

Activity workbook to accompany the University of Surrey online practice assessor development

Midwifery



Due to the current circumstances caused by the Covid-19 virus, the University of Surrey has moved all teaching online. This workbook is designed to accompany the recorded PowerPoint presentations and aims to give participants the opportunity to participate in activities which would have normally been achieved through group work.

After listening to the PowerPoint presentations, please work through this booklet. There are boxes for you to write your responses or alternatively, if you feel you would prefer a larger space, you could use your own paper. The practice assessor development is non-accredited and therefore does not carry an academic award. Therefore, this booklet does not require marking but you may wish to use it as part of your revalidation. In addition, some practice partners may choose to use it as a tool to discuss your learning and understanding of the role of the practice assessor.

Role of the practice assessor

Below are different aspects of the practice assessor role. Consider each statement / question in turn and write your thoughts in the box provided

1. Identify the differences between the two roles. List the responsibilities of the PS and then the PA.

What knowledge and skills do you think a PA needs to fulfil their role?

Practice Supervisor (PS)	Practice Assessor (PA)

2. Each Practice Assessor is responsible for the assessment and confirmation of the achievement of proficiencies and practice learning outcomes for the student(s) they are assigned to, for

the period they are assigned to them. What evidence can a PA use to support assessment in practice?

3. All practice assessors are responsible for upholding public protection when assessing students. This means that the assessment does not compromise public protection. Identify ways you can achieve this in practice.

4. Once the PA has assessed the student's practice learning for the placement(s) they are assigned to the student, they should ensure that there is a proper handover to the next

practice assessor, and any other relevant people involved in the education of the student. In your practice settings, how might you ensure this happens?

5. The PA needs to confirm progression with the assigned academic assessor at certain points. There is an expectation that PAs are provided with time and support to objectively assess learners to ensure an evidence based and reliable assessment.

What are your thoughts on this?

Are there any challenges in achieving this in practice?

What possible solutions are there to address these challenges?

The links below are for You tube clips which you may find useful

Breaking Bad news - This is usually associated with patient care however if a student does not attain the level of assessment they were expecting or do not realise that poor professional behaviour can impact on their overall grade. Therefore the principles of breaking bad news discussed in this clip are relevant and can be transferred to the learning situation.

<https://www.youtube.com/watch?v=juKAMBh9J54>


Feedback - Based on teaching and learning in higher education and refers to written feedback on assignments however it still has relevance to clinical practice as you are giving feedback about a student's progress.

<https://www.youtube.com/watch?v=Huju0xwNFKU>

Feedback - The film below compares general feedback and specific feedback. Within healthcare we would refer to specific feedback as feedback and feedforward.

<https://www.youtube.com/watch?v=-P4meB8uBIM>

The activity below refers to the scenario presented in the slide and provides the opportunity for you to consider the quality of feedback that you require from practice supervisors in order to make a rounded judgement on a student's progress.

Quality feedback 

Identify	The Practice Supervisor tells you:
Describe, Explain or Illustrate	» Student does not seem to be the right level for a second year
Future direction / Feedforward and Guidance	» When you press him, he says her knowledge of common drugs and has no idea of their side effects
	» How can this be conveyed to the learner? Identify approaches that would ensure a better learner experience

In the box below write a piece of feedback which identifies approaches to ensure a better learning experience. The titles on the left hand side of the slide could help you to frame the feedback. Remember the final practice assessor of the year will agree a student's progression to the next part of the programme with a nominated academic assessor so clear documentation is vital.

The initial information the practice supervisor has provided is quite vague. You may also wish to consider how you could help coach the practice supervisor to develop their skills around agreeing and setting learning goals for students.

Action Planning

Accurate assessment and feedback of student learning is crucial for patient protection, student development and high-quality future professionals. Students who are not at the required level of achievement for their stage of the programme will need further developmental objectives set in the form of an action plan. If you have a student who you feel is unable to achieve their set objectives and would therefore benefit from an action plan you must liaise with the academic assessor for advice and support for you and the student.

This last activity is around action planning. As we discussed in the PowerPoint, an action plan is essentially a set of SMART learning objectives. Please read the scenario below and make an assessment about Claire's level of knowledge, skills and ability to provide safe and effective care. Remember she is a third year approaching the point of qualification. Write a SMART action plan for Claire which demonstrates evidence of how to proceed. The initial review point will be two weeks. There are also snippets of her portfolio included. Please read these carefully, what are your thoughts around the level of assessment and feedback? Will the comments aid Claire's development?

In the printed portfolio the term mentor is changeable with the term assessor.

Scenario

You are the designated assessor for Claire Evans, a third year student. She has now completed 4 weeks of placement and is approaching the midpoint of her 8-week placement and you are about to complete her formative assessment. At this point you will jointly review her progress and set goals in the form of a development plan to be achieved. Claire has mainly worked with two experienced supervisors and you have also had the opportunity to work two shifts with her.

Claire has many good qualities; she has a caring approach to women and is able to communicate clearly and appropriately with them and their relatives.

At your initial meeting, Claire explained that she is keen to become more independent when caring for women as she is aware that she will qualify shortly and so you jointly set a learning objective which reflected this. Your plan was for Claire to slowly increase the number of women she cared for independently aiming to mirror the normal workload of a qualified practitioner and delegate to you. You both acknowledged this would be within the limitations of a student and that she would need supervision for some areas such as drug administration. This was identified early and documented so the supervisors and you have had the opportunity to coach Claire and set appropriate goals.

You have noticed that if there is a change in a woman's condition, Claire seems to find it difficult to re prioritise and adapt her plans. For example, yesterday whilst one of her practice supervisors was supervising Claire, whilst she was administering drugs to women at lunchtime and checking charts as they went, it was found that the blood pressure of one of the women had increased far above the woman's normal range when it was taken at 10:00. Unfortunately, although Claire had calculated and documented the MOEWS score accurately she had failed to communicate her findings. When asked, Claire explained that she was going to escalate it but then she had to take a phone call from one of her women's relatives which distracted her. On finishing the phone call, she began arranging the discharge of another woman. When the supervisor asked Claire to explain why she thought a woman may have raised blood pressure she could not answer but said she would go back and re

check the woman. After completing the drug round, when the supervisor suggested that she might be able to ask someone else to do this for her whilst she finished the drug round, Claire agreed she would ask the MCA to help.

The woman's condition has continued to deteriorate overnight.

You have previously discussed the importance of communicating a raised MOEWS score with Claire.

You and the supervisors have noticed that Claire is good at delegating roles such as assisting women with basic needs, such as changing sheets and water jugs, (well the MCA's tend to just get on with this), but she is not so good at asking for assistance with other needs that MCA's could help with, such as checking observations. When you discuss delegation with Claire, she said she likes to do everything for her women and feels that it is her responsibility. However, she does realise that she sometimes needs to ask for help for essential care of women.

Claire's portfolio year 1

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.	3
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	3
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.	2
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.	3

Effective Midwifery Practice	Justification and Rationale for Mark Awarded:
Communicates effectively (using interpersonal skills) with women & their families	Claire communicates well with the women using verbal and non verbal communication skills and actively listens to women and their families. Further reading around screening tests would enhance Claires ability to offer informed choices in the antenatal period.
	Claire always demonstrates woman-centred care and is considerate when including the partners and wider family in appropriate discussions. Claire is developing her knowledge

Determine & provide programmes of care & support for women (considering partnership & choice)	on low risk and high risk pathways of care and can identify the normal schedule of ante and postnatal care for a low-risk woman.
Care for, monitor & support women during normal antenatal, labour and postnatal period (supporting normal birth)	Claire demonstrates a good ability to listen, interpret and carry out instructions, however she needs to recognise abnormalities in vital signs, for example, in order to be able to feedback those that fall outside of the normal values. Learning normal values and writing them in a notebook for future reference may be beneficial. Revising anatomy and physiology will aid Claire's understanding of when to raise concerns over a woman's condition.
Work in partnership with women including providing support and advice re infant feeding	Claire is able to provide support to women with infant feeding and is developing knowledge on common breast feeding issues. Further reading on complex feeding issues will enhance this ability for Claire moving forward.

Student's summary of own progress and plan for on-going development:

I have really enjoyed working with such an inspirational team. I have visited a breast feeding support group and spent time with the infant feeding Midwife which has helped my learning.

Practice assessor's summary of the student's progress and areas for on-going development:

Claire is a lovely friendly girl who is able to build good relationships with staff and women. On this placement she has taken part in antenatal bookings, routine antenatal and postnatal appointments. She has attended a breast feeding support group and spent time with the infant feeding midwife. Claire is able to perform a routine postnatal check on a low risk woman and baby. She is where I expect her to be for a first year.

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

An Action plan highlighting areas of concern must be completed and the Academic Assessor informed.

None.

Claire's portfolio year 2 (note the level of language in the coloured boxes is higher than it was in year 1)

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	4
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	4

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	4
--	--	---	---	---	---	---

Effective Midwifery Practice	Justification and Rationale for Mark Awarded:
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Claire is able to monitor women in labour and comes to the correct conclusion.
Provide seamless care & appropriate interventions in partnership with women & care providers	Claire provides interventions where needed.
Undertakes appropriate emergency procedures to meet health needs of women & babies	Claire can anticipate risk with guidance. Can initiate emergency call.

Student's summary of own progress and plan for on-going development:

I have really enjoyed working with the labour ward team. I have visited birth centre and spent time in obstetric theatres which has helped my learning. I have been able to see a wide range of experiences and care for low risk and high risk women in labour. My documentation skills have improved.

Practice assessor's summary of the student's progress and areas for on-going development:

Claire is very friendly and liked by staff and women. On this placement she has taken part in labour care of high and low risk women. She has spent time on birth centre and in obstetric theatres. Claire is able to provide basic normal labour care and document the care plan and care given. She is still only in her 2nd year and I wish her well in the future.

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

An Action plan highlighting areas of concern must be completed and the Academic Assessor informed.

None.

Claire's portfolio Year 3 – (note the level of language in the coloured boxes is higher than it was in year 2)

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	2
Undertakes appropriate		Needs prompting to undertake	Satisfactorily provides	Appropriate recognition of	Undertakes appropriate	2

emergency procedures to meet health needs of women & babies	Limited ability to identify emergencies	emergency measures	emergency measures	emergency & care to be given	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	2

Effective Midwifery Practice	Justification and Rationale for Mark Awarded:
Assess & monitor women holistically throughout the childbearing continuum & reach valid conclusions	Claire is able to carry out a good standard of care for the women allocated to her. Able to perform A-F assessment with some support on new admissions. Works well independently.
Undertakes appropriate emergency procedures to meet health needs of women & babies	Claire seeks help when required.
Select, acquire & administer safely a range of permitted drugs consistent with legislation under supervision.	Claire can complete a drugs round.

Student's summary of own progress and plan for on-going development:

I have really enjoyed this placement. I am now able to care for a group of women. I am confident in administering medication. Thank you to all the team I am now really looking forward to my final consolidated practice placement.

Practice assessor's summary of the student's progress and areas for on-going development:

Claire works well within the team. She demonstrates a caring approach to her women and they comment on her approachable bubbly nature. During this placement Claire has undertaken several medication rounds. She has also been able to complete all her departmental visits to scan and screening and has completed her parent education teaching assessment, although this has meant that she has spent some time away from the ward.

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

An Action plan highlighting areas of concern must be completed and the Academic Assessor informed.

None.

Action Plan

Area of Development (What does Claire need to achieve)	Plan for Learning

What are your thoughts about the assessment and feedback from the assessor in Claire's portfolio?