tool is required at this point.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:	Start Date	End Date				
	Placement Area:					
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of statutory regulation, role, responsibility and sphere of practice	Able to discuss statutory regulation, role, responsibility and sphere of practice at a basic level.	Developing insights into statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a sound understanding of the statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a good understanding of the statutory regulation, role, responsibility and sphere of practice	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Unable to adapt practice to meet individual needs	Limited ability to adapt practice to meet individual needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Maintain confidentiality of information, including appropriate disclosure and use of social media	No understanding of importance of confidentiality	Limited understanding of role in relation to confidentiality	Developing understanding of confidentiality & disclosure	Demonstrates sound understanding of principles concerned	Confidently demonstrates knowledge & understanding of principles	
Work collaboratively with wider healthcare team & agencies	Withdraws from team working	Needs support to be part of the team	Developing a team approach to midwifery practice	Make appropriate relationships with members of the MDT	Works well within the team forming effective relationships	
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others	No understanding of importance	Limited understanding demonstrated	Developing understanding of environment	Able to maintain safe environment	Good understanding & maintenance of safe environments	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Communicates effectively (using interpersonal skills) with women & their families	Limited communication skills evidenced in practice	Needs prompting to effectively communicate with colleagues and clients	Good level of interpersonal skills being developed, occasionally needs support/ Prompting	Good level of interpersonal skills being developed	Displays excellent interpersonal skills with clients and colleagues.	
Determine & provide programmes of care & support for women (considering partnership & choice)	Unable to adapt to individual needs	Limited ability to adapt to individual needs	Developing confidence in providing choice & individual care	Confident & competent in adapting to individual needs & choices	Initiative demonstrated in supporting safe choices & promoting individual needs	
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)	No understanding of the provision of normal midwifery care.	Limited understanding of the provision of normal midwifery care.	Basic understanding of the provision of normal midwifery care	Developing a sound understanding of the provision of normal midwifery care.	Demonstrates a good understanding of the provision of midwifery care.	
Work in partnership with women including providing support and advice re infant feeding	Does not demonstrate clear understanding of the basis of infant feeding.	Limited knowledge base of infant nutrition and feeding	Requires support in applying knowledge and principles in assisting women and families.	Developing Knowledge and understanding and is beginning to be effective in assisting women and families.	Applies good level of knowledge and understanding in assisting women and families.	
Identifies and applies knowledge and understanding of anatomy and physiology the care of women and their families undergoing normal childbirth	Limited knowledge of anatomy and physiology	Is able to discuss basic anatomy and physiology related to childbirth only.	Occasionally applies altered anatomy and physiology to childbearing women.	Developing a sound and comprehensive knowledge base and applying effectively.	Applies extensive knowledge base and can offer rationale for practice.	
Complete, store & retain records of practice accurately, legibly & in detail	Unable to demonstrate	Limited ability	Requires prompting	Confidence shown in recording care given	Excellent record keeping skills	
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby	Limited knowledge and understanding of the needs and care of the normal neonate	Basic knowledge and understanding of the needs and care of the normal neonate	Identifies knowledge and understanding of the needs of the normal neonate but needs prompting with care.	Developing good understanding of needs and care of the normal neonate.	Applies knowledge and understanding of needs in all care of the normal neonate.	
Mentor sign and print:		Sign off – Mentor sign and print:			Date:	Full Mark
Student sign and print:		Personal tutor sign and print:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern - PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Maintain confidentiality of information, including appropriate disclosure and use of social media		
Work collaboratively with wider healthcare team & agencies		
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Communicates effectively (using interpersonal skills) with women & their families		
Determine & provide programmes of care & support for women (considering partnership & choice)		
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)		
Work in partnership with women including providing support and advice re infant feeding		
Identifies and applies knowledge and understanding of anatomy and physiology the care of women and their families undergoing normal childbirth		
Complete, store & retain records of practice accurately, legibly & in detail		
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby		
Mentor sign and print:	Sign off Mentor sign and print:	Date:
Student sign and print:	Personal tutor sign and print:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed:

☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 1

Placement 2

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre-registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature: _____

Date: _____

Mentor's Name: _____

Signature: _____

Date: _____

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:	Start Date	End Date				
	Placement Area:					
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of statutory regulation, role, responsibility and sphere of practice	Able to discuss statutory regulation, role, responsibility and sphere of practice at a basic level.	Developing insights into statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a sound understanding of the statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a good understanding of the statutory regulation, role, responsibility and sphere of practice	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Unable to adapt practice to meet individual needs	Limited ability to adapt practice to meet individual needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Maintain confidentiality of information, including appropriate disclosure and use of social media	No understanding of importance of confidentiality	Limited understanding of role in relation to confidentiality	Developing understanding of confidentiality & disclosure	Demonstrates sound understanding of principles concerned	Confidently demonstrates knowledge & understanding of principles	
Work collaboratively with wider healthcare team & agencies	Withdraws from team working	Needs support to be part of the team	Developing a team approach to midwifery practice	Make appropriate relationships with members of the MDT	Works well within the team forming effective relationships	
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others	No understanding of importance	Limited understanding demonstrated	Developing understanding of environment	Able to maintain safe environment	Good understanding & maintenance of safe environments	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Communicates effectively (using interpersonal skills) with women & their families	Limited communication skills evidenced in practice	Needs prompting to effectively communicate with colleagues and clients	Good level of interpersonal skills being developed, occasionally needs support/ Prompting	Good level of interpersonal skills being developed	Displays excellent interpersonal skills with clients and colleagues.	
Determine & provide programmes of care & support for women (considering partnership & choice)	Unable to adapt to individual needs	Limited ability to adapt to individual needs	Developing confidence in providing choice & individual care	Confident & competent in adapting to individual needs & choices	Initiative demonstrated in supporting safe choices & promoting individual needs	
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)	No understanding of the provision of normal midwifery care.	Limited understanding of the provision of normal midwifery care.	Basic understanding of the provision of normal midwifery care	Developing a sound understanding of the provision of normal midwifery care.	Demonstrates a good understanding of the provision of midwifery care.	
Work in partnership with women including providing support and advice re infant feeding	Does not demonstrate clear understanding of the basis of infant feeding.	Limited knowledge base of infant nutrition and feeding	Requires support in applying knowledge and principles in assisting women and families.	Developing Knowledge and understanding and is beginning to be effective in assisting women and families.	Applies good level of knowledge and understanding in assisting women and families.	
Identifies and applies knowledge and understanding of anatomy and physiology the care of women and their families undergoing normal childbirth	Limited knowledge of anatomy and physiology	Is able to discuss basic anatomy and physiology related to childbirth only.	Occasionally applies altered anatomy and physiology to childbearing women.	Developing a sound and comprehensive knowledge base and applying effectively.	Applies extensive knowledge base and can offer rationale for practice.	
Complete, store & retain records of practice accurately, legibly & in detail	Unable to demonstrate	Limited ability	Requires prompting	Confidence shown in recording care given	Excellent record keeping skills	
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby	Limited knowledge and understanding of the needs and care of the normal neonate	Basic knowledge and understanding of the needs and care of the normal neonate	Identifies knowledge and understanding of the needs of the normal neonate but needs prompting with care.	Developing good understanding of needs and care of the normal neonate.	Applies knowledge and understanding of needs in all care of the normal neonate.	
Mentor sign and print:		Sign off – Mentor sign and print:			Date:	Full Mark
Student sign and print:		Personal tutor sign and print:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern - PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Maintain confidentiality of information, including appropriate disclosure and use of social media		
Work collaboratively with wider healthcare team & agencies		
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Communicates effectively (using interpersonal skills) with women & their families		
Determine & provide programmes of care & support for women (considering partnership & choice)		
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)		
Work in partnership with women including providing support and advice re infant feeding		
Identifies and applies knowledge and understanding of anatomy and physiology the care of women and their families undergoing normal childbirth		
Complete, store & retain records of practice accurately, legibly & in detail		
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby		
Mentor sign and print:	Sign off Mentor sign and print:	Date:
Student sign and print:	Personal tutor sign and print:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 1

Placement 3

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre-registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:	Start Date	End Date				
	Placement Area:					
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of statutory regulation, role, responsibility and sphere of practice	Able to discuss statutory regulation, role, responsibility and sphere of practice at a basic level.	Developing insights into statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a sound understanding of the statutory regulation, role, responsibility and sphere of practice.	Able to demonstrate a good understanding of the statutory regulation, role, responsibility and sphere of practice	
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Work collaboratively with wider healthcare team & agencies	Withdraws from team working	Needs support to be part of the team	Developing a team approach to midwifery practice	Make appropriate relationships with members of the MDT	Works well within the team forming effective relationships	
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others	No understanding of importance	Limited understanding demonstrated	Developing understanding of environment	Able to maintain safe environment	Good understanding & maintenance of safe environments	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Communicates effectively (using interpersonal skills) with women & their families	Limited communication skills evidenced in practice	Needs prompting to effectively communicate with colleagues and clients	Good level of interpersonal skills being developed, occasionally needs support/ Prompting	Good level of interpersonal skills being developed	Displays excellent interpersonal skills with clients and colleagues.	
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Complete, store & retain records of practice accurately, legibly & in detail	Unable to demonstrate	Limited ability	Requires prompting	Confidence shown in recording care given	Excellent record keeping skills	
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby	Limited knowledge and understanding of the needs and care of the normal neonate	Basic knowledge and understanding of the needs and care of the normal neonate	Identifies knowledge and understanding of the needs of the normal neonate but needs prompting with care.	Developing good understanding of needs and care of the normal neonate.	Applies knowledge and understanding of needs in all care of the normal neonate.	
Mentor sign and print:	Sign off – Mentor sign and print:				Date:	Full Mark
Student sign and print:	Personal tutor sign and print:				Date:	

KEY and ACTIONS

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GREEN = Good/ Excellent progress

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

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Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
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Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby		
Mentor sign and print:	Sign off Mentor sign and print:	Date:
Student sign and print:	Personal tutor sign and print:	Date:

Action Plan

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The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: Yes / No

Year 1

Placement 4
(if required)

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre-registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

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Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature: _____

Date: _____

Mentor's Name: _____

Signature: _____

Date: _____

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:	Start Date	End Date				
	Placement Area:					
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
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Work collaboratively with wider healthcare team & agencies	Withdraws from team working	Needs support to be part of the team	Developing a team approach to midwifery practice	Make appropriate relationships with members of the MDT	Works well within the team forming effective relationships	
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others	No understanding of importance	Limited understanding demonstrated	Developing understanding of environment	Able to maintain safe environment	Good understanding & maintenance of safe environments	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
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Complete, store & retain records of practice accurately, legibly & in detail	Unable to demonstrate	Limited ability	Requires prompting	Confidence shown in recording care given	Excellent record keeping skills	
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby	Limited knowledge and understanding of the needs and care of the normal neonate	Basic knowledge and understanding of the needs and care of the normal neonate	Identifies knowledge and understanding of the needs of the normal neonate but needs prompting with care.	Developing good understanding of needs and care of the normal neonate.	Applies knowledge and understanding of needs in all care of the normal neonate.	
Mentor sign and print:	Sign off – Mentor sign and print:				Date:	Full Mark
Student sign and print:	Personal tutor sign and print:				Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern - PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 4 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Maintain confidentiality of information, including appropriate disclosure and use of social media		
Work collaboratively with wider healthcare team & agencies		
Supports creation & maintenance of environments that promote health, safety & wellbeing of women, babies & others		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Communicates effectively (using interpersonal skills) with women & their families		
Determine & provide programmes of care & support for women (considering partnership & choice)		
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)		
Work in partnership with women including providing support and advice re infant feeding		
Identifies and applies knowledge and understanding of anatomy and physiology the care of women and their families undergoing normal childbirth		
Complete, store & retain records of practice accurately, legibly & in detail		
Applies knowledge and understanding of the normal neonate whilst assessing and managing the baby		
Mentor sign and print:	Sign off Mentor sign and print:	Date:
Student sign and print:	Personal tutor sign and print:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:	Date:
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Mentor's Name:	Signature:	Date:
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Personal Tutor's name:	Signature	Date:
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Action Plan Achieved:	Yes / No
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Essential Skills Clusters for Pre-registration Midwifery Education

To be completed by the end of year 1:

Women can trust/expect a student midwife to:

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
1. Be attentive & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand	<ul style="list-style-type: none"> Communicates effectively so that the meaning is clear 				
	<ul style="list-style-type: none"> Remove barriers in order to make communication effective 				
	<ul style="list-style-type: none"> Records information accurately & clearly on the basis of observation & communication under mentor supervision 				
	<ul style="list-style-type: none"> Seeks to confirm understanding 				
	<ul style="list-style-type: none"> Responds in a way that confirms what the woman is communicating 				
	<ul style="list-style-type: none"> Communicates the needs & wishes of the woman to the mentor 				
2. Protect & treat as confidential all information relating to themselves and their care	<ul style="list-style-type: none"> Applies the principles of confidentiality as outlines in the NMC A-Z of advice 				
	<ul style="list-style-type: none"> Protects and treats information as confidential (under guidance from their mentor) 				
	<ul style="list-style-type: none"> Applies the basic principles of data protection 				

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
3. Enable women to make choices about their care by informing women of the choices available to them and providing evidenced-based information about benefits and risks of options so that women can make a fully informed decision	<ul style="list-style-type: none"> Participates in sharing evidence-based information in order for them to make an informed decision about their care 				
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected	<ul style="list-style-type: none"> Applies principles of consent in accordance with the NMC Code of professional conduct: standards for conduct, performance & ethics (2008) 				
	<ul style="list-style-type: none"> Participates in ensuring that the meaning of consent is understood by the woman 				

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
5. Treat women with dignity and respect them as individuals	<ul style="list-style-type: none"> • Takes a woman-centered approach to care 				
	<ul style="list-style-type: none"> • Demonstrates respect for diversity & individual preferences 				
	<ul style="list-style-type: none"> • Applies the concepts of dignity 				
	<ul style="list-style-type: none"> • Delivers care with dignity under guidance from mentor 				
	<ul style="list-style-type: none"> • Identifies factors which maintain the dignity of women 				
	<ul style="list-style-type: none"> • Acts in a way that demonstrates respect for others 				
6. Work in partnership with women in a manner that is diversity sensitive & is free from discrimination, harassment & exploitation	<ul style="list-style-type: none"> • Participates in working partnership with women 				
	<ul style="list-style-type: none"> • Respects people's rights 				
7. Provide care that is delivered in a warm, sensitive & compassionate way	<ul style="list-style-type: none"> • Recognises appropriateness of silence 				
	<ul style="list-style-type: none"> • Able to initiate a conversation 				
	<ul style="list-style-type: none"> • Takes into account the woman's responses 				
	<ul style="list-style-type: none"> • Talks in manner that is interpreted by the woman as warm & kind 				
	<ul style="list-style-type: none"> • Maintains a supportive relationship with women & their families 				

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
8. Be confident in their own role within a multi-disciplinary / multi-agency team	<ul style="list-style-type: none"> Works within the NMC Code of professional conduct (NMC 2008) 				
	<ul style="list-style-type: none"> Works as part of the team 				
	<ul style="list-style-type: none"> Supports & assists others appropriately 				
	<ul style="list-style-type: none"> Values others roles & responsibilities within the team 				
	<ul style="list-style-type: none"> Communicates with colleagues verbally (face to face & by telephone) and in writing & electronically 				
	<ul style="list-style-type: none"> Reflects on own practice 				

<u>Initial Consultation Between the Woman & the Midwife</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
1. Be confident in sharing information about antenatal screening tests	<ul style="list-style-type: none"> Is aware of the main NHS-managed antenatal screening programmes that are offered to pregnant women 				
	<ul style="list-style-type: none"> Participates in sharing information with women 				
	<ul style="list-style-type: none"> Can respect the decisions women make 				

<u>Initial Consultation Between the Woman & the Midwife</u> 2. Complete an initial consultation accurately ensuring women are at the centre of care	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Ensure consent is obtained before any care is initiated 				
	<ul style="list-style-type: none"> Assists in determining preferences to maximize an individual approach to care 				
	<ul style="list-style-type: none"> Participates in explaining to women the aim of the initial consultation relevant to gestation 				
	<ul style="list-style-type: none"> Participates in assessing maternal & fetal wellbeing, relevant to the stage of pregnancy 				
	<ul style="list-style-type: none"> Participates in explaining findings in a sensitive manner and encourages women to ask questions 				
	<ul style="list-style-type: none"> Participates in explaining to women lifestyle considerations in relation to diet, smoking & drugs 				
<u>Normal Labour & Birth</u> 1. Work in partnership with women to facilitate a birth environment that supports their needs	<ul style="list-style-type: none"> Ensures a woman-centred approach to care 				
	<ul style="list-style-type: none"> Is sensitive to cultural & social factors when providing care for women 				
	<ul style="list-style-type: none"> Respects the rights of women 				
	<ul style="list-style-type: none"> Ensures privacy & provides care with dignity 				
	<ul style="list-style-type: none"> Participates in 'being with women' during their labour & birth 				
	<ul style="list-style-type: none"> Incorporates birth plans & wishes into care provided 				
	<ul style="list-style-type: none"> Respects silence 				
	<ul style="list-style-type: none"> Participates in changing the physical environment to meet the needs of the woman 				

<u>Normal Labour & Birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
2. Determine the onset of labour	<ul style="list-style-type: none"> Participates in using observation, history taking and clinical assessment to determine the onset of labour 				
3. Determine the wellbeing of women & their unborn babies	<ul style="list-style-type: none"> Participates in the monitoring of maternal vital signs, such as maternal pulse and blood pressure 				
	<ul style="list-style-type: none"> Participates in monitoring fetal wellbeing which includes assessment of liquor volume & colour & intermittent auscultation of the fetal heart using a Pinard stethoscope 				
4. Facilitate the mother and baby to remain together	<ul style="list-style-type: none"> Assists in assessing the wellbeing of the baby 				
	<ul style="list-style-type: none"> Supports feeding when the baby is ready 				
	<ul style="list-style-type: none"> Delays any unnecessary separation of mother and baby 				
5. Works collaboratively with other practitioners	<ul style="list-style-type: none"> Acts in accordance with the NMC Code of professional conduct 				
6. Keep accurate records	<ul style="list-style-type: none"> Assists in keeping accurate & legible records which include planning, implementation & evaluation of care, intervention & findings 				

<u>Initiation & continuance of breastfeeding</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Participates in communicating sensitively the importance of breastfeeding & the consequences of not breastfeeding, in terms of health outcomes 				
	<ul style="list-style-type: none"> Observes a variety of forums where information is shared in respect of the advantages & disadvantages of different infant feeding methods 				
1. Understand & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand					
2. Support women to breastfeed	<ul style="list-style-type: none"> Has a willingness to learn from women 				
	<ul style="list-style-type: none"> Participates in explaining to women the importance of baby-led feeding in relation to the establishment & maintenance of breastfeeding 				
	<ul style="list-style-type: none"> Recognises effective positioning, attachment, suckling & milk transfer 				
	<ul style="list-style-type: none"> Is able help teach mothers the necessary skills to enable them to position and attach their baby effectively for breastfeeding 				
	<ul style="list-style-type: none"> Explains to women the importance of their baby rooming-in with them and baby holding in the postnatal period as a means of facilitating breastfeeding 				
	<ul style="list-style-type: none"> Participates in teaching women how to hand express their breast milk and how to store, freeze & warm it with consideration to aspects of infection control 				

<u>Medicinal Products Management</u> 1. In the course of their professional practice, supply & administer medicinal products safely & in a timely manner, including controlled drugs	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Administers oral medication to women safely under direct supervision 				
	<ul style="list-style-type: none"> Utilises and disposes of equipment needed to prepare/administer medication (e.g. needles, syringes, gloves) safely 				
2. Work in partnership with women to share information about alternative approaches to using medication, where appropriate	<ul style="list-style-type: none"> Demonstrates awareness of a range of commonly recognized approaches to supporting women throughout childbirth, eg relaxation, distraction, life style advice 				

Maternity Insight into Nursing Experience

European Union Directive 2005/36/EC (NMC, 2009)

To meet the requirements of the European Union Directive, it is essential that you have experience of care within the fields of medicine and surgery to include gynaecology. This is a compulsory component of your programme and your Practice Liaison Tutor and Learning Environment Lead for your locality can help you to identify suitable opportunities. Throughout your 3 year programme it is expected that you will identify areas of learning that fall outside the sphere of midwifery practice.

Aims

- To gain an insight into women's health and gynaecological issues so that they can recognise and refer abnormalities encountered during midwifery practice
- To gain an insight into the nursing care required for extremely sick women such as those requiring high dependency or intensive care or prolonged bed rest
- To appreciate the roles of specialist nurses and other specialist professionals and to know when and how to refer to them if necessary

Method of Assessment

Using a reflective log you will identify and explore experience within the field of medical and surgical nursing. These experiences will widen perspective and assist you to care for women who fall outside the sphere of normal midwifery.

- The total hours of experience should be a minimum of 37.5 hours (but not more than 75 hours) over your programme and must be recorded on your timesheets.
- The experiences can be isolated or cyclical and linked, building on previous learning.
- You must complete an 'Evidence of practice visit and short placement' form showing evidence of the experience.
- It is anticipated that you will complete five reflective logs ideally over your first and second years to demonstrate what you have learnt and how this experience will influence your midwifery practice.

It is essential that you have five experiences completed in order to meet the EU requirement. The reflective logs will be graded Pass/Fail.

Suggested Insight Experiences

This is a list of suggested insights that you can organise to meet this requirement of your programme. This is not an exhaustive list and if other opportunities present themselves then discuss with your mentor and if appropriate take advantage of them.

- Tissue Viability Nurse including wound care
- Infection Control team
- Emergency Department
- Critical Care Outreach team
- Discharge Co-ordinator
- General ITU/HDU areas
- Day Surgery
- Gynaecology minor surgery including colposcopy clinic
- Diabetic nurse Specialist
- Liaison psychiatric service

This will be a short visit shadowing for a day or two, you are expected to organise these yourself over the first two years of your programme. **You must ensure that your experiences show evidence of insight into the field of medicine and surgery, including women with pathological gynaecological conditions.**

Your Locality tutors will be able to provide you with a list of email and or telephone contacts for departments specific to your locality. You may also seek assistance from the learning environment lead and the nursing PLTs within your locality. Please complete 2 reflective logs for your first year and at least 3 in your second year.

Reflective Log 1

Reflective Log 2

Service User and Carer Feedback

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers can lead to valuable insights into practice. During the course of the year you are required to keep a log of feedback you have had documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC, 2008).

Summary of Feedback:

Log 1

Summary of Feedback:

Log 2

Summary of Feedback:
Log 3

Summary of Feedback:
Log 4

Summary of Feedback: Relating to the assessment of emotional wellbeing and support of a client (E.g. at booking):
Log 5

Reflection on Service User Feedback

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **your own practice**. Please consider the feedback and reflect upon issues identified. You may wish to consider how well you have dealt with similar situations and whether you would now alter your approach to care based upon the feedback. You may not choose to share all of your thinking and include only the pertinent points (Moon, 2006). Please ensure confidentiality is maintained in this account (NMC, 2008).

Date:

Summary of issues:

Critical analysis of event: (This involves breaking the issues or situation down and examining it from a number of different points of view. Consideration of the following may assist you in this: What were the main issues from the service user, family's or carer's perspective? What has been your involvement in situations similar to those discussed? What are your own feelings? You may also want to include reading that has been relevant to your understanding)

What have you learnt that will impact upon your future practice:

(Think about how this feedback may help you. What was good or bad about the experience? Would you now handle events differently if in a similar situation? Are there any implications for the care, safety and well-being of others?)

Issues to be followed up and thoughts on how you will so this:

(Consider how you might use the information to actively seek ways to extend your own knowledge, skills and practice to improve the quality of care you give).

Comments from mentor:

Signature and date:

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development*. 2nd Edn. Abingdon: Routledge.

Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC.

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

Name of placement

A VISIT is considered to be no longer than one day. A SHORT PLACEMENT is considered to be a maximum of 2 weeks.

1. Outcomes and learning needs to be met:
2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student):
3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date _____

Mentor's name:

Signature:

Date

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Student's signature:

Date _____

Mentor's name:

Signature:

Date _____

Year 1 Practice Time sheets

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Summary of Practice Hours

Student Name:

URN:

Locality:

	Community	Delivery Suite	Antenatal Ward	Postnatal Ward	Antenatal Clinic	Antenatal Day Unit	Clinics	NNU/SCBU	Nursing	Other	Total
Essential Midwifery Practice Module 1											

Verified Correct by:

Personal Tutor Name:

Signature:

Date:

NB: Student to complete Record of Attendance in Placement form available on Surrey Learn for summary of sickness and night duty and submit with portfolio.

Tutor to photocopy page for student file.

Checklist to be completed by the student:

Year One

Module Name: Essentials of Midwifery Practice

Time sheets & summary
of hours sheet

☐

Service User feedback

☐

Nursing experience logs

☐

Grading tool marks
awarded:

☐☐☐☐☐

Essential skills clusters signed

☐

Visits & placement forms

☐

Practice evaluations
submitted online

☐

Photocopy of assessment pages
and online forms

☐

Confirmation of achievement of practice requirements Year 1:

This is to confirm that I (Sign off Mentor's
name)

Agree that (Student's name:)

has met the NMC practice requirements for entry into the second year (completion of Skills
Clusters and has passed final grading tool (i.e. no red scores)

Signature:Date:

Documentation Complete

☐

Verified by Personal Tutor / academic member of staff:

Signature:Date:

Tutor to photocopy this sheet and process to examination office.

Developing Midwifery Practice

Module 2

Level 5

Number of Credits: 60

Expected student practice hours: 1050 (including 3 weeks elective)

Module Leader:

Julia Boon

Aims and Learning Outcomes:

Aims

The aim of this module is to enhance skills in providing evidence based care to women and neonates and to recognise and respond appropriately to deviations from the norm.

Learning Outcomes

On completion of the module, the student should be able to:

1. Complete the essential skills clusters at the end of the first progression point
2. Act with limited supervision and direction in providing care to women, families and neonates in normal childbearing and more complicated pregnancies.
3. Demonstrate an awareness of how to manage breastfeeding in special circumstances and women experiencing breastfeeding problems.
4. Undertake complex and non-routine skills required to care for women and neonates experiencing obstetric emergencies, this may be in a simulated environment.
5. Successfully complete the drug assessment and assessment of teaching in practice.

Method of Assessment:***Formative Assessment***

Advice & feedback from mentors
Reflection upon feedback from service users
Formative teaching assessment in practice with mentor
Reflection plan discussed in tutorial

Summative Assessment

Year 2 practice portfolio demonstrating achievement of essential skills clusters and mentor grading (including drug assessment in practice & teaching OSCE – 50% (pass mark 40%)

Written reflection– 50% (pass mark 40%)

Summary of Practice Experience – Year 2

On Each Placement:

1. Student allocated a mentor who completes the induction to ward & signs mentor signature sheet
2. Student completes SWOT analysis
3. Initial review with mentor and learning agreement completed based upon SWOT analysis and previous comments from mentors and on-going achievement records.
4. Proposed date for interim review identified
5. Complete time sheets & Record of Practice Experience daily



Midway Through Each Placement:

1. Interim review of progress & contact Tutor if required
2. Review of Essential Skills Clusters achieved & Record of Practice Experience
3. On-going learning needs identified and developmental action plan completed
4. Proposed date for final review identified



At The End of Each Placement:

1. Grading tool completed by mentor.
2. Personal Tutor contacted if cause for concern and action plan completed.
3. Review of Essential Skills Clusters achieved & Record of Practice Experience
4. Final review carried out & On-going record of achievement completed by mentor



Once Per Year

1. By the end of the final placement check that the student has achieved all the Essential Skills Clusters & had each signed by their mentor (including Checklist Page)
2. Service User Feedback: Student arranges time to obtain service user feedback. Reflection upon conversation documented by student and discussed with mentor.
3. Complete and pass Drug Assessment in practice
4. Complete and pass Teaching Assessment in practice
5. For short placements and for visits complete a form for each
6. For recovery & SCBU placements complete the forms included.
7. For nursing placements complete the reflective log and short placement form.
8. Submit written Reflection to University.
9. Ensure that midwifery PLT attends at least one grading tool meeting to moderate mark awarded.



Progression Point at the End of each Year

1. Grading tools completed for each placement & grades written onto checklist
2. Essential Skills Clusters achieved
3. Reflection on service user feedback documented.
4. Initial, interim and final review / on-going achievement record completed in each placement
5. Visit and short placement forms completed as required
6. Hours signed and totalled and Summary Of Practice Hours completed
7. All paperwork completed and signed
8. Personal Tutor contacted if required

Year 2

Placement 1

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of Trust/NMC guidance	Basic discussion of Trust/NMC guidance	Able to apply Trust/NMC guidance under close supervision	Able to apply Trust/NMC guidance under supervision	Starting to apply Trust/NMC guidance under indirect supervision	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Limited ability to adapt practice to meet individual needs	Needs prompting to meet needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Provide seamless care & appropriate interventions in partnership with women & care providers	Lacks insight into planning & providing care	Limited ability to provide seamless care	Needs prompting to provide care	Provides satisfactory care	Takes the appropriate lead in providing care	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Very limited ability to identify emergencies	Limited understanding of emergency measures	Needs prompting to provide emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Examine & care for babies with specific health & social care needs	Limited insight into needs	Needs prompting to assess needs	Satisfactory assessment & referral as appropriate	Appropriate recognition & referral	Takes the lead under supervision of recognition & referral	
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self care	Limited insight into support required	Needs prompting to give advice & support	Gives satisfactory advice & support	Provides advice & support routinely	Utilises all educational opportunities correctly	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Contribute to enhancing the health & social wellbeing of individuals & their communities	Limited understanding of risk identification	Requires prompting to identify at risk groups	Satisfactorily identifies at risk groups	Considers public health aspects when planning care	Uses best evidence to reduce maternal & perinatal mortality & morbidity	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback	Very limited identification of evidence base	Minimal identification & application of evidence	Some interpretation & evaluation of evidence	Beginning to evaluate evidence base and apply to practice	Appraises evidence base & applies this to practice	
Inform and develop reflective practice using best evidence	Lacks insight into value of reflection to practice	Limited development of reflective skills	Utilising reflective skills in practice with prompting	Using reflection on action independently	Incorporates reflective skills in and on action	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	
Student sign and print name:		Personal tutor sign and print name:			Date:	
Full Mark						

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency.		
Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Practise in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Provide seamless care & appropriate interventions in partnership with women & care providers		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Examine & care for babies with specific health & social care needs		
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self-care		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Contribute to enhancing the health & social wellbeing of individuals & their communities		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback		
Inform and develop reflective practice using best evidence		
Mentor sign and print name	Sign off Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:
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Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: Yes / No

Year 2

Placement 2

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of Trust/NMC guidance	Basic discussion of Trust/NMC guidance	Able to apply Trust/NMC guidance under close supervision	Able to apply Trust/NMC guidance under supervision	Starting to apply Trust/NMC guidance under indirect supervision	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Limited ability to adapt practice to meet individual needs	Needs prompting to meet needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Provide seamless care & appropriate interventions in partnership with women & care providers	Lacks insight into planning & providing care	Limited ability to provide seamless care	Needs prompting to provide care	Provides satisfactory care	Takes the appropriate lead in providing care	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Very limited ability to identify emergencies	Limited understanding of emergency measures	Needs prompting to provide emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Examine & care for babies with specific health & social care needs	Limited insight into needs	Needs prompting to assess needs	Satisfactory assessment & referral as appropriate	Appropriate recognition & referral	Takes the lead under supervision of recognition & referral	
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self care	Limited insight into support required	Needs prompting to give advice & support	Gives satisfactory advice & support	Provides advice & support routinely	Utilises all educational opportunities correctly	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Contribute to enhancing the health & social wellbeing of individuals & their communities	Limited understanding of risk identification	Requires prompting to identify at risk groups	Satisfactorily identifies at risk groups	Considers public health aspects when planning care	Uses best evidence to reduce maternal & perinatal mortality & morbidity	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback	Very limited identification of evidence base	Minimal identification & application of evidence	Some interpretation & evaluation of evidence	Beginning to evaluate evidence base and apply to practice	Appraises evidence base & applies this to practice	
Inform and develop reflective practice using best evidence	Lacks insight into value of reflection to practice	Limited development of reflective skills	Utilising reflective skills in practice with prompting	Using reflection on action independently	Incorporates reflective skills in and on action	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	
Student sign and print name:		Personal tutor sign and print name:			Date:	
Full Mark						

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency.		
Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Practise in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Provide seamless care & appropriate interventions in partnership with women & care providers		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Examine & care for babies with specific health & social care needs		
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self-care		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Contribute to enhancing the health & social wellbeing of individuals & their communities		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback		
Inform and develop reflective practice using best evidence		
Mentor sign and print name	Sign off Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:
-----------------------------	--

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 2

Placement 3

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of Trust/NMC guidance	Basic discussion of Trust/NMC guidance	Able to apply Trust/NMC guidance under close supervision	Able to apply Trust/NMC guidance under supervision	Starting to apply Trust/NMC guidance under indirect supervision	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Limited ability to adapt practice to meet individual needs	Needs prompting to meet needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Provide seamless care & appropriate interventions in partnership with women & care providers	Lacks insight into planning & providing care	Limited ability to provide seamless care	Needs prompting to provide care	Provides satisfactory care	Takes the appropriate lead in providing care	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Very limited ability to identify emergencies	Limited understanding of emergency measures	Needs prompting to provide emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Examine & care for babies with specific health & social care needs	Limited insight into needs	Needs prompting to assess needs	Satisfactory assessment & referral as appropriate	Appropriate recognition & referral	Takes the lead under supervision of recognition & referral	
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self care	Limited insight into support required	Needs prompting to give advice & support	Gives satisfactory advice & support	Provides advice & support routinely	Utilises all educational opportunities correctly	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Contribute to enhancing the health & social wellbeing of individuals & their communities	Limited understanding of risk identification	Requires prompting to identify at risk groups	Satisfactorily identifies at risk groups	Considers public health aspects when planning care	Uses best evidence to reduce maternal & perinatal mortality & morbidity	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback	Very limited identification of evidence base	Minimal identification & application of evidence	Some interpretation & evaluation of evidence	Beginning to evaluate evidence base and apply to practice	Appraises evidence base & applies this to practice	
Inform and develop reflective practice using best evidence	Lacks insight into value of reflection to practice	Limited development of reflective skills	Utilising reflective skills in practice with prompting	Using reflection on action independently	Incorporates reflective skills in and on action	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	
Student sign and print name:		Personal tutor sign and print name:			Date:	
Full Mark						

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency.		
Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Practise in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Provide seamless care & appropriate interventions in partnership with women & care providers		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Examine & care for babies with specific health & social care needs		
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self-care		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Contribute to enhancing the health & social wellbeing of individuals & their communities		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback		
Inform and develop reflective practice using best evidence		
Mentor sign and print name	Sign off Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 2

Placement 4

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Limited understanding of Trust/NMC guidance	Basic discussion of Trust/NMC guidance	Able to apply Trust/NMC guidance under close supervision	Able to apply Trust/NMC guidance under supervision	Starting to apply Trust/NMC guidance under indirect supervision	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Practice in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures	Limited ability to adapt practice to meet individual needs	Needs prompting to meet needs	Developing confidence in providing flexible care to meet individuals needs	Confident & competent in adapting care to meet individual needs	Confident & competent in adapting care, uses initiative to identify ways to meet needs	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Provide seamless care & appropriate interventions in partnership with women & care providers	Lacks insight into planning & providing care	Limited ability to provide seamless care	Needs prompting to provide care	Provides satisfactory care	Takes the appropriate lead in providing care	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Very limited ability to identify emergencies	Limited understanding of emergency measures	Needs prompting to provide emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Examine & care for babies with specific health & social care needs	Limited insight into needs	Needs prompting to assess needs	Satisfactory assessment & referral as appropriate	Appropriate recognition & referral	Takes the lead under supervision of recognition & referral	
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self care	Limited insight into support required	Needs prompting to give advice & support	Gives satisfactory advice & support	Provides advice & support routinely	Utilises all educational opportunities correctly	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Contribute to enhancing the health & social wellbeing of individuals & their communities	Limited understanding of risk identification	Requires prompting to identify at risk groups	Satisfactorily identifies at risk groups	Considers public health aspects when planning care	Uses best evidence to reduce maternal & perinatal mortality & morbidity	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback	Very limited identification of evidence base	Minimal identification & application of evidence	Some interpretation & evaluation of evidence	Beginning to evaluate evidence base and apply to practice	Appraises evidence base & applies this to practice	
Inform and develop reflective practice using best evidence	Lacks insight into value of reflection to practice	Limited development of reflective skills	Utilising reflective skills in practice with prompting	Using reflection on action independently	Incorporates reflective skills in and on action	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	
Student sign and print name:		Personal tutor sign and print name:			Date:	
Full Mark						

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency.		
Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Practise in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Provide seamless care & appropriate interventions in partnership with women & care providers		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Examine & care for babies with specific health & social care needs		
Care for & monitor women offering necessary evidence-based advice & support regarding baby & self-care		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Contribute to enhancing the health & social wellbeing of individuals & their communities		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback		
Inform and develop reflective practice using best evidence		
Mentor sign and print name	Sign off Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 2

Placement 5
(if required)

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
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ID badge	Explain practice experience policy for ID badges
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STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

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Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

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Date:

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Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

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Final review and on-going record of achievement

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Date:

Name:		Start Date		End Date		
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Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	
Student sign and print name:		Personal tutor sign and print name:			Date:	
Full Mark						

Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

KEY and ACTIONS

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Level 5 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency.		
Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
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Practise in a way which respects, promotes & supports individuals' rights, interests, preferences, beliefs & cultures		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
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Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Apply relevant knowledge to practice by critical appraisal of evidence & gaining user feedback		
Inform and develop reflective practice using best evidence		
Mentor sign and print name	Sign off Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature: _____ Date: _____

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

Personal Tutor's name: _____ Signature _____ Date: _____

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature: _____ Date: _____

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

Personal Tutor's name: _____ Signature _____ Date: _____

Action Plan Achieved: Yes / No _____

Essential Skills Clusters for Pre-registration Midwifery Education

To be completed by the end of year 2:

Women can trust/expect a student midwife to:

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
1. Be attentive & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand	<ul style="list-style-type: none"> Communicates effectively so that the meaning is clear 				
	<ul style="list-style-type: none"> Use strategies to communication & remove barriers in order to make communication effective 				
	<ul style="list-style-type: none"> Records information accurately & clearly on the basis of observation & communication 				
	<ul style="list-style-type: none"> Always seeks to confirm understanding 				
	<ul style="list-style-type: none"> Responds in a way that confirms what the woman is communicating 				
	<ul style="list-style-type: none"> Communicates the needs & wishes of the woman to other professionals 				
	<ul style="list-style-type: none"> Participates in group sessions to share information 				
2. Protect & treat as confidential all information relating to themselves and their care	<ul style="list-style-type: none"> Applies the principles of confidentiality as outlines in the NMC A-Z of advice 				
	<ul style="list-style-type: none"> Protects and treats information as confidential except where sharing of information is required for the purposes of safeguarding and/or public protection 				
	<ul style="list-style-type: none"> Applies the basic principles of data protection 				

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
3. Enable women to make choices about their care by informing women of the choices available to them and providing evidenced-based information about benefits and risks of options so that women can make a fully informed decision	<ul style="list-style-type: none"> Participates in sharing evidence-based information in order for them to make an informed decision about their care 				
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected	<ul style="list-style-type: none"> Applies principles of consent in accordance with the NMC Code of professional conduct: standards for conduct, performance & ethics (2008) 				
	<ul style="list-style-type: none"> Participates in ensuring that the meaning of consent is understood by the woman 				

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
5. Treat women with dignity and respect them as individuals	<ul style="list-style-type: none"> Takes a woman-centered approach to care 				
	<ul style="list-style-type: none"> Demonstrates respect for diversity & individual preferences 				
	<ul style="list-style-type: none"> Applies the concepts of dignity 				
	<ul style="list-style-type: none"> Delivers care with dignity making use of the environment, self, skills & attitude 				
	<ul style="list-style-type: none"> Identifies factors which maintain the dignity of women 				
	<ul style="list-style-type: none"> Acts in a way that demonstrates respect for others & that promotes & values differences 				
6. Work in partnership with women in a manner that is diversity sensitive and is free from discrimination, harassment and exploitation	<ul style="list-style-type: none"> Participates in working partnership with women in a way that is sensitive to age, culture, religion, spiritual beliefs, disability, gender & sexual orientation 				
	<ul style="list-style-type: none"> Respects people's rights 				
	<ul style="list-style-type: none"> Adopts a principled approach to care underpinned by the NMC Code 				

<u>Communication:.</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
7. Provide care that is delivered in a warm, sensitive & compassionate way	<ul style="list-style-type: none"> Is attentive and acts with kindness & dignity 				
	<ul style="list-style-type: none"> Recognises the appropriateness of silence in certain situations 				
	<ul style="list-style-type: none"> Is able to initiate a conversation 				
	<ul style="list-style-type: none"> Takes into account the woman's responses 				
	<ul style="list-style-type: none"> Talks in manner that is interpreted by the woman as warm, sensitive, kind & compassionate 				
	<ul style="list-style-type: none"> Maintains a supportive relationship with women & their families 				
8. Be confident in their own role within a multi-disciplinary / multi-agency team	<ul style="list-style-type: none"> Works within the NMC Code of professional conduct (NMC 2008) 				
	<ul style="list-style-type: none"> Works as an active team member 				
	<ul style="list-style-type: none"> Supports & assists others appropriately 				
	<ul style="list-style-type: none"> Values others roles & responsibilities within the team & interacts appropriately 				
	<ul style="list-style-type: none"> Communicates with colleagues verbally (face to face & by telephone) and in writing & electronically & checks that the communication has been fully understood 				
	<ul style="list-style-type: none"> Reflects on own practice & discusses issues with other members of the team to enhance learning 				

<u>Initial Consultation Between the Woman & the Midwife</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
1. Be confident in sharing information about antenatal screening tests	<ul style="list-style-type: none"> Is aware of the main NHS-managed antenatal screening programmes that are offered to pregnant women 				
	<ul style="list-style-type: none"> Participates in sharing information with women about common antenatal screening tests 				
	<ul style="list-style-type: none"> Can respect the decision of women to decline services or treatment 				
2. Complete an initial consultation accurately ensuring women are at the centre of care	<ul style="list-style-type: none"> Ensures consent is obtained before any care is initiated 				
	<ul style="list-style-type: none"> Assists in determining preferences to maximize an individual approach to care 				
	<ul style="list-style-type: none"> Participates in explaining to women the aim of the initial consultation relevant to gestation 				
	<ul style="list-style-type: none"> Participates in assessing maternal & fetal wellbeing, relevant to the stage of pregnancy 				
	<ul style="list-style-type: none"> Participates in explaining findings in a sensitive manner and encourages women to ask questions 				
	<ul style="list-style-type: none"> Participates in explaining to women lifestyle considerations in relation to diet, smoking & drugs 				
<u>3. Work collaboratively with other healthcare professionals & external agencies</u>	<ul style="list-style-type: none"> Works alongside other healthcare professionals who input into antenatal care 				

<u>Initial Consultation Between the Woman & the Midwife</u>	The student midwife can:	Achieved: Mentor Sign/date		Not Achieved: Mentor Sign/date	
4. Be the first point of contact when seeking advice &/or information about being pregnant	<ul style="list-style-type: none"> Demonstrates how and where midwives can be accessed as the first point of contact 				
<u>Normal Labour & Birth</u> 1. Work in partnership with women to facilitate a birth environment that supports their needs	<ul style="list-style-type: none"> Ensures a woman-centred approach to care 				
	<ul style="list-style-type: none"> Is sensitive to cultural & social factors when providing care for women 				
	<ul style="list-style-type: none"> Respects the rights of women 				
	<ul style="list-style-type: none"> Ensures privacy & provides care with dignity making appropriate use of the environment 				
	<ul style="list-style-type: none"> Participates in 'being with women' during their labour & birth to provide safe and sensitive care 				
	<ul style="list-style-type: none"> Incorporates birth plans & instructions that identify the wishes of women, in any care provided 				
	<ul style="list-style-type: none"> Respects silence 				
	<ul style="list-style-type: none"> Participates in changing the physical environment to meet the needs of women, such as lighting, furniture, temperature 				

<u>Normal Labour & Birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
2. Be attentive to the comfort needs of women before, during & after the birth	<ul style="list-style-type: none"> Participates in ensuring the comfort needs in women are met such as: <ul style="list-style-type: none"> Bladder care Appropriate hydration Nutritional intake Hygiene requirements Prevention of infection Assessment of skin integrity 				
	<ul style="list-style-type: none"> Participates in working with women to determine their coping strategies in order to support their preferences for pain management, such as mobilizing, different positions, use of water, silence 				
3. Determine the onset of labour	<ul style="list-style-type: none"> Participates in using observation, history taking and clinical assessment to determine the onset of labour 				
4. Determine the wellbeing of women & their unborn babies	<ul style="list-style-type: none"> Participates in the monitoring of maternal vital signs, such as maternal pulse & blood pressure 				
	<ul style="list-style-type: none"> Participates in monitoring fetal wellbeing & colour & intermittent fetal heart using a Pinard stethoscope 				
5. Measure, assess & facilitate the progress of normal labour	<ul style="list-style-type: none"> Participates in assessing the progress of labour using: <ul style="list-style-type: none"> Observation eg behaviour Abdominal examination Vaginal examination where appropriate 				
	<ul style="list-style-type: none"> Participates in informing women sensitively about their progress, giving feedback in a positive manner 				

<u>Normal labour & birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
5. Measure, assess & facilitate the progress of normal labour	<ul style="list-style-type: none"> Assists in supporting women to use a variety of birthing aids, such as birthing balls 				
6. Support women & their partners in the birth of their babies	<ul style="list-style-type: none"> Recognises the importance of offering choices related to this phase & sensitively informs women of their progress 				
	<ul style="list-style-type: none"> Recognises the latent and active phase of birth 				
	<ul style="list-style-type: none"> Assists in preparing necessary equipment for the birth 				
	<ul style="list-style-type: none"> Assists in monitoring maternal & fetal wellbeing 				
7. Facilitate the mother and baby to remain together	<ul style="list-style-type: none"> Assists in assessing the wellbeing of the baby 				
	<ul style="list-style-type: none"> Supports feeding when the baby is ready, monitoring close proximity of the mother to the baby 				
	<ul style="list-style-type: none"> Delays any unnecessary separation of mother and baby & baby, avoiding routine procedures such as weighing 				
8. Identify & safely manage appropriate emergency procedures	<ul style="list-style-type: none"> Participates in 'drills and skills' procedures related to adult resuscitation 				
	<ul style="list-style-type: none"> Is confident in initiating basic emergency call procedures relevant to local policy 				
9. Works collaboratively with others	<ul style="list-style-type: none"> Acts in accordance with the NMC Code (2008) 				
10. Keep accurate records	<ul style="list-style-type: none"> Assists in keeping accurate & legible records which include planning, implementation & evaluation of care, intervention & findings 				

<u>Initiation & continuance of breastfeeding</u> 1. Understand & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Participates in communicating sensitively the importance of breastfeeding & the consequences of not breastfeeding, in terms of health outcomes 				
	<ul style="list-style-type: none"> Observes a variety of forums where information is shared in respect of the advantages & disadvantages of different infant feeding methods 				
2. Respect social & cultural factors that may influence the decision to breastfeed	<ul style="list-style-type: none"> Has an awareness of own thoughts & feelings about infant feeding in order to facilitate information sharing to be ethical and non-judgmental 				
	<ul style="list-style-type: none"> Is sensitive to issues of diversity when sharing information with women 				
	<ul style="list-style-type: none"> Respects the rights of women 				
3. Support women to breastfeed	<ul style="list-style-type: none"> Has a willingness to learn from women 				
	<ul style="list-style-type: none"> Participates in explaining to women the importance of baby-led feeding in relation to the establishment & maintenance of breastfeeding 				
	<ul style="list-style-type: none"> Recognises effective positioning, attachment, suckling & milk transfer 				
	<ul style="list-style-type: none"> Is able help teach mothers the necessary skills to enable them to position and attach their baby effectively for breastfeeding 				

<u>Initiation & continuance</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
3. Support women to breastfeed	<ul style="list-style-type: none"> Explains to women the importance of their baby rooming-in with them and baby holding in the postnatal period as a means of facilitating breastfeeding 				
	<ul style="list-style-type: none"> Participates in teaching women how to hand express their breast milk and how to store, freeze & warm it with consideration to aspects of infection control 				
4. Recognise appropriate infant growth & development, including where referral for further advice/action is required	<ul style="list-style-type: none"> Participate in assessing appropriate growth and development of the neonate 				
	<ul style="list-style-type: none"> Participates in carrying out physical examinations as necessary, with parent's consent 				
	<ul style="list-style-type: none"> Informs women of the findings from any assessment/examination performed, in a manner that is understood by the woman 				
5. Work collaboratively with other practitioners and external agencies	<ul style="list-style-type: none"> Works within the NMC Code (2008) 				
	<ul style="list-style-type: none"> Works actively as a team member 				
	<ul style="list-style-type: none"> Values others' roles and responsibilities in supporting women to breastfeed 				
	<ul style="list-style-type: none"> Shares information about national & local agencies & networks that are available to support women in the continuation of breastfeeding, for example Lactation Consultants, National Childbirth Trust and La Leche League 				

<u>Initiation & continuance of breastfeeding</u> 6. Support women to breastfeed in challenging circumstances	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Is aware of the limited number of situations in which exclusive breastfeeding is not possible and participate in supporting women to partially breastfeed to artificially feed 				
	<ul style="list-style-type: none"> Is sensitive to the needs of women & their partners 				
<u>Medicinal Products Management</u> 1. Within the parameters of normal childbirth, ensure safe & effective practice through comprehensive knowledge of medicinal products, their actions, risks & benefits including the ability to recognize & respond safely to adverse drug events	<ul style="list-style-type: none"> Applies an understanding of basic pharmacology, how medicinal products act & interact in the systems of the body as well as their therapeutic action in all aspects related to midwifery practice 				
	<ul style="list-style-type: none"> Uses knowledge & understanding of commonly supplied or administered medicinal products to the woman or baby in order to act promptly in cases where side effects & adverse reactions occur 				
	<ul style="list-style-type: none"> Manages drug administration safely & monitors its effect 				
	<ul style="list-style-type: none"> Reports adverse incidents & near misses & adverse drug reactions 				
	<ul style="list-style-type: none"> Manages anaphylaxis safely 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
2. Undertake medicinal product calculations correctly & safely	<ul style="list-style-type: none"> Competent in calculating common dosages of medicinal products used in normal midwifery practice 				
3. Supply & administer medicinal products safely & in a timely manner, including controlled drugs	<ul style="list-style-type: none"> Administers oral medication to women safely under direct supervision 				
	<ul style="list-style-type: none"> Utilises and disposes of equipment needed to prepare/administer medication (e.g. needles, syringes, gloves) safely 				
4. Keep & maintain accurate records, which includes when working within a multi-disciplinary framework & as part of a team	<ul style="list-style-type: none"> Demonstrates an understanding of professional responsibility in maintaining accurate records including regulation, national & local policy & guidelines 				
	<ul style="list-style-type: none"> Under supervision is able to take a medicine history 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
5. Work within the legal & ethical framework that underpins safe & effective medicinal products management, as well as in conjunction with national guidelines & local policies	<ul style="list-style-type: none"> Demonstrates an understanding of the legal and ethical frameworks relating to safe administration of medicinal products in practice 				
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 babies or their babies	<ul style="list-style-type: none"> Participates in involving women in administration and/or the self-administration of medicinal products 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
7. Work in partnership with women to share information about alternative approaches to using medication, where appropriate	<ul style="list-style-type: none"> Demonstrates awareness of a range of commonly recognized approaches to supporting women throughout childbirth, eg relaxation, distraction, life style advice 				
8. Order, receive, store, transport & dispose of medicinal products safely & in accordance with relevant legislation, in any midwifery setting (including controlled drugs)	<ul style="list-style-type: none"> Applies knowledge of local policies to safe storage and transport of medicinal products 				
	<ul style="list-style-type: none"> Demonstrate ability to store medicinal products safely 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
9. Use & evaluate up-to-date information on medicinal products management & work within national & local policies & guidelines using appropriate reference	<ul style="list-style-type: none"> Is able to access commonly used evidence-based sources of information relating to the safe & effective management of medicinal products 				

Assessment by Mentor of Teaching a Client or Small Group

First Attempt Date: _____

Assessing mentor: _____

The aim of this assessment is to ascertain the students' midwifery ability to teach a small group during a parentcraft session or to teach a client a skill whilst on the postnatal ward.

Responsibilities of the student:

- The assessment can to be arranged towards the end of your community or postnatal allocation or at any time convenient to you and your mentor.
- The student needs to discuss this document with her mentor on the first day of the relevant placement.
- The student needs to arrange an assessment date with her mentor and inform the locality tutor if there is a problem.

Responsibilities of the mentor:

- The mentor needs to take time to read the assessment documentation as soon as possible;
- If the mentor has any queries she needs to contact the link midwife teacher for guidance and support;
- On the day of the assessment the mentor needs to:
 - Gain the verbal consent of the clients present that the student is being assessed during the teaching session/interaction
 - Inform ward staff that the assessment is taking place if applicable;
 - To observe the students practice for the teaching session, making notes as appropriate;
 - Complete the assessment documentation

Preparation:	Achieved	Not achieved	Comments:
Learners needs are identified			
Aims & learning outcomes clearly identified			
Planned teaching style & methods appropriate to topic & situation			
Aids suitably prepared			
Environment conducive to learning			
Timing agreed			
Relevant plan for the session prepared			
Presentation:	Achieved	Not achieved	Comments:
Pace and level of presentation appropriate			
Logical progression of session linked to client response			
Adaptability to clients' needs			
Learning checks made			
Client offered structured help/reinforcement where needed			
Clients encouraged to ask questions and assess own learning			
Use of summary			
Follow up offered to client			
Content:	Achieved	Not achieved	Comments:
Relevant to clients' needs			
Accurate information			
Level appropriate to clients' needs			

Relationships:	Achieved	Not achieved	Comments:
Rapport was established			
Client encouraged/praised			
Able to motivate/reinforce/inspire			
Client involvement encouraged			
Evaluation:	Achieved	Not achieved	Comments:
Learning outcomes were achieved			
Client encouraged to provide feedback			

Discussion Points and Feedback to Student:

Pass	
Fail	

Signature assessing clinician: _____

Student signature: _____

Assessment by Mentor of Teaching a Client or Small Group

Second Attempt Date: _____

Assessing mentor: _____

The aim of this assessment is to ascertain the students' midwifery ability to teach a small group during a parentcraft session or to teach a client a skill whilst on the postnatal ward.

Responsibilities of the student:

- The assessment can to be arranged towards the end of your community or postnatal allocation or at any time convenient to you and your mentor.
- The student needs to discuss this document with her mentor on the first day of the relevant placement.
- The student needs to arrange an assessment date with her mentor and inform the locality tutor if there is a problem.

Responsibilities of the mentor:

- The mentor needs to take time to read the assessment documentation as soon as possible;
- If the mentor has any queries she needs to contact the link midwife teacher for guidance and support;
- On the day of the assessment the mentor needs to:
 - Gain the verbal consent of the clients present that the student is being assessed during the teaching session/interaction
 - Inform ward staff that the assessment is taking place if applicable;
 - To observe the students practice for the teaching session, making notes as appropriate;
 - Complete the assessment documentation

Preparation:	Achieved	Not achieved	Comments:
Learners needs are identified			
Aims & learning outcomes clearly identified			
Planned teaching style & methods appropriate to topic & situation			
Aids suitably prepared			
Environment conducive to learning			
Timing agreed			
Relevant plan for the session prepared			
Presentation:	Achieved	Not achieved	Comments:
Pace and level of presentation appropriate			
Logical progression of session linked to client response			
Adaptability to clients' needs			
Learning checks made			
Client offered structured help/reinforcement where needed			
Clients encouraged to ask questions and assess own learning			
Use of summary			
Follow up offered to client			
Content:	Achieved	Not achieved	Comments:
Relevant to clients' needs			
Accurate information			
Level appropriate to clients' needs			

Relationships:	Achieved	Not achieved	Comments:
Rapport was established			
Client encouraged/praised			
Able to motivate/reinforce/inspire			
Client involvement encouraged			
Evaluation:	Achieved	Not achieved	Comments:
Learning outcomes were achieved			
Client encouraged to provide feedback			

Discussion Points and Feedback to Student:

Pass	
Fail	

Signature assessing clinician:

Student signature:

Drug Assessment in Practice (Year 2)

The student must be assessed giving two of the following drugs with their mentor (syntocinon IM, Syntometrine, Voltarol, paracetamol, Konakion MM oral or IM, Ferrous sulphate (or other iron supplement commonly used in Trust), Co-codamol (or other commonly used analgesic used in Trust). The midwife remains responsible for the administration of the drug. The student may practice with the mentor prior to the assessment.

First Attempt Date:

Ward area:

Mentors name:

Assessed element	Achieved	Not achieved	Comments
Checks prescription chart for: <ul style="list-style-type: none"> What is prescribed? Clearly written & signed for? Allergies? 			
Washes hands			
Find & check ID label against prescription chart & verbally check with patient			
Name of selected medication (Number 1):			
Student calculates dosage correctly			
Check expiry date			
Checks time is should be given & when last given			
Dispenses drug correctly			
Washes hands			
Documents correctly on clients drug chart (countersign entry)			

Assessed element	Achieved	Not achieved	Comments
Checks prescription chart for: <ul style="list-style-type: none"> What is prescribed? Clearly written & signed for? Allergies? 			
Washes hands			
Find & check ID label against prescription chart & verbally check with patient			
Name of selected medication (Number 2):			
Student calculates dosage correctly			
Check expiry date			
Checks time is should be given & when last given			
Dispenses drug correctly			
Washes hands			
Documents correctly on clients drug chart (countersign entry)			

The student has passed both drug calculations and assessment at 100%:

Yes No

Practice required by student prior to reassessment:

Mentor signature:

Date:

Drug Assessment in Practice (Year 2)

The student must be assessed giving two of the following drugs with their mentor (syntocinon IM, Syntometrine, Voltarol, paracetamol, Konakion MM oral or IM, Ferrous sulphate (or other iron supplement commonly used in Trust), Co-codamol (or other commonly used analgesic used in Trust). The midwife remains responsible for the administration of the drug. The student may practice with the mentor prior to the assessment.

Second Attempt Date:

Ward area:

Mentors name:

Assessed element	Achieved	Not achieved	Comments
Checks prescription chart for: <ul style="list-style-type: none"> What is prescribed? Clearly written & signed for? Allergies? 			
Washes hands			
Find & check ID label against prescription chart & verbally check with patient			
Name of selected medication (Number 1)			
Student calculates dosage correctly			
Check expiry date			
Checks time is should be given & when last given			
Dispenses drug correctly			
Washes hands			
Documents correctly on clients drug chart (countersign entry)			

Assessed element	Achieved	Not achieved	Comments
Checks prescription chart for: <ul style="list-style-type: none"> What is prescribed? Clearly written & signed for? Allergies? 			
Washes hands			
Find & check ID label against prescription chart & verbally check with patient			
Name of selected medication (Number 2)			
Student calculates dosage correctly			
Check expiry date			
Checks time is should be given & when last given			
Dispenses drug correctly			
Washes hands			
Documents correctly on clients drug chart (countersign entry)			

The student has passed both drug calculations and assessment at 100%:

Yes No

Feedback to student:

Mentor signature: _____

Date: _____

Maternity Insight into Nursing Experience

These reflective logs follow on from those completed in your first year.

Reflective Log 2

Reflective Log 3

Reflective Log 4

Reflective Log 5

SCBU/NICU Placement: induction

Induction programme for all pre-registration midwifery students.

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

Student Signature:

Date

Mentor's name:

Signature:

Date

SCBU/NICU Placement

1. Aims & objectives to be met on placement:

Aim:

- To gain a deeper awareness and understanding of the experience of women whose babies require special care.
- To develop knowledge and skills in providing intensive care for babies.

Objectives:

- Safely perform tube feeds as required for babies (to include passing NG tubes where applicable) and accurately assessing position and maintaining accurate feed charts
- Accurately demonstrate ability to measure and record babies blood glucose levels.
- Accurately perform and record neo-natal cardiovascular and respiratory observations, and demonstrate an understanding of when these deviate from the norm (such as 'grunting')
- Support mothers feeding choices; demonstrate the ability to assist with expressing and storage of breast milk.
- Demonstrate an understanding of the importance of good communication between the multi-disciplinary team with particular reference to the maternity unit when a baby is being cared for on the SCBU.
- Provide appropriate emotional support to parents with babies who are on SCBU.
- Provide support to breast and bottle feeding mothers

2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student)

3. **Mentors comments on student's performance and professional behaviour & whether aim & objectives were met & to confirm student's attendance for 75 hours**

Student Signature:	Date	
Mentor's name:	Signature:	Date

Service User and Carer Feedback

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers can lead to valuable insights into **your own practice and that of others**. During the course of the year you are required to keep a log of feedback you have had documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC,2008)

Summary of Feedback:
Log 1

Summary of Feedback:
Log 2

Summary of Feedback:
Log 3

Summary of Feedback:
Log 4

Summary of Feedback: Relating to the care of a client with a diagnosed or previously diagnosed mental health disorder:
Log 5

Reflection on Service User Feedback

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **practice and how you can support others**. Please consider the feedback and reflect upon issues identified. You may wish to consider how you and others acted, how you can support others better, what the consequences might be of alternative actions for service users, yourself and others. You may not choose to share all of your thinking and include only the pertinent points (Moon, 2006). Please ensure confidentiality is maintained in this account (NMC,2008).

Date:

Summary of issues:

Critical analysis of event: (This involves breaking the issues or a situation down and examining it from a number of different points of view. Consideration of the following may assist you in this: What were the main issues from the service user, family's or carer's perspective? What has been your involvement in situations similar to those discussed? What are your own feelings? You may also want to include reading that has been relevant to your understanding).

What have you learnt that will impact upon your future practice:

(Think about how this feedback may help you. Has this changed your way of thinking? Are there any implications for the care, safety and well-being of others? Can you support others better as a consequence of insights gained?)

Issues to be followed up and thoughts on how you will so this:

(Consider how you might share this information with colleagues based upon a new understanding of a situation and how you and others might deal differently with similar situations when they next occur).

Comments from mentor:

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development*. 2nd Edn. Abingdon: Routledge.
Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC.

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

Name of placement

A VISIT is considered to be no longer than one day. A SHORT PLACEMENT is considered to be a maximum of 2 weeks.

1. Outcomes and learning needs to be met:
2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student):
3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

Name of placement

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3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

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3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

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3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

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A VISIT is considered to be no longer than one day. A SHORT PLACEMENT is considered to be a maximum of 2 weeks

1. Outcomes and learning needs to be met:
2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student)
3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

Year 2 Practice Time sheets

Day	Date	Start Time	Finish Time	Hours Worked	Clinical Area	Mentor Signature
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Wednesday						
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Day	Date	Start Time	Finish Time	Hours Worked	Clinical Area	Mentor Signature
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Summary of Practice Hours

Student Name:

URN:

Locality:

	Community	Delivery Suite	Antenatal Ward	Postnatal Ward	Antenatal Clinic	Antenatal Day Unit	Clinics	NNU/SCBU	Nursing & Recovery	Other	Total
Essential Midwifery Practice Module 1											
Developing Midwifery Practice Module 2											

Verified Correct by:

Personal Tutor Name:

Signature:

Date:

NB: Student to complete Record of Attendance in Placement form available on Surrey Learn for summary of sickness and night duty and submit with portfolio.

Tutor to photocopy page for student file.

Checklist to be completed by the student:

Year Two

Module Name: **Developing Midwifery Practice**

Time sheets & summary
of hours sheet

☐

Service User feedback

☐

SCBU placement
forms

☐

Grading tool marks
Awarded:

☐☐☐☐☐☐

Essential skills clusters signed

☐

Visit & placement forms &
nursing logs

☐

Drug Assessment & teaching
assessment in practice

☐

Practice evaluations
submitted

☐

Photocopy of assessment
Pages & online forms

☐

Confirmation of achievement of practice requirements Year 2:

This is to confirm that I (Mentor's name)

Agree that (Student's name:)

has met the NMC practice requirements for entry into the third year (completion of
Essential Skills Clusters and has passed final grading tool (i.e. no red scores).

Signature:Date:

Documentation Complete

☐

Verified by Personal Tutor / academic member of staff:

Signature:.....Date:.....

Tutor to photocopy this sheet and process to examination office.

Year 3

Becoming an Autonomous Practitioner Practice Module 3

Level 6

Number of Credits: 60

Expected student practice hours: 825 hours

Module Leader:

Kath Lawton

Aims and Learning Outcomes:

Aims

The aim of this module is to focus on the final practice placement and the consolidation of learning as a student midwife, prior to registration as a midwife in line with NMC Regulations (2009).

Learning Outcomes

On completion of the module, the student should be able to:

1. Complete all elements of the NMC competencies and essential skills clusters and demonstrate completion of the required experience to meet the EC directives to enable entry to the NMC register
2. Use contemporary evidence and effective communication skills to demonstrate confidently and flexibly frequently occurring breastfeeding issues and their management in a simulated practice setting
3. Have a systematic understanding of management and leadership in practice
4. Undertake a simulated interview in the classroom setting
5. Carry out with minimal supervision a drug assessment competently, safely and correctly and in a timely manner.

Method of Assessment:

Formative Assessment

Advice & feedback from mentors in practice
Reflection upon feedback from service users
Formative breastfeeding OSCE

Summative Assessment

Year 3 practice portfolio demonstrating achievement of essential skills clusters plus graded competencies (including management OSCE & drug assessment in practice) – 50%

Breastfeeding OSCE – 50%

Each element of assessment must be passed at a minimum of 40%

Summary of Practice Experience – Year 3

On Each Placement:

1. Student allocated a mentor who completes the induction to ward & signs mentor signature sheet
2. Student completes SWOT analysis
3. Initial review with mentor and learning agreement completed based upon SWOT analysis and previous comments from mentors and on-going achievement records.
4. Proposed date for interim review identified
5. Complete time sheets & Record of Practice Experience daily



Midway Through Each Placement:

1. Interim review of progress & contact Tutor if required.
2. Review of Essential Skills Clusters achieved & Record of Practice Experience
3. On-going learning needs identified and developmental action plan completed
4. Proposed date for final review identified



At The End of Each Placement:

5. Grading tool completed by mentor.
6. Personal Tutor contacted if cause for concern and action plan completed.
7. Review of Essential Skills Clusters achieved & Record of Practice Experience
8. Final review carried out & On-going record of achievement completed by mentor



Once Per Year

1. By the end of the final placement check that the student has achieved all the Essential Skills Clusters & had each signed by their mentor (including Checklist Page)
2. Service User Feedback: Student arranges time to obtain service user feedback. Reflection upon conversation documented by student and discussed with mentor.
3. Complete and pass Breastfeeding OSCE
4. Complete and pass Drug Assessment in practice
5. Complete and pass Management Assessment in practice
6. For short placements and for visits complete a form for each
7. For recovery placement complete the form.
8. Ensure that midwifery PLT attends at least one grading tool meeting to moderate mark awarded.



Progression Point at the End of each Year

9. Grading tools completed for each placement & grades written onto checklist
10. Essential Skills Clusters achieved
11. Reflection on service user feedback documented.
12. Initial, interim and final review / on-going achievement record completed in each placement
13. Visit and short placement forms completed as required
14. Hours signed and totalled and Summary Of Practice Hours completed
15. All paperwork completed and signed
16. Personal Tutor contacted if required

Year 3

Placement 1

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Does not practise within own limitations & sphere of practice	Limited ability demonstrated to work within own limitations & sphere of practice	Demonstrates practise within own limitations & sphere of practise with occasional prompting	Demonstrates ability to practise within own limitations & sphere of practice routinely	Always demonstrates ability to practise within limitations and sphere of practise	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment	Unable to give example of guidelines & risk management strategies employed	Can superficially discuss policy & risk management strategies	With prompting identifies basic strategies integrated within midwifery practice	Able to articulate how risk management strategies are integrated within midwifery practice	Actively partakes in the implementation and development of risk management strategies	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Limited ability to identify emergencies	Needs prompting to undertake emergency measures	Satisfactorily provides emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies	Minimal ability to evaluate effectiveness of midwifery practice	Limited knowledge & ability to evaluate effectiveness of practice	Occasionally needs prompting to evaluate effectiveness of practice	Competent at evaluating & modifying midwifery practice demonstrated	Demonstrates excellent ability to evaluate & modify care to improve outcomes	
Developing the individual midwife & others	0	1	2	3	4	Mark Awarded
Review, develop & enhance knowledge, skills & fitness to practice	Not able to consider learning needs	Unrealistic learning needs expressed	Able to consider learning needs	Identifies appropriate learning needs & resources	Appropriate learning needs identified & plan of how to achieve	
Make effective use of the framework for statutory supervision of midwives	No understanding of role of Supervisor	Limited understanding of role of Supervisor	Understands the role of the SOM in critical incidents only	Developing a comprehensive appreciation of the role of SOM	Comprehensive understanding of role in developing practise	
Demonstrate effective working across professional boundaries & develop professional networks	Unable to work collaboratively	Limited ability to work collaboratively	Occasionally needs prompting to work collaboratively	Competent collaboration, communication & skills sharing among team	Demonstrates effective collaboration, communication & skills sharing	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Contribute to audit of practice in order to optimise care of women, babies & families	No understanding of audit & how this impacts on practise	Limited knowledge & audit of own & others practise	Understanding of audit of own & others practise	Evaluates practise using audit of own & others practise	Comprehensive understanding & contributes to audit	
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data	Unable to use IT system correctly	Limited IT ability	Needs prompting to use IT system to retrieve & record data	Records and uses IT system appropriately	Demonstrates ability to analyse data and apply this to practice	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	Full Mark
Student sign and print name:		Personal tutor sign and print name:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies		
Developing the individual midwife & others	Justification and Rationale For Mark Awarded:	
Review, develop & enhance knowledge, skills & fitness to practice		
Make effective use of the framework for statutory supervision of midwives		
Demonstrate effective working across professional boundaries & develop professional networks		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Contribute to audit of practice in order to optimise care of women, babies & families		
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data		
Mentor sign and print name:	Sign off – Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 3

Placement 2

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
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Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:		Date:
<hr/>		<hr/>
Mentor's Name:	Signature:	Date:
<hr/>	<hr/>	<hr/>
Proposed date for review of progress:		
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Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

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		Placement Area:				
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Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
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Developing the individual midwife & others	0	1	2	3	4	Mark Awarded
Review, develop & enhance knowledge, skills & fitness to practice	Not able to consider learning needs	Unrealistic learning needs expressed	Able to consider learning needs	Identifies appropriate learning needs & resources	Appropriate learning needs identified & plan of how to achieve	
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Demonstrate effective working across professional boundaries & develop professional networks	Unable to work collaboratively	Limited ability to work collaboratively	Occasionally needs prompting to work collaboratively	Competent collaboration, communication & skills sharing among team	Demonstrates effective collaboration, communication & skills sharing	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Contribute to audit of practice in order to optimise care of women, babies & families	No understanding of audit & how this impacts on practise	Limited knowledge & audit of own & others practise	Understanding of audit of own & others practise	Evaluates practise using audit of own & others practise	Comprehensive understanding & contributes to audit	
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data	Unable to use IT system correctly	Limited IT ability	Needs prompting to use IT system to retrieve & record data	Records and uses IT system appropriately	Demonstrates ability to analyse data and apply this to practice	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	Full Mark
Student sign and print name:		Personal tutor sign and print name:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies		
Developing the individual midwife & others	Justification and Rationale For Mark Awarded:	
Review, develop & enhance knowledge, skills & fitness to practice		
Make effective use of the framework for statutory supervision of midwives		
Demonstrate effective working across professional boundaries & develop professional networks		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Contribute to audit of practice in order to optimise care of women, babies & families		
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data		
Mentor sign and print name:	Sign off – Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Year 3

Placement 3

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Does not practise within own limitations & sphere of practice	Limited ability demonstrated to work within own limitations & sphere of practice	Demonstrates practise within own limitations & sphere of practise with occasional prompting	Demonstrates ability to practise within own limitations & sphere of practice routinely	Always demonstrates ability to practise within limitations and sphere of practise	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment	Unable to give example of guidelines & risk management strategies employed	Can superficially discuss policy & risk management strategies	With prompting identifies basic strategies integrated within midwifery practice	Able to articulate how risk management strategies are integrated within midwifery practice	Actively partakes in the implementation and development of risk management strategies	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Limited ability to identify emergencies	Needs prompting to undertake emergency measures	Satisfactorily provides emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies	Minimal ability to evaluate effectiveness of midwifery practice	Limited knowledge & ability to evaluate effectiveness of practice	Occasionally needs prompting to evaluate effectiveness of practice	Competent at evaluating & modifying midwifery practice demonstrated	Demonstrates excellent ability to evaluate & modify care to improve outcomes	
Developing the individual midwife & others	0	1	2	3	4	Mark Awarded
Review, develop & enhance knowledge, skills & fitness to practice	Not able to consider learning needs	Unrealistic learning needs expressed	Able to consider learning needs	Identifies appropriate learning needs & resources	Appropriate learning needs identified & plan of how to achieve	
Make effective use of the framework for statutory supervision of midwives	No understanding of role of Supervisor	Limited understanding of role of Supervisor	Understands the role of the SOM in critical incidents only	Developing a comprehensive appreciation of the role of SOM	Comprehensive understanding of role in developing practise	
Demonstrate effective working across professional boundaries & develop professional networks	Unable to work collaboratively	Limited ability to work collaboratively	Occasionally needs prompting to work collaboratively	Competent collaboration, communication & skills sharing among team	Demonstrates effective collaboration, communication & skills sharing	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Contribute to audit of practice in order to optimise care of women, babies & families	No understanding of audit & how this impacts on practise	Limited knowledge & audit of own & others practise	Understanding of audit of own & others practise	Evaluates practise using audit of own & others practise	Comprehensive understanding & contributes to audit	
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data	Unable to use IT system correctly	Limited IT ability	Needs prompting to use IT system to retrieve & record data	Records and uses IT system appropriately	Demonstrates ability to analyse data and apply this to practice	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	Full Mark
Student sign and print name:		Personal tutor sign and print name:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies		
Developing the individual midwife & others	Justification and Rationale For Mark Awarded:	
Review, develop & enhance knowledge, skills & fitness to practice		
Make effective use of the framework for statutory supervision of midwives		
Demonstrate effective working across professional boundaries & develop professional networks		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Contribute to audit of practice in order to optimise care of women, babies & families		
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data		
Mentor sign and print name:	Sign off – Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: Yes / No

Year 3

Placement 4

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Does not practise within own limitations & sphere of practice	Limited ability demonstrated to work within own limitations & sphere of practice	Demonstrates practise within own limitations & sphere of practise with occasional prompting	Demonstrates ability to practise within own limitations & sphere of practice routinely	Always demonstrates ability to practise within limitations and sphere of practise	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment	Unable to give example of guidelines & risk management strategies employed	Can superficially discuss policy & risk management strategies	With prompting identifies basic strategies integrated within midwifery practice	Able to articulate how risk management strategies are integrated within midwifery practice	Actively partakes in the implementation and development of risk management strategies	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Limited ability to identify emergencies	Needs prompting to undertake emergency measures	Satisfactorily provides emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies	Minimal ability to evaluate effectiveness of midwifery practice	Limited knowledge & ability to evaluate effectiveness of practice	Occasionally needs prompting to evaluate effectiveness of practice	Competent at evaluating & modifying midwifery practice demonstrated	Demonstrates excellent ability to evaluate & modify care to improve outcomes	
Developing the individual midwife & others	0	1	2	3	4	Mark Awarded
Review, develop & enhance knowledge, skills & fitness to practice	Not able to consider learning needs	Unrealistic learning needs expressed	Able to consider learning needs	Identifies appropriate learning needs & resources	Appropriate learning needs identified & plan of how to achieve	
Make effective use of the framework for statutory supervision of midwives	No understanding of role of Supervisor	Limited understanding of role of Supervisor	Understands the role of the SOM in critical incidents only	Developing a comprehensive appreciation of the role of SOM	Comprehensive understanding of role in developing practise	
Demonstrate effective working across professional boundaries & develop professional networks	Unable to work collaboratively	Limited ability to work collaboratively	Occasionally needs prompting to work collaboratively	Competent collaboration, communication & skills sharing among team	Demonstrates effective collaboration, communication & skills sharing	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Contribute to audit of practice in order to optimise care of women, babies & families	No understanding of audit & how this impacts on practise	Limited knowledge & audit of own & others practise	Understanding of audit of own & others practise	Evaluates practise using audit of own & others practise	Comprehensive understanding & contributes to audit	
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data	Unable to use IT system correctly	Limited IT ability	Needs prompting to use IT system to retrieve & record data	Records and uses IT system appropriately	Demonstrates ability to analyse data and apply this to practice	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	Full Mark
Student sign and print name:		Personal tutor sign and print name:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice

Justification and Rationale For Mark Awarded:

Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice

Manage and prioritise competing demands

Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment

Effective Midwifery Practice

Justification and Rationale For Mark Awarded:

Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions

Undertakes appropriate emergency procedures to meet health needs of women & babies

Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision

Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies

Developing the individual midwife & others

Justification and Rationale For Mark Awarded:

Review, develop & enhance knowledge, skills & fitness to practice

Make effective use of the framework for statutory supervision of midwives

Demonstrate effective working across professional boundaries & develop professional networks

Achieving High Quality Care Through Evaluation & Research

Justification and Rationale For Mark Awarded:

Contribute to audit of practice in order to optimise care of women, babies & families

Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data

Mentor sign and print name:

Sign off – Mentor sign and print name:

Date:

Student sign and print name:

Personal tutor sign and print name:

Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed: ☐

The student requires a further 4 week period of practice to achieve at the summative point. The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: Yes / No

Year 3

Placement 5
(if required)

Self assessment at the commencement of each practice experience:

Please complete the SWOT analysis prior to your initial review, based upon previous practice experiences (in your first placement you may base this upon experiences prior to commencing the course). Discuss key points from this assessment prior to completing a learning agreement for this placement.

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Student midwife practice induction

Induction programme for all pre registration midwifery students:

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Public Protection	Process for raising and escalating concerns
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers • Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to enter a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors • Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

STUDENT signature:

Date

Mentor's Name:

Signature:

Date:

Initial Review and Learning Agreement

To be completed at the beginning of the practice experience based upon the student's self assessment of learning needs.

What do you hope to achieve in this placement?	Planned activities and learning experiences:

Student's Signature:

Date:

This learning agreement has been completed based upon the student's self assessment and with reference to comments by previous mentors and on-going records of achievement. The student has been given the opportunity to disclose any disability or dyslexia and strategies to manage this discussed.

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Mid-point review and on-going plan for development

Student's review of Progress:

Please indicate your progress to date in relation to the module learning outcomes, your initial learning plan and grading tool. Document achievements to date:

Signature:

Date:

Mentor's review of Progress:

Please summarise the student's progress, strengths, areas for further development and any cause for concern.

(Should include comments regarding achievement of the module learning outcomes, initial learning agreement, grading tool, essential skills clusters and record of experience)

Signature:

Date:

Developmental Learning Plan

To be completed following the mid-point review.

On-going development needs:	Planned activities and learning experiences:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Proposed date for review of progress:

Final review and on-going record of achievement

Comments by mentor: Please summarise the student's progress during this placement using evidence from practice to support your assessment.

Students review of own practice:

Mentor's review of students' progress:

Aspects of the student's performance that are a cause for concern:

If there are areas of concern the Personal Tutor should be contacted and an action plan developed.

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Name:		Start Date		End Date		
		Placement Area:				
Guidance for Mentor – By working through the phrases below choose the mark closest to your student's performance, knowledge and understanding.						
Professional and Ethical practice	0	1	2	3	4	Mark Awarded
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice	Does not practise within own limitations & sphere of practice	Limited ability demonstrated to work within own limitations & sphere of practice	Demonstrates practise within own limitations & sphere of practise with occasional prompting	Demonstrates ability to practise within own limitations & sphere of practice routinely	Always demonstrates ability to practise within limitations and sphere of practise	
Manage and prioritise competing demands	Lacks insight into time management	Limited insight into priorities and demands	Some consideration of competing demands	Makes sound decisions under supervision	Acts consistently and appropriately	
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment	Unable to give example of guidelines & risk management strategies employed	Can superficially discuss policy & risk management strategies	With prompting identifies basic strategies integrated within midwifery practice	Able to articulate how risk management strategies are integrated within midwifery practice	Actively partakes in the implementation and development of risk management strategies	
Effective Midwifery Practice	0	1	2	3	4	Mark Awarded
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Limited ability to assess & monitor	Needs prompting to assess & monitor	Satisfactory management of assessment & monitoring	Appropriately assesses & monitors women	Accurately assesses & monitors, reaching correct conclusions	
Undertakes appropriate emergency procedures to meet health needs of women & babies	Limited ability to identify emergencies	Needs prompting to undertake emergency measures	Satisfactorily provides emergency measures	Appropriate recognition of emergency & care to be given	Undertakes appropriate procedures under supervision	
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision	Limited ability to undertake role	Requires prompting to undertake	Satisfactory ability to undertake skills	Appropriate skills demonstrated	Safely applies knowledge & skills to individual situation	
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies	Minimal ability to evaluate effectiveness of midwifery practice	Limited knowledge & ability to evaluate effectiveness of practice	Occasionally needs prompting to evaluate effectiveness of practice	Competent at evaluating & modifying midwifery practice demonstrated	Demonstrates excellent ability to evaluate & modify care to improve outcomes	
Developing the individual midwife & others	0	1	2	3	4	Mark Awarded
Review, develop & enhance knowledge, skills & fitness to practice	Not able to consider learning needs	Unrealistic learning needs expressed	Able to consider learning needs	Identifies appropriate learning needs & resources	Appropriate learning needs identified & plan of how to achieve	
Make effective use of the framework for statutory supervision of midwives	No understanding of role of Supervisor	Limited understanding of role of Supervisor	Understands the role of the SOM in critical incidents only	Developing a comprehensive appreciation of the role of SOM	Comprehensive understanding of role in developing practise	
Demonstrate effective working across professional boundaries & develop professional networks	Unable to work collaboratively	Limited ability to work collaboratively	Occasionally needs prompting to work collaboratively	Competent collaboration, communication & skills sharing among team	Demonstrates effective collaboration, communication & skills sharing	
Achieving High Quality Care Through Evaluation & Research	0	1	2	3	4	Mark Awarded
Contribute to audit of practice in order to optimise care of women, babies & families	No understanding of audit & how this impacts on practise	Limited knowledge & audit of own & others practise	Understanding of audit of own & others practise	Evaluates practise using audit of own & others practise	Comprehensive understanding & contributes to audit	
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data	Unable to use IT system correctly	Limited IT ability	Needs prompting to use IT system to retrieve & record data	Records and uses IT system appropriately	Demonstrates ability to analyse data and apply this to practice	
Mentor sign and print name:		Sign off – Mentor sign and print name:			Date:	Full Mark
Student sign and print name:		Personal tutor sign and print name:			Date:	

KEY and ACTIONS

RED = Any mark in this column is a cause for concern- PLEASE INFORM PERSONAL TUTOR IMMEDIATELY

AMBER = Satisfactory progress

GREEN = Good/ Excellent progress

Level 6 University of Surrey Clinical Practice Grading Tool: Midwifery

Guidance for Mentor – Please justify the mark awarded on the page opposite by giving examples of how the student has demonstrated this competency

Professional and Ethical practice	Justification and Rationale For Mark Awarded:	
Practice in accordance with the Rules (NMC, 2012) & Code (NMC, 2008), within limitations of competence, knowledge and sphere of practice		
Manage and prioritise competing demands		
Evaluates guidelines & policies in practice providing feedback, critical analysis & risk assessment		
Effective Midwifery Practice	Justification and Rationale For Mark Awarded:	
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions		
Undertakes appropriate emergency procedures to meet health needs of women & babies		
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision		
Monitor & evaluate effectiveness of care & modify to improve outcomes for mothers & babies		
Developing the individual midwife & others	Justification and Rationale For Mark Awarded:	
Review, develop & enhance knowledge, skills & fitness to practice		
Make effective use of the framework for statutory supervision of midwives		
Demonstrate effective working across professional boundaries & develop professional networks		
Achieving High Quality Care Through Evaluation & Research	Justification and Rationale For Mark Awarded:	
Contribute to audit of practice in order to optimise care of women, babies & families		
Manage & develop care using appropriate IT systems, applying this to practice & use to analyse data		
Mentor sign and print name:	Sign off – Mentor sign and print name:	Date:
Student sign and print name:	Personal tutor sign and print name:	Date:

Action Plan

To be completed when there is cause for concern about a student's progress or if they have not achieved the required level in any part of their practice. The action plan must clearly highlight the areas of concern together with a plan to resolve the issues highlighted. A link tutor should be present at any meeting when the student is being informed that they have 'not achieved'. Please **tick** to confirm that the student has been given the opportunity to disclose any disability or dyslexia and strategies to manage such difficulties have been discussed:

☐

The student requires a further 4 week period of practice to achieve at the summative point.
The student will need to demonstrate the following:

Area of development:	Planned experiences and learning opportunities:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 2 week review

Review date:

Area of development:	Evidence of achievement:

Review date:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan: 4 week review

Review date:

Area of development:	Evidence of achievement:

Student's Signature:

Date:

Mentor's Name:

Signature:

Date:

Personal Tutor's name:

Signature

Date:

Action Plan Achieved: **Yes / No**

Essential Skills Clusters for Pre-registration Midwifery Education

To be completed by the end of year 3:

Women can trust/expect a newly qualified midwife to:

<u>Communication:</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
1. Be attentive & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand	<ul style="list-style-type: none"> Consistently shows ability to communicate safely & effectively with women, providing guidance for juniors 				
	<ul style="list-style-type: none"> Articulates a clear plan of care, that has been developed in partnership with the woman 				
	<ul style="list-style-type: none"> Communicates effectively & sensitively in different settings, using a range of methods & styles in individual & group settings 				
	<ul style="list-style-type: none"> Provides accurate & comprehensive written reports based on best available evidence 				
	<ul style="list-style-type: none"> Is familiar with accessing & recording information other than in handwritten form such as texting 				
	<ul style="list-style-type: none"> Acts to reduce & challenge barriers to effective communication & understanding 				
	<ul style="list-style-type: none"> Is proactive & creative in enhancing communication & understanding 				
	<ul style="list-style-type: none"> Where appropriate uses the skills of active listening, questioning, paraphrasing & reflection to assist in effective communication 				
	<ul style="list-style-type: none"> Uses appropriate & relevant communication skills to deal with difficult & challenging circumstances in individual & group scenarios 				
2. Protect & treat as confidential all information relating to themselves and their care	<ul style="list-style-type: none"> Acts professionally & appropriately in situations where there may be limits to confidentiality eg child protection, protection from harm 				
	<ul style="list-style-type: none"> Recognises the significance of information & who does/does not need to know 				
	<ul style="list-style-type: none"> Distinguishes between information that is relevant to care planning & that which is not 				
	<ul style="list-style-type: none"> Acts appropriately in sharing information to enable & enhance care (multi-disciplinary team, across agency boundaries) 				

Communicati on 2. Protect & treat as confidential all information relating to themselves & their care	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Works within the legal framework for data protection, e.g. access to & storage of records 				
	<ul style="list-style-type: none"> 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 evidenced-based information about benefits and risks of options so that women can make a fully informed decision	<ul style="list-style-type: none"> Respects the role of women as partners in their care & contributions they can make to it 				
	<ul style="list-style-type: none"> Uses appropriate strategies to encourage & promote choice for all women 				
	<ul style="list-style-type: none"> Provides accurate, truthful & balanced information that is presented in such a way as to make it easily understood 				
	<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> Discusses with women local/national information to assist with making choices, including local & national voluntary agencies & websites 				
4. Ensure that consent will be sought from the woman prior to care being given and that the rights of women are respected	<ul style="list-style-type: none"> Works within legal framework when seeking consent 				
	<ul style="list-style-type: none"> Seeks consent prior to sharing confidential information outside of the professional care team (subject to safeguarding/protection procedures) 				
	<ul style="list-style-type: none"> Uses appropriate strategies to enable women to understand treatments & interventions in order to give informed consent 				
	<ul style="list-style-type: none"> Demonstrates respect for client autonomy & rights of women to withhold consent in relation to care & treatment with legal frameworks 				

<u>Communication</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/Date	
5. Treat women with dignity and respect them as individuals	<ul style="list-style-type: none"> Acts professionally to ensure that personal judgments, prejudices, values, attitudes & beliefs do not compromise care provided 				
	<ul style="list-style-type: none"> Is proactive in maintaining dignity 				
	<ul style="list-style-type: none"> Challenges situations/others where the dignity of the woman may be compromised 				
	<ul style="list-style-type: none"> Shares information confidentiality with women who have physical, cognitive or sensory disabilities & those who do not speak or read English 				
6. Work in partnership with women in a manner that is diversity sensitive & is free from discrimination, harassment & exploitation	<ul style="list-style-type: none"> Upholds the rights of women & speaks out when these are at risk of being compromised 				
	<ul style="list-style-type: none"> Takes into account UK legal frameworks & professional ethics when planning care 				
	<ul style="list-style-type: none"> Is proactive in promoting care environments that are diversity sensitive & free from exploitation, discrimination & harassment 				
	<ul style="list-style-type: none"> Manages challenging situations effectively 				

<u>Communication:.</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
7. Provide care that is delivered in a warm, sensitive & compassionate way	<ul style="list-style-type: none"> Anticipates how a woman might feel in a given situation & responds with kindness & empathy to provide physical & emotional comfort 				
	<ul style="list-style-type: none"> Makes appropriate use of touch 				
	<ul style="list-style-type: none"> Listens to, watches for, & responds to verbal & non-verbal cues 				
	<ul style="list-style-type: none"> Delivers care that recognizes need & provides both practical & emotional support 				
	<ul style="list-style-type: none"> Has insight into won values & how these may impact on interactions with women 				
	<ul style="list-style-type: none"> Does not allow personal feelings towards a client or others to compromise care 				
	<ul style="list-style-type: none"> Recognises & responds to emotional discomfort/distress of self & others 				
	<ul style="list-style-type: none"> Through reflection & evaluation demonstrates commitment to personal & professional development 				
8. Be confident in their own role within a multi-disciplinary / multi-agency team	<ul style="list-style-type: none"> Works with the NMC Midwives Rules 				
	<ul style="list-style-type: none"> Consults & explores solutions & ideas appropriately with others to enhance care 				
	<ul style="list-style-type: none"> Challenges practice of self & others across the multi-professional team 				
	<ul style="list-style-type: none"> Acts as an effective role model in decision making, taking action & supporting more junior staff 				
	<ul style="list-style-type: none"> Works inter-professionally as a means of achieving optimum outcomes for women 				

<u>Initial Consultation Between the Woman & the Midwife</u> 1. Be confident in sharing information about antenatal screening tests	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Acts professionally to ensure that personal judgments, prejudices, values, attitudes & beliefs do not compromise the provision of care 				
	<ul style="list-style-type: none"> Facilitates informed choices regarding antenatal screening tests ensuring women fully understand the purpose of all tests before they are taken 				
	<ul style="list-style-type: none"> Interprets data/results accurately & shares this information sensitively with women, including the ability to discuss any further action/consequences as necessary 				
	<ul style="list-style-type: none"> Conducts general information sharing, e.g. optimum times for testing, as appropriate through a variety of media channels, such as texting 				
	<ul style="list-style-type: none"> Shares information effectively in challenging circumstances, such as a previous bereavement, or affected/high risk screening result 				
	<ul style="list-style-type: none"> Discusses with women local/national information to assist with making choices, including local & national voluntary agencies & websites 				
	<ul style="list-style-type: none"> Is able to seek out required information about less common/specialized antenatal screening tests 				

<u>Initial Consultation Between the Woman & the Midwife</u> 2. Complete an initial consultation accurately ensuring women are at the centre of care	The student midwife can:	Achieved: Mentor Sign/date		Not Achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Shows the ability consistently to: Share information with women Assess maternal & fetal wellbeing relevant to gestation, & 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 				
	<ul style="list-style-type: none"> Explore effectively the social, religious & cultural factors that inform an individualized antenatal care pathway for women that is diversity sensitive 				
	<ul style="list-style-type: none"> Is competent in recognizing & advising women who would benefit from more specialist advice 				
	<ul style="list-style-type: none"> Empowers women to recognize normal pregnancy development & when to seek advice 				
	<ul style="list-style-type: none"> Is skilled in providing the opportunity to women to disclose domestic abuse & is able to respond appropriately 				
	<ul style="list-style-type: none"> Is competent in sharing information about the pregnancy care services & options available, lifestyle considerations, including dietary information & screening tests 				

<u>Initial consultant between the woman & the midwife</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
3. Work collaboratively with other healthcare professionals & external agencies	<ul style="list-style-type: none"> Is competent to refer women who would benefit from more specialist services, such as a local substance misuse support unit 				
	<ul style="list-style-type: none"> Is able to collaborate effectively with the wider healthcare team & agencies as required 				
4. Be the first point of contact when seeking advice &/or information about being pregnant	<ul style="list-style-type: none"> Where available, is actively involved in being accessible for women in environments other than traditional NHS settings, such as shops, supermarkets, leisure centre 				
	<ul style="list-style-type: none"> Is confident in working in a variety of models of service delivery which encourage early access to care 				

<u>Normal Labour & Birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
1. Work in partnership with women to facilitate a birth environment that supports their needs	<ul style="list-style-type: none"> Supports the health, safety & wellbeing of women in a variety of birth settings other than the acute hospital environment 				
	<ul style="list-style-type: none"> Ensures that women's labour & birth is diversity sensitive, meeting their individual needs & preferences 				
	<ul style="list-style-type: none"> Anticipates & provide for the needs of women 				
	<ul style="list-style-type: none"> Inspires confidence, bases decisions on evidence & uses experience to guide decision making 				
	<ul style="list-style-type: none"> Acknowledges the roles & relationships in families, dependent upon religious & cultural beliefs, preferences & experiences 				
	<ul style="list-style-type: none"> Practises in accordance with relevant legislation 				
2. Be attentive to the comfort needs of women before, during & after the birth	<ul style="list-style-type: none"> Listens to, watches for, & responds to verbal & non-verbal cues 				
	<ul style="list-style-type: none"> Applies in-depth knowledge of the physiology of labour & birth 				
	<ul style="list-style-type: none"> Uses skills of observation & active listening in order to analyse the effectiveness of care being provided 				
3. Determine the onset of labour	<ul style="list-style-type: none"> Identifies the onset of labour, discusses the findings accurately & shares this information with women, including the ability to discuss any further action action/consequences as necessary 				

<u>Normal labour & birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
4. Determine the wellbeing of women & their unborn babies	<ul style="list-style-type: none"> Assesses maternal wellbeing, interprets the findings accurately & shares this information with women, 7 has the ability to discuss any further action/consequences as necessary 				
	<ul style="list-style-type: none"> Identifies & manages risk safely 				
	<ul style="list-style-type: none"> Refers women who would benefit from the skills & knowledge of other individuals 				
	<ul style="list-style-type: none"> Assesses & implements measures to manage, reduce or remove risk that could be detrimental to women, self & others 				
5. Measure, assess & facilitate the progress of normal labour	<ul style="list-style-type: none"> Identifies & appropriately manages latent & active phase of labour 				
	<ul style="list-style-type: none"> Makes an accurate assessment of the progress of labour, shares this information with women, & has the ability to discuss any further action/consequences as necessary 				
	<ul style="list-style-type: none"> Is able to discuss with women the progress of labour in relation to their birth plan/written wishes & modify in partnership with women, as need dictates 				
	<ul style="list-style-type: none"> Critically appraises & justifies the use of any intervention, such as artificial rupture of membranes, continuous electronic fetal monitoring, urinary catheterization, in order to facilitate a spontaneous vaginal birth 				

<u>Normal labour & birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
5. Measure assess & facilitate the progress of normal labour	<ul style="list-style-type: none"> Seeks informed consent prior to undertaking any procedure 				
	<ul style="list-style-type: none"> Recognises any deviation from the normal progress of labour or wellbeing of the woman or fetus 				
	<ul style="list-style-type: none"> Initiates timely referral of women who would benefit from skills & knowledge of others 				
	<ul style="list-style-type: none"> As part of a multi-disciplinary team continues to provide care to women undergoing complications 				
6. Support women & their partners in the birth of their babies	<ul style="list-style-type: none"> Assesses accurately the progress of labour, shares this information with women, & discusses any further consequences 				
	<ul style="list-style-type: none"> Prepares the environment ready for birth 				
	<ul style="list-style-type: none"> Cares for women sensitively & is attentive to the 'moment of birth', creating an environment that is responsive to women's needs 				
	<ul style="list-style-type: none"> Supports women safely in the birth of their baby 				
	<ul style="list-style-type: none"> Initiates emergency measures if required, such as episiotomy 				
	<ul style="list-style-type: none"> Initiates timely referral of women who would benefit from skills & knowledge of others 				
	<ul style="list-style-type: none"> As part of a multi-disciplinary team provides care to women undergoing complications 				
	<ul style="list-style-type: none"> Assess & monitor women's condition throughout the third stage; facilitating safe delivery of placenta & membranes by physiological or active management 				

<u>Normal labour & birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
7. Facilitate the mother and baby to remain together	<ul style="list-style-type: none"> Assesses accurately the health & wellbeing of the newborn baby 				
	<ul style="list-style-type: none"> Initiates emergency measures if required 				
	<ul style="list-style-type: none"> 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 & safely manage appropriate emergency procedures	<ul style="list-style-type: none"> Initiates emergency measures in both primary & secondary care settings 				
	<ul style="list-style-type: none"> Sustains emergency measures until help arrives 				
9. Works collaboratively with other professionals	<ul style="list-style-type: none"> Is an advocate for women 				
	<ul style="list-style-type: none"> Negotiates with others in relation to balancing competing/conflicting priorities 				
	<ul style="list-style-type: none"> Articulates professional limitations & boundaries 				
	<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> Practices in accordance with the NMC Midwives Rules & Standards 				

<u>Normal labour & birth</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
10. Keep accurate records	<ul style="list-style-type: none"> Details reasoning behind any actions or interventions taken 				
<u>Initiation & continuance of breastfeeding</u> 1. Understand & share information that is clear, accurate & meaningful at a level which women, their partners & family can understand	<ul style="list-style-type: none"> Listens to, watches for, & responds to verbal & non-verbal cues 				
	<ul style="list-style-type: none"> Uses skills of being attentive, open ended questioning & paraphrasing to support information sharing with women 				
	<ul style="list-style-type: none"> Is able to lead a variety of forums where information is shared with women about the advantages & disadvantages of different infant feeding methods, without regarding breastfeeding & artificial feeding as 'equal' choices 				
	<ul style="list-style-type: none"> Understands the importance of exclusive breastfeeding & the consequences of offering artificial milk to breastfed babies 				
	<ul style="list-style-type: none"> Critically appraises the nature & strength of breastfeeding promotional & support interventions 				
	<ul style="list-style-type: none"> Understands the nature of evidence & how to evaluate the strength of research evidence used to back information 				
	<ul style="list-style-type: none"> Keep accurate records of the woman & her baby relating to breastfeeding, including plans of care & any problems encountered or referrals made 				

<u>Initiation & continuance of breastfeeding</u> 2. Respect social & cultural factors that may influence the decision to breastfeed	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Demonstrates a working knowledge of the local demographic area & explores strategies to support breastfeeding initiatives within locality 				
	<ul style="list-style-type: none"> Explore skillfully attitudes to breastfeeding 				
	<ul style="list-style-type: none"> Takes into account differing cultural traditions, beliefs & professional ethics when communicating with women 				
3. Support women to breastfeed	<ul style="list-style-type: none"> Applies in-depth knowledge of the physiology of lactation to practical situations 				
	<ul style="list-style-type: none"> Recognizes effective positioning, attachment, suckling & milk transfer 				
	<ul style="list-style-type: none"> Uses skills of observation, active listening & on-going critical appraisal in order to analyse the effectiveness of breastfeeding practices 				
	<ul style="list-style-type: none"> Is confident at exploring with women the potential impact of delivery room practices, such as the effect of different pain relief methods & importance of skin-to-skin contact, on the wellbeing of their baby & themselves, & on establishment of breastfeeding in particular 				
	<ul style="list-style-type: none"> Uses appropriate skills to support women to be successful at breastfeeding for the first 6 months of life 				

<u>Initiation & continuance of breastfeeding</u> 3. Support women to breastfeed	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Empowers women to recognize effective positioning, attachment, suckling & milk transfer for themselves 				
	<ul style="list-style-type: none"> Explores with women the evidence base underpinning information, which may have an impact on breastfeeding such as bed-sharing & the use of dummies 				
	<ul style="list-style-type: none"> Is skilled at advising women over the telephone when contacted for advice on breastfeeding issues 				
4. Recognise appropriate infant growth & development, including where referral for further advice/action is required	<ul style="list-style-type: none"> Acts upon the need to refer when there is a deviation from appropriate infant growth 				
	<ul style="list-style-type: none"> Demonstrates skills to empower women to recognize appropriate infant growth & development & to seek advice when they have concerns 				
5. Work collaboratively with other practitioners and external agencies	<ul style="list-style-type: none"> Practices within the limitations of their own competence, knowledge & sphere of professional practice, consistent with the legislation relating to midwifery practice 				
	<ul style="list-style-type: none"> Works confidently, collaboratively & in partnership with women & others to ensure the needs of women are met 				

<u>Initiation & continuance of breastfeeding</u> 5. Work collaboratively with other practitioners and external agencies	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Understands the importance of community support for breastfeeding & refers women to community-based support networks, both in supporting women to breastfeed & a resource for health professionals 				
	<ul style="list-style-type: none"> Works actively with other health professionals & external agencies to promote breastfeeding & support women in their choice to breastfeed 				
	<ul style="list-style-type: none"> Is able to discuss with women the importance of exclusive breastfeeding for 6 months & timely introduction of complementary foods & continuing breastfeeding during the weaning period & beyond 				
6. Support women to breastfeed in challenging circumstances	<ul style="list-style-type: none"> Involves appropriate help, such as a lactation consultant, where specialist skills are required, in order to support women to successfully breastfeed 				
	<ul style="list-style-type: none"> Acts upon the need to refer to appropriate health professionals where deviation from appropriate infant feeding & growth patterns are apparent 				
	<ul style="list-style-type: none"> Supports women who are separated from their babies to initiate & maintain their lactation & feed their babies optimally 				
	<ul style="list-style-type: none"> Feeds expressed breast milk to a baby, using a cup or syringe 				
	<ul style="list-style-type: none"> Teaches women how to express their milk by hand 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
<u>1. Within the parameters of normal childbirth, ensure safe & effective practice</u>	<ul style="list-style-type: none"> Applies an understanding of basic pharmacology, how medical products act & interact in the systems of the body as well as their therapeutic action in all aspects related to midwifery practice 				
	<ul style="list-style-type: none"> Uses knowledge & understanding of commonly supplied or administered medicinal products to the woman or baby in order to act promptly in cases where side effects & adverse reactions occur 				
	<ul style="list-style-type: none"> Manages drug administration & safely monitors its effect 				
	<ul style="list-style-type: none"> Reports adverse incidents & near misses & adverse drug reactions 				
	<ul style="list-style-type: none"> Manages anaphylaxis safely 				
2. Undertake medicinal product calculations correctly & safely	<ul style="list-style-type: none"> Calculations accurately the medicinal products frequently encountered within field of practice 				
3. Supply & administer medicinal products safely & in a timely manner, including controlled drugs	<ul style="list-style-type: none"> Selects, acquires & administers medicinal products safely & efficiently via routes & methods commonly used within midwifery practice, & maintains accurate records 				
	<ul style="list-style-type: none"> Uses prescription charts correctly & maintains accurate records Utilizes & interprets medicine legislation related to midwives exemptions 				

<u>Medicinal Products Management</u> 4. Keep & maintain accurate records, which includes when working within a multi-disciplinary framework & as part of a team	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Demonstrates an understanding of roles & responsibilities within the multi-disciplinary team for medicinal products management, including how & in what ways information is shared 				
	<ul style="list-style-type: none"> Keep effective records of information sharing with women about the benefits & risks if relevant medication 				
	<ul style="list-style-type: none"> Keeps effects records of medication supplied &/or administered & omitted, including controlled drugs 				
5. Work within the legal & ethical framework that underpins safe & effective medicinal products management, as well as in conjunction with national guidelines & local policies	<ul style="list-style-type: none"> Is conversant with legislation related to midwives exemptions, Pharmacy only & General Sales Lists medicinal products, Midwives Supply Orders, destruction of controlled drugs & Patient Group Directions 				
	<ul style="list-style-type: none"> Is aware of personal accountability in respect of supplying & administering unlicensed products 				
	<ul style="list-style-type: none"> Demonstrates the ability to use relevant medicines legislation to support midwifery practice within the NMC in both the primary & secondary care settings, as well as during self-employed practice 				
	<ul style="list-style-type: none"> Applies legislation in practice to safe & effective ordering, receiving, storing, administering & disposal of medicinal products & drugs in both primary & secondary care settings 				

<u>Medicinal Products Management</u>	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
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 babies or their babies	<ul style="list-style-type: none"> Ensures information sharing woman-centred & provides clear & accurate information 				
	<ul style="list-style-type: none"> Assists women to make safe & informed choices about their medicinal products 				
	<ul style="list-style-type: none"> Assesses the woman's ability to self-administer their medicinal products safely 				
	<ul style="list-style-type: none"> Gives clear instruction & explanation & checks understanding relating to use of medicinal products & treatment options 				
7. Work in partnership with women to share information about alternative approached to using medication, where appropriate	<ul style="list-style-type: none"> Questions, critically appraises & uses evidence to support an argument in determining when medicinal products may or may not be an appropriate choice 				
	<ul style="list-style-type: none"> Appropriately refers to a registered complementary therapist 				
	<ul style="list-style-type: none"> Is aware of the dangers of giving complementary therapy advice when not qualified, e.g. raspberry leaf, over the counter herbal products 				

<u>Medicinal Products Management</u> 8. Order, receive, store, transport & dispose of medicinal products safely & in accordance with relevant legislation, in any midwifery setting (including controlled drugs)	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Orders, receives, stores & disposes of medicinal products safely, including controlled drugs 				
9. Use & evaluate up-to-date information on medicinal products management & work within national & local policies & guidelines using appropriate reference	<ul style="list-style-type: none"> Is confident in accessing commonly used evidence-based sources of information relating to the safe & effective management of medical products 				
	<ul style="list-style-type: none"> Works within national & local policies 				

<u>Medicinal Products Management</u> 10. Recognise & correctly respond to obstetric emergencies in the context of medicines management	The student midwife can:	Achieved: Mentor Sign/date		Not achieved: Mentor Sign/date	
	<ul style="list-style-type: none"> Recognises & acts accordingly when confronted with obstetric emergencies, in both primary & secondary care settings 				

Drug Assessment in Practice (Year 3)

The student must be assessed undertaking a drug round on either an antenatal or postnatal ward by their mentor, the midwife remains responsible for the administration of the drugs. The student may practice with the mentor prior to the assessment.

First Attempt Date:

Ward area:

Mentors name:

Practical Assessment	Achieved	Not achieved
Washes hands		
Preparation of equipment		
Checking individual drug charts (clients details, number of chart, allergies, drugs correctly prescribed) If more than 1 chart, check clients details on both charts against ID		
Initiates safe action if prescription is not correct/appropriate/clear		
Look for allergies/drug incompatibilities		
Preparation of appropriate medication (correct drug, dose, route, time)		
Identify correct client against chart (verbal & ID band check)		
Explanation to client		
Safe & appropriate administration of drug to client under supervision		
Records maintained accurately & countersigned by mentor		
Demonstrates safe knowledge of how to correctly address all outstanding issues appropriately (such as drug availability, patient refusal, patient unavailable during drug round)		
Demonstrates knowledge of drugs given & checks in BNF for drugs not familiar with		
Aware of correct dosage range for all commonly used drugs given during the assessment		
Demonstrates knowledge of midwifery exemptions and PGD's		

Verbal demonstration of knowledge	Achieved	Not achieved
Demonstrates knowledge of: <ul style="list-style-type: none"> • Administration of medicines • Verbal orders • Self-administration of medicines • Patient Group Directives • Clients own drugs • Drugs for client to take home on discharge - dispensing • Documentation • Procedure if client refuses drug • Procedure if drug not available 		
Demonstrates knowledge of drugs contraindicated in pregnancy & whilst breastfeeding		
Drug errors (incidents & reporting) & student role		

Simulated drug calculation: Assess the student calculating the dosage required of two drugs by differing modes of administration	Achieved	Not achieved
Drug 1 (Provide details)		
Drug 2 (Provide details)		

Student achieved in all areas (please circle as appropriate) Yes ☐ No ☐

Mentors name: _____ Mentors signature _____

Date: _____

Drug Assessment in Practice (Year 3)

The student must be assessed undertaking a drug round on either an antenatal or postnatal ward by their mentor, the midwife remains responsible for the administration of the drugs. The student may practice with the mentor prior to the assessment.

Second Attempt Date:

Ward area:

Mentors name:

Practical Assessment	Achieved	Not achieved
Washes hands		
Preparation of equipment		
Checking individual drug charts (clients details, number of chart, allergies, drugs correctly prescribed) If more than 1 chart, check clients details on both charts against ID		
Initiates safe action if prescription is not correct/appropriate/clear		
Look for allergies/drug incompatibilities		
Preparation of appropriate medication (correct drug, dose, route, time)		
Identify correct client against chart (verbal & ID band check)		
Explanation to client		
Safe & appropriate administration of drug to client under supervision		
Records maintained accurately & countersigned by mentor		
Demonstrates safe knowledge of how to correctly address all outstanding issues appropriately (such as drug availability, patient refusal, patient unavailable during drug round)		
Demonstrates knowledge of drugs given & checks in BNF for drugs not familiar with		
Aware of correct dosage range for all commonly used drugs given during the assessment		
Demonstrates knowledge of midwifery exemptions and PGD's		

Verbal demonstration of knowledge	Achieved	Not achieved
Demonstrates knowledge of: <ul style="list-style-type: none"> • Administration of medicines • Verbal orders • Self-administration of medicines • Patient Group Directives • Clients own drugs • Drugs for client to take home on discharge - dispensing • Documentation • Procedure if client refuses drug • Procedure if drug not available 		
Demonstrates knowledge of drugs contraindicated in pregnancy & whilst breastfeeding		
Drug errors (incidents & reporting) & student role		

Simulated drug calculation: Assess the student calculating the dosage required of two drugs by differing modes of administration	Achieved	Not achieved
Drug 1 (Provide details)		
Drug 2 (Provide details)		

Student achieved in all areas (please circle as appropriate)

Yes

No

Mentors name:

Mentors signature

Date:

Assessment by Mentor on a Ward

First Attempt:

Date:

Assessing mentor:

The aim of this assessment is to ascertain the students' midwifery knowledge and management ability whilst caring for a minimum of 4 midwifery clients on a ward. This should take place for the duration of a morning shift up to and including lunchtime handover to afternoon staff where appropriate.

Responsibilities of the student:

- The assessment needs to be arranged towards the end of your ward allocation.
- The student needs to discuss this document with her mentor on the first day of the placement.
- The student needs to arrange an assessment date with her mentor and inform the locality tutor if there is a problem.

Responsibilities of the mentor:

- The mentor needs to take time to read the assessment documentation as soon as possible;
- If the mentor has any queries she needs to contact the link midwife teacher for guidance and support;
- On the day of the assessment the mentor needs to:
 - Inform ward staff that the assessment is taking place;
 - To observe the students practice for the duration of the morning shift, making notes as appropriate;
 - Complete the assessment documentation

Management of self:	Achieved	Not achieved	Comments:
Demonstrates effective time management			
Demonstrates an ability to prioritise/re-prioritise workload & set goals with rationale for actions (is flexible& adaptable)			MUST ACHIEVE
Demonstrates self-awareness of own capabilities & professional limitations			MUST ACHIEVE
Demonstrates self-awareness of own personal strengths & weaknesses			
Is able to manage own stress			
Demonstrates enthusiasm / motivation			
Effective management of group of clients:	Achieved	Not achieved	Comments:
Demonstrates knowledge in accordance with policies & guidance			
Demonstrates knowledge in accordance with research evidence			
Demonstrates effective interpersonal skills: <ul style="list-style-type: none"> - Creates effective relationships with women, their families & the multi-professional team - Acts as a woman's advocate & inspires confidence 			MUST ACHIEVE
Is able to delegate, monitor & supervise junior staff in the team (if appropriate)			
Plans & provides effective & holistic midwifery care			MUST ACHIEVE
Makes appropriate referrals (E.G. community midwife, health visitor, GP, Paediatrician, Obstetrician)			
Demonstrates good professional behaviour in accordance with NMC guidelines (2004 & 2008)			MUST ACHIEVE

Effective management of the environment	Achieved	Not achieved	Comments:
Acts in accordance with the daily routine of the ward			
Demonstrates an awareness of Health & Safety issues			MUST ACHIEVE
Demonstrates self awareness regarding the impact their actions have on others			MUST ACHIEVE
Demonstrates an awareness of the demands on midwives (E.G. staffing levels, bed shortages) and responds accordingly			

Discussion Points and Feedback to Student:

Pass	
Refer	

Signature assessing clinician:

Student signature:

Assessment by Mentor on a Ward

Second Attempt:

Date:

Assessing mentor:

The aim of this assessment is to ascertain the students' midwifery knowledge and management ability whilst caring for a minimum of 4 midwifery clients on a ward. This should take place for the duration of a morning shift up to and including lunchtime handover to afternoon staff where appropriate.

Responsibilities of the student:

- The assessment needs to be arranged towards the end of your ward allocation.
- The student needs to discuss this document with her mentor on the first day of the placement.
- The student needs to arrange an assessment date with her mentor and inform the locality tutor if there is a problem.

Responsibilities of the mentor:

- The mentor needs to take time to read the assessment documentation as soon as possible;
- If the mentor has any queries she needs to contact the link midwife teacher for guidance and support;
- On the day of the assessment the mentor needs to:
 - Inform ward staff that the assessment is taking place;
 - To observe the students practice for the duration of the morning shift, making notes as appropriate;
 - Complete the assessment documentation

Management of self:	Achieved	Not achieved	Comments:
Demonstrates effective time management			
Demonstrates an ability to prioritise/re-prioritise workload & set goals with rationale for actions (is flexible& adaptable)			MUST ACHIEVE
Demonstrates self-awareness of own capabilities & professional limitations			MUST ACHIEVE
Demonstrates self-awareness of own personal strengths & weaknesses			
Is able to manage own stress			
Demonstrates enthusiasm / motivation			
Effective management of group of clients:	Achieved	Not achieved	Comments:
Demonstrates knowledge in accordance with policies & guidance			
Demonstrates knowledge in accordance with research evidence			
Demonstrates effective interpersonal skills: <ul style="list-style-type: none"> - Creates effective relationships with women, their families & the multi-professional team - Acts as a woman's advocate & inspires confidence 			MUST ACHIEVE
Is able to delegate, monitor & supervise junior staff in the team (if appropriate)			
Plans & provides effective & holistic midwifery care			MUST ACHIEVE
Makes appropriate referrals (E.G. community midwife, health visitor, GP, Paediatrician, Obstetrician)			
Demonstrates good professional behaviour in accordance with NMC guidelines (2004 & 2008)			MUST ACHIEVE

Effective management of the environment	Achieved	Not achieved	Comments:
Acts in accordance with the daily routine of the ward			
Demonstrates an awareness of Health & Safety issues			MUST ACHIEVE
Demonstrates self awareness regarding the impact their actions have on others			MUST ACHIEVE
Demonstrates an awareness of the demands on midwives (E.G. staffing levels, bed shortages) and responds accordingly			

Discussion Points and Feedback to Student:

Pass	
Fail (Second Attempt)	

Signature assessing clinician:

Student signature:

Service User and Carer Feedback

Gaining insight into the thoughts and feelings of people who access health and social care is important in relation to developing empathy through an understanding of other people's experiences. Feedback gained from conversations with patients, relatives and carers can lead to valuable insights into **your own and others practice and the impact this can have upon those in your care**. During the course of the year you are required to keep a log of feedback you have had documenting key issues identified and how this relates to the care you have given. You may choose not to share all details or thoughts and include only pertinent points. Please ensure confidentiality is maintained in all accounts (NMC, 2008).

Summary of Feedback:

Log 1

Summary of Feedback:

Log 2

Summary of Feedback:
Log 3

Summary of Feedback:
Log 4

Summary of Feedback: Relating to the emotional wellbeing of the family unit:
Log 5

Reflection on Service User Feedback

Reflection requires you to explore your own skills, knowledge, beliefs and values with the aim of improving the effectiveness of practice. Over the course of the year you have had a number of conversations with patients, relatives and carers to gain some insight into their experiences. Reflecting upon this feedback can lead to valuable insights into **your own practice, that of others and the impact this can have upon people in your care**. Please consider the feedback and reflect upon issues identified. You may wish to consider how you and others acted, how you can change your practice to support service users better and whether there is potential for service improvement based upon new insights gained. You may not choose to share all of your thinking and include only the pertinent points (Moon, 2006). Please ensure confidentiality is maintained in this account (NMC,2008).

Date:

Summary of issues:

Critical analysis of event: (This involves breaking the issues or a situation down and examining it from a number of different points of view: What were the main issues from the service user, family's or carers perspective? What are your own feelings and those of others? What broader issues for example ethical, legal, professional issues arise from these situations? You should include reading that has been relevant to your understanding)

What have you learnt that will impact upon your future practice:

(Think about how this feedback may help you. Has this changed your way of thinking? Are there any changes to practice or service improvements that could be implemented to improve the care, safety and well-being of others? What would the consequences of this likely to be?)

Issues to be followed up and thoughts on how you will so this:

(Consider how you might share this information with colleagues. Consider how you might use your leadership skills to act as a change agent and take forward ideas for quality improvement and service development in order to shape future services).

Comments from mentor:

Moon, J. (2006) *Learning Journals: a handbook for reflective practice and professional development*. 2nd Edn. Abingdon: Routledge.

Nursing and Midwifery Council (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London: NMC.

Recovery Placement: induction

Induction programme for all pre registration midwifery students.

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
ID badge	Explain practice experience policy for ID badges
Fire policy/ procedure	Discuss: <ul style="list-style-type: none"> • Organization policy and emergency numbers Location of fire points, exits, fire extinguishers, fire blankets and fire policy
Moving & handling	Discuss organization policy and relation to practice experience area Location of organization moving and handling equipment
Organisational policy folders	Students should be aware of the following policies/procedures <ul style="list-style-type: none"> • Health and safety • Infection control • Professional behaviour • Human resources e.g. harassment, equal opportunities, complaints etc. • Occupational health • Policies specific to practice experience area • Relevant midwifery policies and procedures
Accident & clinical incidents	Explain <ul style="list-style-type: none"> • Procedure for reporting accidents • Procedure for reporting adverse incidents • Policy for not being able to a client's home (community)
Resuscitation	Explain <ul style="list-style-type: none"> • Procedure in an event of an emergency & Emergency contact numbers
Duty Rota	Discuss <ul style="list-style-type: none"> • Location, distance and if/when lone working, any travel issues • Requests • Mentors Finishing at the end of the day
Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

Signatures:

STUDENT

Date

MENTOR

Date

Recovery Placement

1. Aims & objectives to be met on placement:

Aim:

- To gain experience of the knowledge and skills required to care for patients recovering from surgery and general anaesthetic.
- Demonstrate an understanding of how this knowledge is transferable to midwifery practice.

Objectives:

- Observe and participate in the skills required to maintain an individual's airway whilst recovering from a general anaesthetic and for patients requiring oxygen therapy
- Undertake regular cardiovascular observations on a patient recovering from surgery, can discuss the signs and symptoms of shock.
- Maintain accurate fluid balance chart as required and can describe the importance of this record in the post-operative patient.
- Demonstrate awareness of the importance of maintaining the safety of the pre and post-operative patient i.e. accurate identification, consent, physical safety of a semi conscious patient.
- Provide post-operative patients with holistic care, understanding the importance of appropriate and timely analgesia and ensuring that privacy and dignity is maintained.
- Demonstrate an awareness of pain relief and the ongoing effects of drugs used in theatre in the postoperative period

2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student)

3. **Mentors comments on student's performance and professional behaviour & whether aim & objectives were met & to confirm student's attendance for 75 hours**

Signatures:

STUDENT

Date

MENTOR

Date

Recovery Placement: induction

Induction programme for all pre-registration midwifery students.

Practice Placement Name:	
Topics to be covered:	
Introduction to staff	Include all relevant staff working within the practice area
Orientation to practice experience area	Include: <ul style="list-style-type: none"> • Staff toilets • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code Professional conduct specific to the practice experience e.g. working guidelines, etiquette in clients homes, use of mobile phones
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Sickness & Absence	<ul style="list-style-type: none"> • Explain policy for reporting in the event of sickness/absence • Discuss relevant personal health or learning issues with mentor

Signatures:

STUDENT

Date

MENTOR

Date

Recovery Placement

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- Provide post-operative patients with holistic care, understanding the importance of appropriate and timely analgesia and ensuring that privacy and dignity is maintained.
- Demonstrate an awareness of pain relief and the ongoing effects of drugs used in theatre in the postoperative period

4. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student)

5. **Mentors comments on student's performance and professional behaviour & whether aim & objectives were met & to confirm student's attendance for 75 hours**

Signatures:

STUDENT

Date

MENTOR

Date

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

Name of placement

A VISIT is considered to be no longer than one day. A SHORT PLACEMENT is considered to be a maximum of 2 weeks.

1. Outcomes and learning needs to be met:
2. Constructive comments on placement, including statement identifying whether aims & objectives were met (to be completed by student):
3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

EVIDENCE OF PRACTICE: VISITS AND SHORT PLACEMENTS

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Mentor's signature:

Date _____

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Mentor's signature:

Date _____

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3. Mentors comments on student; whether aim & objectives were met & to confirm student's attendance and professional behaviour:

Student's signature:

Date

Mentor's name:

Mentor's signature:

Date _____

Year 3 Practice Time sheets

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Total						

Day	Date	Start Time	Finish Time	Hours Worked	Clinical Area	Mentor Signature
Sunday						
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Wednesday						
Thursday						
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Saturday						
Total						

Total hours (this page only) =

Running total =

Summary of Practice Hours

Student Name:

URN:

Locality:

	Community	Delivery Suite	Antenatal Ward	Postnatal Ward	Antenatal Clinic	Antenatal Day Unit	NNU/SCBU	Nursing/Recovery	Other	Nights	Total
Essential Midwifery Practice											
Developing Midwifery Practice											
Becoming an Autonomous Practitioner											

Verified Correct by:

Personal Tutor Name:

Signature:

Date:

NB: Student to complete Record of Attendance in Placement form available on Surrey Learn for summary of sickness and night duty and submit with portfolio.

Tutor to photocopy page for student file.

Checklist to be completed by the student:

Year Three

Module Name: Becoming an Autonomous Practitioner

Time sheets & summary
of hours sheets ☐

Service User feedback ☐

Recovery placement
form ☐

Grading tool marks ☐ ☐ ☐ ☐ ☐

All proficiencies signed ☐

Visits & placement forms ☐

Drug Assessment in
practice ☐

Management Assessment in
practice ☐

Practice Evaluation
submitted online ☐

Photocopy of assessment
pages & online forms ☐

Confirmation of Achievement of Practice for the Programme Form.

This is to confirm that I(Mentor's name printed) agree that
(Student's name):

has met the NMC practice requirements for entry onto the Professional Register, which
includes:-

- A pass at **final** Grading tool assessment
- A pass at the practice drug assessment in the final module
- A pass at the Management Assessment in practice
- Completion of **all** the NMC skills clusters

Signature:PIN.....

Date:.....

Tutor verification that all the above documentation is correct and that:-

- The necessary practice hours for the programme have been completed
- Completion of the required number of deliveries etc in pink pages including following
women through

Verified by

Personal Tutor / academic member staff:.....Date.....

Tutor to photocopy this sheet and process to examination office.



Record of Practice Experience

CONTENTS

Introduction
Guidelines for completion of record
Antenatal initial assessment (booking visit)
Antenatal examinations
Parent craft classes
Witnessed deliveries
Supervision and care of women in labour and personal conduct of delivery
Care of women in labour (without the delivery)
Labour and/or birth care in a low risk setting
Care of a woman with a diagnosed or previously diagnosed mental health disorder
Vaginal examinations
Episiotomy
Perineal repair
Care of women at risk in childbearing
Cannulation
Observation of addition of syntocinon to IV fluid
Care & management of babies requiring transitional /special / intensive care
Postnatal examination of mother and baby
Breastfeeding
Neonatal blood collection
Attendance at clinics
Women followed through to the 6/8 week postnatal examination

INTRODUCTION

This document is designed for you to record your practice experiences during your midwifery programme. Please keep this document safe as completion is mandatory in order for you to register as a midwife. It demonstrates that you have achieved the requirements of the NMC and the EU Midwifery Directive. The completed documentation will also make an important contribution to your professional portfolio. ***A midwife must sign all recorded information to validate the experiences.***

This booklet is in addition to your assessed portfolios of practice evidence and will provide you with an on-going record of experiences during your training programme. It will enable you, your mentors and tutors, to see at a glance the progress you are making. You are expected to keep this document up-to-date and discuss it with your tutors and mentors on a regular basis. If necessary you may wish to photocopy an original page of this document in order to add to the listed experiences; all paperwork should remain together.

The following pages contain information on how to complete the record. Each section guides you as to the nature of detail that needs to be recorded.

The identifier for each experience should be **the woman's date of birth** as this promotes confidentiality.

Where numbers appear in brackets after the section title, this indicates **an absolute minimum requirement** to be met prior to registration with the NMC. It is strongly suggested that you **photocopy completed pages** in these sections and store them separately to provide evidence in the unlikely event of loss or damage to this document.

Tippex may NOT be used within this document. Students are expected to maintain record keeping standards consistent with NMC guidance.

GUIDELINES FOR COMPLETION OF RECORD

ANTENATAL INITIAL ASSESSMENT (BOOKING VISIT)

In this section you have the opportunity to record a selection of booking visits you undertake. It is recommended that you record interesting cases of personal significance.

ANTENATAL EXAMINATIONS

These may be generated from antenatal booking visits or follow up visits which are carried out in the woman's home, GP surgery or in a hospital antenatal clinic / day assessment unit. Alternatively you may perform these on a woman who is receiving inpatient care.

It is expected that you undertake all aspects of antenatal care appropriate to the gestation, nature of the visit etc.

It is acceptable to record the same woman on more than one occasion due to the nature of antenatal care. In order to promote learning the visits should be at different stages of the pregnancy.

PARENT CRAFT CLASSES

During your programme you will have the opportunity to attend a series of parent craft classes. During your junior experience it is appropriate for you to conduct part of a selected class on a maximum of two occasions; the other classes will be conducted as a senior student. There is a section for you to comment on such experience and help to identify goals for the future.

WITNESSED DELIVERIES & SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY

In order to make sense of the theory and increase your confidence, it is appropriate to observe a number of deliveries before you start gaining personal experience of delivering babies. It will be up to you and your mentor to decide how many witnessed deliveries are needed first (N.B. it is also beneficial to be able to witness other midwives as you progress through the course).

For these entries you need to record important information about the labour, delivery and baby. Examples of this might include:

- *Labour*: onset, position, mobility, analgesia, special requests, intervention, length of labour.
- *Delivery*: length of second stage, position for delivery, type of delivery, state of perineum.
- *Third stage*: active or physiological management, use of oxytocic drugs, method of delivery of the placenta, examination of the placenta, blood loss, perineal repair.
- *Baby*: sex, birth weight, apgar score, any significant findings on initial assessment, feeding.

It is important that you have the opportunity to care for the woman over a period of time, rather than simply 'catching' the baby.

There will be times when you care for a woman in the first stage of labour but are unable to personally conduct the delivery, or you deliver the baby but not the placenta. This is all valuable experience and can be recorded in the appropriate section in the diary (*care of woman in labour (without conduct of the delivery)*). Information will include the care given and the reason for non-completion of the delivery.

In order to support women's choices, it is important to be able to provide midwifery care in a variety of settings. For this reason there is a section in the diary entitled 'labour and/or birth care in a low risk setting'. You can use this to record care given to women at a homebirth, waterbirth or in a low risk / home from home setting.

VAGINAL EXAMINATIONS

These are part of intrapartum care for women. In the junior part of your course you are not expected to undertake vaginal examinations on antenatal women.

For these entries you need to record detail as follows:

- *Indication*: reason why you are undertaking this examination, e.g. prior to administration of analgesia.
- *Significant findings and plan of action*:

There is inadequate space to record all findings of a vaginal examination - pick out the key features.

EPISIOTOMY

You will receive theoretical and practical instruction in the classroom. Additionally midwives will provide instruction in the clinical area as appropriate. You should record the identifier and date for the episiotomies that you are instructed on or personally perform.

Please note: whilst you may witness episiotomies, you should not actually perform episiotomy in the clinical setting, until you have attended the university based teaching session.

PERINEAL REPAIR

You will receive theoretical and practical instruction in the classroom. In the third year you will be given a formative OSCA document to work through in practice. While performance of perineal repair is not essential for you to qualify, you should make every attempt to have performed one repair as a student.

CARE OF WOMEN AT RISK IN CHILDBEARING

This will involve you caring for women during pregnancy, labour or the postnatal period. These women will present with an actual or potential problem (risk) due to their past obstetric or medical history. You need to identify and record the risk, the management plan and the outcome for these women. Outcomes may be both short-term and longer term and you may need to follow up some women in order to determine these.

The following are examples of some situations/risk factors but this is not an exhaustive list:

- *Antenatal:* history of intrauterine fetal death, antepartum haemorrhage, pre eclampsia, multiple pregnancies.
- *Labour:* induction of labour, use of syntocinon infusion, preterm labour, postpartum haemorrhage during third stage of labour, third degree tear of the perineum, retained placenta.
- *Postnatal:* secondary postpartum haemorrhage, deep vein thrombosis, sub-involution of the uterus, mastitis.

CANNULATION

Observe your trust guidelines on whether students are allowed to practice this.

OBSERVATION OF THE ADDITION OF SYNTOCINON TO IV FLUIDS

You may only observe this activity but should ensure you know how to do this.

CARE & MANAGEMENT OF BABIES REQUIRING TRANSITIONAL/SPECIAL/INTENSIVE CARE

A small number of babies will be cared for in transitional care areas of the ward or in neonatal units. You may provide care during an arranged neonatal unit placement. Alternatively, you may have been with a mother experiencing a complicated pregnancy / labour whose baby is admitted to one of these areas; if it is appropriate then you can follow the baby through these areas.

Recorded outcomes may be both short-term and longer term.

POSTNATAL EXAMINATION OF MOTHER AND BABY

You are required to provide appropriate postnatal care to 100 mother and baby pairings **not** 100 visits. Of the 100 entries, **a minimum of 50** need to demonstrate care of mother and baby pairings **on two or three occasions** during the postnatal period (puerperium).

In the column entitled 'dates seen' you need to record the actual date(s) on which you undertake postnatal care. It is recognised that there may be mothers and babies for whom you will give postnatal care on more than 3 occasions; however you can only enter a **maximum of three dates for each mother and these should be entered in one box** and not as three separate women / cases.

- *Significant history* could include detail from pregnancy, labour and/or the immediate postnatal period e.g. gestation, length of labour, type of delivery, condition of baby.
- *Significant findings* could include deviations from anticipated progress, return to normality, feeding difficulties.

NEONATAL BLOOD COLLECTION

During the course you will have opportunities to achieve competency in this procedure which is undertaken for a number of reasons : newborn bloodspot screening; blood glucose estimation; serum bilirubin estimation. All you are required to do is record the reason for the blood sample

ATTENDANCE AT CLINICS

These selected clinics are designed to enhance your overall experience by identifying the provision of services to support health promotion/education, childbearing and parenthood. You need only record the date of attendance and venue.

FOLLOWING WOMEN THROUGH CHILDBEARING TO THE 6/8 WEEK POSTNATAL FOLLOW UP EXAMINATION

You must complete a minimum of three of these records when you follow women through from initial assessment to this visit. You will need to seek the permission of the woman to achieve this and maintain contact with her. This 6/8 week visit will either be to the general practitioner or to the obstetrician. It is an observation visit. You will not necessarily be able to attend all events in the mother's journey yourself but you must discuss missed events with her as near to the time as possible, to present a coherent record. If contact is lost before the postnatal period or the pregnancy does not proceed to a birth after 24 weeks retain the record but start another one.

ANTENATAL INITIAL ASSESSMENT ('BOOKING VISIT')

DATE	IDENTIFIER	GESTATION	PLACE OF BOOKING	SIGNIFICANT FEATURES	SIGNATURE

ANTENATAL INITIAL ASSESSMENT ('BOOKING VISIT')

DATE	IDENTIFIER	GESTATION	PLACE OF BOOKING	SIGNIFICANT FEATURES	SIGNATURE

ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
41.						
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47.						
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49.						
50.						

ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
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ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
91.						
92.						
93.						
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95.						
96.						
97.						
98.						
99.						
100.						

ANTENATAL EXAMINATIONS (100)

	DATE	IDENTIFIER	GESTATION	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
101.						
102.						
103.						
104.						
105.						
106.						
107.						
108.						
109.						
110.						

PARENT CRAFT CLASSES:

Date and title of class attended:

Signature of mentor:

1.

2.

3.

4.

5.

Date and title of class conducted (only 2 to be conducted during junior experience):

Signature of mentor:

1.

2.

3.

4.

WITNESSED DELIVERIES

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY
(40)

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY (40)

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
11.						
12.						
13.						
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19.						
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SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY (40)

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
21.						
22.						
23.						
24.						
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SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY (40)

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
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40.						

SUPERVISION AND CARE OF WOMEN IN LABOUR AND PERSONAL CONDUCT OF DELIVERY (40)

	DATE	IDENTIFIER	LABOUR	DELIVERY	BABY	SIGNATURE
41.						
42.						
43.						
44.						
45.						
46.						
47.						
48.						
49.						
50.						

CARE OF WOMEN IN LABOUR (WITHOUT CONDUCT OF THE DELIVERY)

	DATE	IDENTIFIER	CARE GIVEN	REASON FOR HANDOVER	OUTCOME	SIGNATURE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

CARE OF WOMEN IN LABOUR (WITHOUT CONDUCT OF THE DELIVERY)

	DATE	IDENTIFIER	CARE GIVEN	REASON FOR HANDOVER	OUTCOME	SIGNATURE
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

LABOUR AND/OR BIRTH CARE IN A LOW RISK SETTING

	DATE	IDENTIFIER	CARE GIVEN	REASON FOR HANDOVER OR DELIVERY DETAILS	OUTCOME IF NOT DELIVERED	SIGNATURE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

CARE OF A WOMAN WITH A DIAGNOSED OR PREVIOUSLY DIAGNOSED MENTAL HEALTH DISORDER

	DATE	IDENTIFIER	SBAR?	OUTCOME IF NOT DELIVERED	SIGNATURE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

VAGINAL EXAMINATIONS

	DATE	IDENTIFIER	INDICATION	SIGNIFICANT FINDINGS AND ACTION	SIGNATURE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

EPISIOTOMY * This experience may not be available but should be recorded if observed or undertaken

Observation

IDENTIFIER	DATE	REASON	MIDWIFE SIGNATURE

Performed under direct supervision * Should not be performed until instructed in the university

IDENTIFIER	DATE	REASON	MIDWIFE SIGNATURE

PERINEAL REPAIR -* This is not a requirement for qualification but every attempt should be made to observe practice after both the theoretical and practical component in the University

Observation of repair (Identifier, description of trauma, trauma score, repair technique)	Date	Midwife signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Remember to complete repair formative OSCA

CARE OF WOMEN AT RISK IN CHILDBEARING (40)

	DATE	IDENTIFIER	RISK AND MANAGEMENT	OUTCOME	SIGNATURE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

CARE OF WOMEN AT RISK IN CHILDBEARING (40)

	DATE	IDENTIFIER	RISK AND MANAGEMENT	OUTCOME	SIGNATURE
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

CARE OF WOMEN AT RISK IN CHILDBEARING (40)

	DATE	IDENTIFIER	RISK AND MANAGEMENT	OUTCOME	SIGNATURE
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

CARE OF WOMEN AT RISK IN CHILDBEARING (40)

	DATE	IDENTIFIER	RISK AND MANAGEMENT	OUTCOME	SIGNATURE
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					

CANNULATION – You must ensure that you have been instructed in the university and that your Trust permits students to cannulate before practising this skill

	DATE	IDENTIFIER	SIGNIFICANT ISSUES	SIGNATURE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

OBSERVATION OF SYNTOCINON BEING ADDED TO IV FLUIDS – FOUR OCCASIONS

OBSERVATION ONLY	Observation of addition of syntocinon to named IV fluid. Note concentration in I.U./Litre	Signature of midwife
	1	
	2	
	3	
	4	

CARE AND MANAGEMENT OF BABIES REQUIRING TRANSITIONAL/ SPECIAL/ INTENSIVE CARE

	DATE	IDENTIFIER	BIRTH WEIGHT	GESTATIONAL AGE	REASONS FOR TRANSITIONAL/SPECIAL/INTENSIVE CARE AND OUTCOME	SIGNATURE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
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10.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
31.					
32.					
33.					
34.					
35.					
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39.					
40.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
51.					
52.					
53.					
54.					
55.					
56.					
57.					
58.					
59.					
60.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
61.					
62.					
63.					
64.					
65.					
66.					
67.					
68.					
69.					
70.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
71.					
72.					
73.					
74.					
75.					
76.					
77.					
78.					
79.					
80.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
81.					
82					
83.					
84					
85.					
86					
87					
88					
89					
90.					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
91					
92					
93					
94					
95					
96					
97					
98					
99					
100					

POSTNATAL EXAMINATION OF MOTHER AND BABY (100)

	IDENTIFIER	DATES SEEN	SIGNIFICANT HISTORY	SIGNIFICANT FINDINGS	SIGNATURE
101					
102.					
103.					
104.					
105.					
106.					

Assisting a mother with positioning and attachment (at least one in final year)

	DATE	IDENTIFIER	DESCRIPTION OF ASSISTANCE GIVEN	SIGNATURE
1.				
2.				
3.				
4.				
5.				

Assisting a mother to learn how to hand express

	DATE	IDENTIFIER	DESCRIPTION OF ASSISTANCE GIVEN	SIGNATURE
1.				
2.				
3.				

Helping a mother solve a breastfeeding problem (2 in second half of programme)

	DATE	IDENTIFIER	DESCRIPTION OF PROBLEM, ADVICE & OUTCOME	SIGNATURE
1.				
2.				
3.				
4.				
5.				

NEONATAL BLOOD COLLECTION

[illegible]

ATTENDANCE AT CLINICS

Well Baby Clinics

Details					
Signature					

Family Planning

Details					
Signature					

Paediatric Follow Up/ Baby discharged from SCBU clinic or visit

Details					
Signature					

Colposcopy/ Cervical smear follow-up

Details					
Signature					

Well Woman/ Man Clinics

Details					
Signature					

Titles of other Clinics attended: eg: GUM, Medical, Diabetic

WOMEN FOLLOWED THROUGH FROM EARLY PREGNANCY UNTIL 6/8 WEEK POSTNATAL FOLLOW-UP

Identifier:

1	Date	Key issues – Note your presence or if discussed after the event
Nature of first meeting		
Record of antenatal visits		
Outcome e.g. delivery, pregnancy		

loss		
Postnatal visits		
Transfer of care to Health Visitor		
Six/eight week appointment		

WOMEN FOLLOWED THROUGH FROM EARLY PREGNANCY UNTIL 6/8 WEEK POSTNATAL FOLLOW-UP

Identifier:

2	Date	Key issues – Note your presence or if discussed after the event
Nature of first meeting		
Record of antenatal visits		
Outcome e.g. delivery, pregnancy		

loss		
Postnatal visits		
Transfer of care to Health Visitor		
Six/eight week appointment		

WOMEN FOLLOWED THROUGH FROM EARLY PREGNANCY UNTIL 6/8 WEEK POSTNATAL FOLLOW-UP

Identifier:

3	Date	Key issues – Note your presence or if discussed after the event
Nature of first meeting		
Record of antenatal visits		
Outcome e.g. delivery, pregnancy		

loss		
Postnatal visits		
Transfer of care to Health Visitor		
Six/eight week appointment		

WOMEN FOLLOWED THROUGH FROM EARLY PREGNANCY UNTIL 6/8 WEEK POSTNATAL FOLLOW-UP

Identifier:

4	Date	Key issues – Note your presence or if discussed after the event
Nature of first meeting		
Record of antenatal visits		
Outcome e.g. delivery, pregnancy		

loss		
Postnatal visits		
Transfer of care to Health Visitor		
Six/eight week appointment		

Faculty of Health and Medical Sciences
Division of Health and Social Care

COMPLETED PRACTICE SUMMARY

NAME:

Completion Date:

Practice Experience	Hours
Community based midwifery care of women in their homes/health centres	
Delivery Suite	
Antenatal Wards	
Postnatal Wards	
Day Assessment Unit	
Neonatal Intensive Care / Special Care Baby Unit/Transitional Care	
Antenatal Clinic (Hospital)	
Nursing and Recovery	
Other	
TOTAL	

Nature of Experience	No's
Conduct of Antenatal Examinations	
Attendance at Parentcraft Sessions	
Conduct of Parentcraft Sessions	
Supervision and Care of Women in Labour and Personal Conduct of Delivery	
Supervision and Care of Women at Risk in Pregnancy, Labour or Puerperium	
Care and Management of Babies Requiring Special or Intensive care	
Care of Women in a Low-Risk Setting	
Episiotomy	Instructed
	Performed
Perineal Suturing	Instructed
	Performed
Resuscitation of Neonate	Instructed
	Performed
Postnatal Examination of Mother and Baby	
Initial Examination of the Baby	
Followed Through Women	

Type of Clinic Attended	No's	Type of Clinic Attended	No's

Level 6 Credits	
Final Award	

Director of Studies (Midwifery)

Name

Signature Date

COMPLETED SHEET TO BE PHOTOCOPIED AND PROCESSED BY DOS