



**CITY UNIVERSITY  
LONDON**

**Name**.....

**Number**.....

**Cohort**.....

**Personal Tutor**.....

**Submission Date**.....

**Module Code**.....

# **MIDWIFERY PRACTICE ASSESSMENT DOCUMENT YEAR 3**

**Practice Learning Competencies for Entry to the Register**

**BSc (Hons)**

**Kingston  
University  
London**



**London  
South Bank  
University**



**CITY UNIVERSITY  
LONDON**



**UNIVERSITY  
of  
GREENWICH**



Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your sign-off mentor and/or academic staff.

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## **Guidance for using the Practice Assessment Document**

### **Student responsibilities**

This Practice Assessment Document (PAD) is designed to support and guide you towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC 2009). The PAD is designed around the NMC Essential Skills Clusters (ESCs) and domains incorporating the UNICEF UK Baby Friendly Initiative (BFI) standards for universities (2014). Successful completion of this PAD will enable you to demonstrate that you have achieved the required competencies of a student midwife at each point in the midwifery programme.

The PAD makes up a significant part of your overall programme assessment, and will be processed through the formal university systems. Ensure you are familiar with your university assessment and submission date and process for this document. Contact the academic representative from your university, or refer to the intranet if you require support or advice on specific university procedures. The Ongoing Achievement Record (OAR) is a separate document that summarises your achievements in each cluster and, combined with the main document, provides a comprehensive record of your professional development and performance in practice.

You are responsible for the safekeeping and maintenance of the PAD. It should be available to your midwife/sign-off mentor at all times when you are in placement together with the OAR. Any alterations made in this document should be crossed through with one line and include a signature and date.

You will have access to confidential information when in practice placements. You are required to record your EU cases in this document, however it must not contain any woman/service user/carer identifiable information such as name or address. The acceptable case identifier will be agreed by your university, ensure that you are aware of this. The contents of your PAD must not be disclosed to any unauthorised person, photocopied or used outside the placement or university to ensure client confidentiality is maintained.

### **Sign-off mentor responsibilities**

As a sign-off mentor you have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may need to get maximum benefit from the placement.

As well as undertaking the required assessments, your role also includes identifying relevant learning opportunities and creating learning and development plans with the student. Duty rotas should support the development of the student/sign-off mentor working relationship. 40% of the student's time spent in practice must be under the direct or indirect supervision of a sign-off mentor. Other midwives who work with the student but are not sign-off mentors may assess the highlighted competencies and complete an additional comments box which will inform the holistic assessment.

When assessing the student, take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. The student should be demonstrating the majority of the behaviours within the descriptor section for the overall descriptor to be awarded. If the student meets any of the descriptors in the 'unsatisfactory' category, you must award them the 'unsatisfactory' descriptor.

If the student is not meeting the required standards, an action plan should be written and feedback given at the formative review. If there is a cause for concern or a fitness for practice issue that requires prompt action, seek guidance from the university representative and/or senior practice representative.

Sign-off mentors must allocate time with the student to reflect, give feedback and keep a record of the student's progress. In addition to the completion of the responsibilities outlined above, the sign-off mentor must complete the summative assessment of practice and confirm that the required competencies for entry to the register have been achieved (NMC SLAiP 2008, p16).

### Guidance for using the PAD

The practice assessment document is designed to facilitate and guide practice learning throughout the programme. The competencies are based on the NMC essential skills clusters, domains and standards for education (NMC 2009). All midwives/sign-off mentors/other professionals who comment in this document should sign and give their details on the document signatories page.

### Components of Assessment

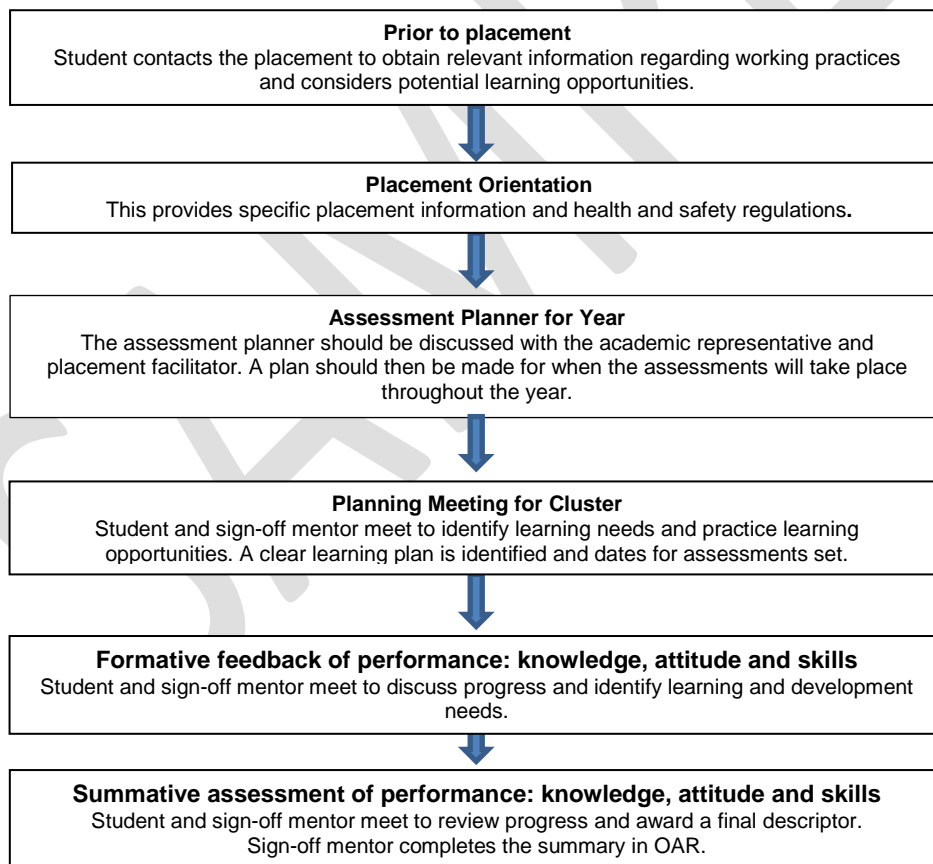
**Clusters:** There are 4 clusters of competencies per year – Antenatal, Labour and birth, Postnatal and neonatal care, and Infant feeding. These can be assessed in a range of placements as part of a continuous assessment process, but all competencies need to be assessed as achieved summatively by the end of the year.

**Professional values:** These form part of the assessment and must be achieved within the summative assessment of each cluster. If the student fails to meet any of the professional values, they must be awarded the unsatisfactory descriptor.

**Assessment:** The overall assessment of the knowledge, attitude and skills of the student must be summatively assessed by the sign-off mentor within each cluster by the end of the year. Formative assessment opportunities should always be offered as these act as a benchmarking process and create the opportunity for the student to self-assess and be given feedback on their performance prior to a summative assessment.

**Woman receiving care and/or their family feedback form:** The midwife/sign-off mentor must seek permission from the woman receiving care and approach them for feedback on the student's performance. This is not formally assessed but will contribute to the midwife/sign-off mentor's overall feedback.

### Process of practice assessment



**Action Plans:** Action Plans are instigated when there is a cause for concern or fitness for practice issue that requires prompt action. **An Action Plan must involve the sign-off mentor and an academic representative.**



### **City University London Guidelines**

This Practice Assessment Document is designed to enable you to demonstrate achievement of the Standards for Pre-Registration Midwifery Education and Essential Skills Clusters (NMC 2009) which is a requirement for entry to the midwifery part of the NMC register. It is designed to help you apply theoretical knowledge to the practice of midwifery. Your Practice Assessment Document contributes towards the requirements for becoming a midwife and complies with the European Union Midwives Directive 80/155/EEC (Article 40) 2005/36/EU.

#### **Practice Modules**

In each year (3 year programme) or part (shortened programme) of the course you will undertake a practice module and will spend a set number of weeks in placement (please see your course plan).

#### **Assessment of Practice**

The Nursing and Midwifery Council requires that you be supervised and assessed by a 'Sign-off Mentor' (NMC, 2008). As part of this process you are required to work with the allocated sign-off mentor for a minimum of 40% of the time in practice, although it is recognised that you may also work with other registrants; A sign-off mentor has undertaken a mentorship course and is there to support your learning and assess your knowledge, skills and professional values taking into consideration the stage you are at in your programme. You will be allocated a sign-off mentor at the beginning of your placement. You will be assessed holistically on the development of your knowledge, skills and attitude including professional values in each placement. If you do not achieve a pass grade in the summative assessment (which will include not meeting any professional values) you will have the opportunity to be reassessed. If you do not achieve a pass grade at reassessment, there is no provision for further reassessment and you will be withdrawn from the programme. Issues that are raised in practice concerning your professional behaviour and attitude will result in a 'Cause for Concern' being raised formally with the university and could result in referral to the university Fitness to Practice Panel.

#### **Attendance in Practice**

Your attendance must be recorded each day and the total number of hours required must be completed prior to submission at the end of your placement module in each year of the programme. This forms a record of your placement hours required by the NMC in order for you to register on completion of the programme. If you are sick or absent for any other reason this should be noted and any hours worked to make up sickness/absence should be recorded. The total hours worked must be stated too. If you have five or more days to make up, you must develop an action plan in discussion with your sign-off mentor or Clinical Practice Facilitator outlining how this will be achieved. This action plan must be sent to your personal tutor.

**Document Signatories: Sign-off mentors**

A sample signature must be obtained for each sign-off mentor who signs your document  
 (In line with NMC requirements all sign-off mentors must have attended an annual update and triennial review)

	Name (please print)	Signature	Initials	Date of last mentor update	Date of triennial review	Practice Area
<b>e.g.</b>	<i>May Brown</i>	<i>MBrown</i>	<i>MB</i>	<i>Sept 2013 May 2015</i>	<i>May 2015</i>	<i>Community Green team</i>
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>13</b>						
<b>14</b>						
<b>15</b>						
<b>16</b>						

**Document Signatories: Midwives/other professionals**

A sample signature must be obtained for each midwife or other professional who signs your document

	<b>Name</b> (please print)	<b>Signature</b>	<b>Initials</b>	<b>Date of last mentor update</b>	<b>Practice Area</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

### Orientation

Students may be allocated to more than one placement area or may return to the same area at a later point in the year. For all new areas, or upon returning after a significant period of time, please complete an orientation.

Mentors please initial that this has occurred in the relevant boxes and provide the date when the criteria has been completed	Antenatal areas		Labour areas		Postnatal/ Neonatal areas		Community areas	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Placement Provider induction/update has been completed, if applicable								
<b>The following criteria need to be met within the first day in placement</b>								
A general orientation to the placement setting has been undertaken for location of equipment/facilities								
The local fire procedures have been explained								
The student has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>								
Resuscitation policy and equipment for emergency resuscitation of mother/baby have been explained								
The student knows how to summon help in the event of an emergency								
The student is aware of where to find local policies <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• clinical guidelines</li> </ul>								
The shift times, meal times and sickness policies have been explained								
The student has been given an orientation booklet/sheet if available								
The lone working policy has been explained (if applicable)								
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)								
<b>Date all first day criteria completed</b>								
<b>Please initial and date when complete:</b>								
The student has been made aware of the moving and handling equipment used in the clinical area								
The student has been shown and given a demonstration of the medical devices used in the clinical area								
<b>The following criteria need to be met within the first week of placement</b>								
The student has been made aware of information governance requirements								
The student is aware of the local policy for supply/administration/destruction/surrender of controlled drugs								
The student is able to identify their Supervisor of Midwives								
The policy regarding safeguarding has been explained								
The student understands why materials provided by the formula feeding industry should not be used in the clinical area (BFI UK standard 1)								
<b>Date all first week criteria completed</b>								



### Year 3 assessment planner

During year three you are required to complete assessments in the areas outlined below. Discuss your assessment plan with your academic representative and/or clinical placement facilitator. Use this page to plan when you will undertake your assessments.

	Practice area and date planned for <b>formative review</b>	Name of sign-off mentor	Practice area and date planned for <b>summative assessment</b>	Name of sign-off mentor
<b>Antenatal care</b>				
*Guidance	Completion of approximately 75 antenatal assessments		Completion of approximately 100 antenatal assessments	
<b>Labour and birth care</b>				
*Guidance	Participation in the care of approximately 30 women in labour, and providing care during 30 normal births		Participation in the care of approximately 40 women in labour, and providing care during 40 normal births	
<b>Postnatal &amp; neonatal care</b>				
*Guidance	Completion of approximately 75 postnatal and approximately 75 neonatal assessments		Completion of between 90-100 postnatal assessments and 90-100 neonatal assessments	
<b>Infant feeding</b>				
*Guidance	Participation in 8 episodes of breastfeeding activity and 2 other infant feeding activities (these are not accumulative totals)		Participation in 12 episodes of breastfeeding activity and 4 other infant feeding activities (these are not accumulative totals)	
<b>Medicines management</b>				
*Guidance	This assessment should be undertaken following successful completion of all the clusters			

**\*Guidance for completion:** It is useful to consider the amount of experience you have had in a certain area prior to undertaking assessments. The integrated EU requirements record will help you and your sign-off mentors to identify how much practical experience you have had during your allocation to a clinical area. The suggested numbers for completion are provided for guidance only to facilitate the planning of assessments. **The numbers given here represent accumulative totals.**

The **EU requirements** at point of registration (Article 40 of Directive 2005/36/EU) include:

- Advising of pregnant women, involving at least **100 antenatal** examinations
- Supervising and caring for at least **40 women in labour**
- Performance of episiotomy and initiation into suturing
- Personally carrying out at least **40 births**
- Supervising and caring for **40 women at risk** in pregnancy, labour or the postnatal period
- Supervising and caring for (including examination) at least **100 postnatal women** and at least **100 healthy newborn infants**
- Active participation with breech births (may be simulated)
- Observation and care of the newborn requiring special care, including those born pre-term, post-term, underweight or ill

### Definitions of commonly used terms

**Academic representative:** This is the person employed by an Approved Education Institution to support students on midwifery programmes. This may be a link lecturer, personal tutor or module leader.

**Clinical Placement Facilitator (CPF):** This is the person employed by the NHS Trust to support student midwives in clinical practice and to manage their clinical experience. This role may also be undertaken by a Practice Development Midwife or Placement Co-ordinator.

**Holistic Assessment Descriptors:** These represent the levels of performance expected to meet the grading criteria at each academic level. The descriptors assess knowledge, skill and attitude and show progression across and between levels. Sign-off mentors award a descriptor that matches the student's performance. This descriptor is then converted into a grade at university level.

**Midwife/Registrant:** Qualified midwives registered with the NMC who may support a student in practice.

**Ongoing Achievement Record (OAR):** This document contains summaries of your achievements in each placement and, with the Practice Assessment Document, forms a comprehensive record of professional development and performance in practice. The OAR enables the sign-off mentor to confirm that a student is proficient at designated points in the programme.

**Practice Assessment Document (PAD):** This document is the tool to record your learning in practice, achievement of the NMC competencies and holistic assessment including professional values.

**Sign-off mentor:** Qualified midwives who have undertaken an NMC approved mentor preparation programme, have met the additional sign-off status competencies and have 'live' status on the Trust mentor register.

## Antenatal

## Antenatal planning meeting

To be completed during the first week of placement when in a clinical area where antenatal care is undertaken.

Practice area \_\_\_\_\_

Name of allocated sign-off mentor \_\_\_\_\_

**Student completion: Please comment on your learning needs in relation to the competencies listed on the following pages**

**How can you be helped to learn most effectively?**

**Sign-off mentor completion: Please comment on the learning opportunities available to the student in this allocation with regard to completion of the competencies and summative assessment.**

**Will both the formative review and summative assessment be undertaken in this area?**

**Yes / No**

**If 'No', where and when will this take place?**

**Please also note the specific expectations regarding professional behaviour to this practice area:**

Planned date for formative review: \_\_\_\_\_

Planned place and date for summative assessment: \_\_\_\_\_

Sign-off mentor Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please complete the details on the assessment planner on page 9**

Record of **initial antenatal interviews** (booking) personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
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<b>Case identifier:</b>		
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<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **initial antenatal interviews** (booking) personally undertaken

<b>No.</b>	<b>Information:</b>	
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<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
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<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
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<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **antenatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
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<b>Case identifier:</b>		
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<b>Gestation:</b>	<b>Date:</b>	
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<b>Case identifier:</b>		
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<b>Gestation:</b>	<b>Date:</b>	



Record of **antenatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
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<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
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<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **antenatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **antenatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **antenatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **antenatal** assessments with **complex issues** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

## Achievement of Antenatal Competencies

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Antenatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>A1. The student midwife provides antenatal care that always ensures women are central to the planning and provision of care. The student midwife:</b>				
A1.1 Ensures that personal judgments, prejudices, values, attitudes and beliefs do not compromise the provision of care				
A1.2 Facilitates informed choices regarding antenatal screening tests ensuring women understand the purpose of all tests before they are undertaken				
A1.3 Sensitively shares test results with women, and demonstrates the ability to discuss any further action/consequences as necessary				
A1.4 Is proactive in advising women of appropriate health promotion strategies in pregnancy				
A1.5 Shares information effectively and with sensitivity in challenging circumstances, such as a previous pregnancy/neonatal loss, or high risk screening result with women and their families				
A1.6 Is skilled in providing the opportunity for women to disclose domestic abuse and responds sensitively and appropriately				
A1.7 Discusses infant feeding options with women, providing accurate information				
A1.8 Facilitates the woman to develop attachment with her unborn baby during pregnancy				
A1.9 Shows sensitivity and skill when enquiring whether the woman has experienced any form of surgery to their genitals, including female genital mutilation, and is able to respond and refer appropriately				
<b>A2. The student midwife is able to be the first point of contact when women are seeking antenatal advice and/or information about being pregnant. The student midwife:</b>				
A2.1 Articulates how midwives can be accessed through routes other than the traditional GP route of referral				
A2.2 Is able to accurately and competently undertake the initial antenatal interview (booking)				
<b>A3. The student midwife ensures that consent will be sought from the woman prior to care being given and that the rights of women are always respected. The student midwife:</b>				
A3.1 Always seeks valid consent before any care is initiated				
A3.2 Uses strategies to enable women to understand interventions in order for them to give informed consent				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

<b>Antenatal competencies</b>				
<b>Has the Student Midwife achieved the following?</b>	<b>Formative Review</b>		<b>Summative Assessment</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
<b>A3. The student midwife ensures that consent will be sought from the woman prior to care being given and that the rights of women are always respected. (continued) The student midwife:</b>				
A3.3 Respects the woman's autonomy when making a decision in relation to care and treatment				
A3.4 Seeks consent prior to sharing confidential information outside of the professional care team (subject to agreed safeguarding/protection procedures)				
<b>A4. The student midwife provides care in a warm, sensitive and respectful manner. The student midwife:</b>				
A4.1 Is attentive and acts with kindness, communicating in a manner that is sensitive and respectful to the woman and her family				
A4.2 Is able to initiate and maintain a supportive relationship with women and their families				
<b>A5. The student midwife is attentive and shares information that is clear, accurate and meaningful at a level which women, their partners and family can understand. The student midwife:</b>				
A5.1 Communicates effectively and sensitively in different settings, using a range of methods and styles in individual and group settings				
A5.2 Uses appropriate and relevant communication skills when faced with difficult and challenging circumstances in individual and group scenarios				
<b>A6. The student midwife works in partnership with women in a manner that is diversity sensitive and is free from discrimination, harassment and exploitation. The student midwife:</b>				
A6.1 Within UK legal frameworks, understands the rights of the women and the need to speak out when these are at risk of being compromised				
A6.2 Promotes care environments that are diversity sensitive and free from exploitation, discrimination and harassment				
<b>A7. The student midwife is able to assess maternal and fetal wellbeing relevant to gestation, and can identify when to refer to other professionals when appropriate. The student midwife is able to safely and competently perform and record the following showing an awareness of the normal parameters of results:</b>				
A7.1 Maternal vital signs and urinalysis				
A7.2 Abdominal examination including appropriate assessment of fetal growth				
A7.3 Auscultation of the fetal heart				
A7.4 Visual observation and discussion of maternal physical and emotional health				
A7.5 Sensitive use of assessment tools to identify possible anxiety or depression (e.g. the 'Whooley questions')				
A7.6 Recording information accurately				



The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Antenatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>A7. The student midwife is able to assess maternal and fetal wellbeing relevant to gestation, and can identify when to refer to other professionals when appropriate. The student midwife is able to safely and competently perform and record the following showing an awareness of the normal parameters of results: (continued)</b>				
A7.7 Responding to and referring appropriately when findings are outside the scope of normal midwifery practice				
A7.8 Venepuncture and selection of appropriate tests				
<b>A8. In the role of lead carer, the student midwife is able to plan an appropriate individual antenatal care pathway in partnership with the woman, referring to other relevant health professionals as required. The student midwife:</b>				
A8.1 Is able to plan an individual antenatal care pathway in partnership with the woman to ensure her physical, psychological, social and cultural needs are met, in accordance with the latest evidence and local guidelines				
A8.2 Demonstrates the skills required to share information with women who have physical, cognitive or sensory disabilities and those who do not speak or read English				
A8.3 Empowers women to recognise normal pregnancy development and when to seek advice				
A8.4 Respects the role of women as partners in their care, encouraging and promoting choice				
A8.5 Understands when referral to a Supervisor of Midwives might be appropriate to support women's choices				
A8.6 Is competent in recognising and advising women who would benefit from more specialised services and refers appropriately				
A8.7 Provides accurate, truthful and balanced information to enable women to make choices				
<b>A9. The student midwife protects and treats all information relating to the women they care for as confidential. The student midwife:</b>				
A9.1 Acts within legal frameworks for data protection when sharing information in situations where there may be limits to confidentiality, e.g. child protection, protection from harm (multi-disciplinary team, across agency boundaries)				
<b>A10. The student midwife works confidently and collaboratively with other health professionals and external agencies. The student midwife:</b>				
A10.1 In accordance with NMC Midwives rules and standards (2012), knows how and when to refer women who would benefit from more specialist services				
A10.2 Is able to collaborate with the wider healthcare team and agencies valuing the roles and responsibilities of others to ensure optimum outcomes for women and their babies				

Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Antenatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>A10. The student midwife works confidently and collaboratively with other health professionals and external agencies. (continued) The student midwife:</b>				
A10.3 Is able to reflect on own practice and discusses issues with other members of the team to enhance learning				
<b>A11. The student midwife is able to keep accurate antenatal records. The student midwife:</b>				
11.1 Keeps accurate and timely records detailing assessment, planning, implementation and evaluation of care according to the NMC standards for record keeping				

### Additional Comments on student's performance

The following sections are for those with whom you work to record details of your performance. This information will assist your sign-off mentor in carrying out your assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.35 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.35 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	






Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.35 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

\*If you have indicated that the student's performance is unsatisfactory, please contact the sign-off mentor/CPF immediately

**Woman receiving care and/or their family feedback**  
**Midwives/sign-off mentors should obtain consent from women/their families**

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are:	Woman receiving care <input type="checkbox"/>	Family member/partner <input type="checkbox"/>			
<b>How happy were you with the way the student midwife:</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
• cared for you?					
• cared for your baby?					
• listened to your needs?					
• understood the way you felt?					
• talked to you?					
• showed you respect?					

What did the student midwife do well?
Is there anything the student midwife could have done to make your experience better?
Thank you for your help. Please sign here if you wish (optional):
Midwife/sign-off mentor name and signature: <span style="float: right;">Date:</span>

*This form has been developed by Maternity Service Users based on a form originally designed by Services Users 2013*

Formative review	
<b>Student's reflection at formative review</b>	
Describe the practice area:	
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required in this area?	
What <i>knowledge</i> do you think you need to develop further before the summative assessment?	
What do you think you do particularly well in this area of care?	
What <i>competencies</i> in this cluster do you need to develop further before the summative assessment?	
Which of the eight <i>professional values</i> do you most need to develop?	
How will you do this?	
<p>Refer to the holistic assessment descriptors (on page 35) and sign the column that you feel most describes your practice.</p> <p>Self-assessment descriptor awarded:</p> <p>Student reflection on mentor feedback following formative review:</p> <p>Student signature:</p> <p>Date:</p>	

Formative review	
<b>Sign-off mentor's comments at formative review</b>	
Please comment on the student's underpinning <i>knowledge</i> of the evidence relating to the content of this cluster.	
What knowledge does the student need to develop further before the summative assessment?	
Please comment on the student's ability to link theory and practice.	
Please comment on the student's ability to undertake the <i>competencies</i> that are assessed within this cluster.	

## Formative review

## Professional values

Has the student midwife achieved the following?

Yes

No

Comments

**Commitment:**

1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.

**Care:**

2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.

**Competence:**

3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.

**Communication:**

5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.
6. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.

**Courage:**

7. The student demonstrates openness, trustworthiness and integrity, ensuring the woman is always the focus of care.

**Compassion:**

8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.

**Additional comments if required:**

Please refer to the holistic assessment descriptors on page 35 and sign the column that most closely describes the student's practice.

**Descriptor awarded:**

If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines (p.36).

Name of academic representative contacted:

Date contacted:

Sign-off mentor signature:

Print name:

Date:

Prior to completing the summative assessment, all the competencies in the cluster must have been achieved. At least 40% of the student midwife's time must be spent being supervised (directly or indirectly) by the sign-off mentor (SLAiP, 2008, p31)

Summative assessment
<b>Student's reflection</b> Describe the practice area:
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required?
What do you think you did particularly well?
Comment on the extent to which you meet the eight professional values.
Refer to the holistic assessment descriptors (on page 35) and sign the column that you feel most describes your practice.  Self-assessment descriptor awarded:  Reflection on sign-off mentor feedback following summative assessment:          Student signature: Date:



**Summative assessment****Sign-off mentor's comments at summative assessment**

If an action plan was in place (see p.36) has the criteria for success been achieved? Yes / No\*

\*If 'No' please comment further here, and ensure the academic representative is contacted and an action plan devised.


Please comment on the student's underpinning *knowledge* of the evidence relating to the content of this cluster

Please comment on the student's ability to undertake the *competencies* that are assessed within this cluster. All competencies in this cluster must have been achieved.

Please comment on the student's ability to *link theory and practice*.

Summative assessment					
Professional values					
Has the student midwife achieved the following?	Yes	No	Comments		
<b>Commitment:</b> 1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.					
<b>Care:</b> 2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.					
<b>Competence:</b> 3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries					
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.					
<b>Communication:</b> 5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.					
6. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.					
<b>Courage:</b> 7. The student demonstrates openness, trustworthiness and integrity, ensuring the woman is always the focus of care.					
<b>Compassion:</b> 8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.					
<b>Additional comments if required:</b>  Please refer to the holistic assessment descriptors on the next page and sign the column that most closely describes the student's practice. <b>Descriptor awarded:</b>  <b>If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines.</b>  <b>Name of academic representative contacted:</b>  <b>Date contacted:</b>					
<b>I have filled in my details on document signatory page</b>	<b>Initial</b> <div></div>	<b>The student and I have checked the record of practice hours</b>	<b>Initial</b> <div></div>	<b>I have completed the OAR</b>	<b>Initial</b> <div></div>
<b>Sign-off mentor signature:</b>  <b>Print name:</b>  <b>Date:</b>					

**Holistic assessment descriptors**

Level 6 (Year3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
 <p>© Lindsay Gillman 2014</p> <p><b>The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.</b></p>	<p>The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.</p> <p>The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.</p> <p>The student can safely undertake all of the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately at all times, is self-aware and responds positively to feedback.</p> <p>The student demonstrates leadership qualities and is able to facilitate effective team working</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.</p> <p>The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.</p> <p>The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.</p> <p>The student can safely undertake all of the competencies in this cluster independently with distant supervision.</p> <p>The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.</p> <p>The student is developing leadership skills and contributes well to effective team working.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.</p> <p>The student may need occasional prompts to seek new knowledge.</p> <p>The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all of the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.</p> <p>The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.</p> <p>The student contributes appropriately within the team.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires prompting to seek new knowledge, but responds appropriately to this.</p> <p>The student is able to make links between the underpinning theory and their practice in known situations.</p> <p>The student can safely undertake all of the competencies in this cluster independently with appropriate supervision.</p> <p>The student may occasionally seek prompts or direction.</p> <p>The student uses their initiative appropriately in known situations and responds to feedback.</p> <p>The student is aware of their own behaviours and is able to work within the team.</p>	<p>The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.</p> <p>The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires constant prompting to seek new knowledge, and may not always respond.</p> <p>The student seems unable to make the link between theory and practice due to a limited knowledge base.</p> <p>The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.</p> <p>The student does not always use their initiative even in known situations.</p> <p>The student shows a lack of or negative response to feedback.</p> <p>The student lacks self-awareness, which may be detrimental to care provision or effective team working.</p>
Student signature <b>Formative review</b>					
Sign-off mentor signature <b>Formative review</b>					
Student signature <b>Summative assessment</b>					
Sign-off mentor signature <b>Summative assessment</b>					

### Action Plan

An Action Plan is required when a student's performance causes concern.  
The sign-off mentor must liaise with the academic representative to agree success criteria and timeframe.

Date	Cluster	Placement area	Date for Review
Nature of Concern Note competency number or professional value	Criteria for Success		Review meeting
			<b>Date:</b>  <b>Reviewer:</b>  <b>Comments:</b>  
Tripartite Meeting	Date/Time	CPF Contacted	
		Yes/No	Date:
Sign-off mentor name and signature	Student signature	Academic staff name and signature	

## Labour and birth

## Labour and birth planning meeting

To be completed during the first week of placement when in a clinical area where labour and birth care is undertaken.

Practice area \_\_\_\_\_

Name of allocated sign-off mentor \_\_\_\_\_

**Student completion: Please comment on your learning needs in relation to the competencies listed on the following pages**

**How can you be helped to learn most effectively?**

**Sign-off mentor completion: Please comment on the learning opportunities available to the student in this allocation with regard to completion of the competencies and summative assessment.**

**Will both the formative review and summative assessment be undertaken in this area?**

**Yes / No**

**If 'No', where and when will this take place?**

**Please also note the specific expectations regarding professional behaviour to this practice area:**

Planned date for formative review: \_\_\_\_\_

Planned place and date for summative assessment: \_\_\_\_\_

Sign-off mentor Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please complete the details on the assessment planner on page 9**

Record of **women** cared for **in labour** and **supported to birth their babies** (births personally facilitated)

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
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Record of **women** cared for **in labour** and **supported to birth their babies** (births personally facilitated)

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Record of **women** cared for **in labour** and **supported to birth their babies** (births personally facilitated)

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Record of **women** cared for **in labour** and **supported to birth their babies** (births personally facilitated)

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Record of **women** cared for **during labour** (excluding those recorded as births)

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<b>Gestation:</b>	<b>Date:</b>	

## Achievement of Labour and Birth Competencies

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB1. The student midwife is able to work in partnership with women to facilitate a birth environment that supports their needs. The student midwife:</b>				
LB1.1 Practises in accordance with the NMC Code and Midwives rules and standards (2012)				
LB1.2 Ensures that labour and birth is diversity sensitive, meeting the individual needs and preferences of women				
LB1.3 Anticipates and provides for the needs of women during labour and birth				
LB1.4 Inspires confidence, bases decisions on evidence and uses experience to guide decision making				
LB1.5 Acknowledges the roles and relationships within families that are dependent upon religious and cultural beliefs, preferences and experiences				
LB1.6 Practises in accordance with relevant legislation				
LB1.7 Demonstrates the ability to be the woman's advocate and consistently shows the ability to communicate effectively with her, articulating a clear plan of care that has been developed in partnership with her				
LB1.8 Negotiates with others in relation to balancing competing/conflicting priorities and articulating professional limitations and boundaries				
LB1.9 Is aware of the role of the Supervisor of Midwives and when referral would be appropriate				
<b>LB2. The student midwife provides care in a warm, sensitive and compassionate way. The student midwife:</b>				
LB2.1 Anticipates how a woman might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort				
LB2.2 Uses touch appropriately				
LB2.3 Listens to, watches for verbal and non-verbal cues				
LB2.4 Provides care that includes both practical and emotional support				
LB2.5 Considers own values and how these may impact on interactions with women				
LB2.6 Recognises their own personal feelings and values and does not allow these to compromise any interactions with women or the care that they receive				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB2. The student midwife provides care in a warm, sensitive and compassionate way. (continued) The student midwife:</b>				
LB2.7 Appropriately responds to and reflects on emotional discomfort/distress of self and others				
LB2.8 Is proactive in maintaining the woman's dignity during labour and birth				
<b>LB3. The student midwife is attentive to the comfort needs of women before, during and after birth. The student midwife:</b>				
LB3.1 Responds to verbal and non-verbal cues				
LB3.2 Ensures the comfort needs of women are met, such as:				
• bladder care				
• appropriate hydration				
• nutritional intake				
• hygiene requirements				
• prevention of infection				
• assessment of skin integrity				
LB3.3 Applies in-depth knowledge of the physiology of labour and birth				
LB3.4 Uses skills of observation and active listening to consider the effectiveness of the care being provided				
<b>LB4. The student midwife is able to determine the onset of labour. The student midwife:</b>				
LB4.1 Identifies the onset of labour, discusses the findings accurately and shares this information with women, demonstrating the ability to discuss any further action/consequences as necessary				
<b>LB5. The student midwife is able to determine the wellbeing of women and their unborn babies during labour and birth. The student midwife:</b>				
LB5.1				
• Safely and accurately undertakes and records maternal observations				
• Interprets the findings accurately and shares this information with women, discussing further actions or consequences as necessary				



The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB5. The student midwife is able to determine the wellbeing of women and their unborn babies during labour and birth. (continued) The student midwife:</b>				
LB5.2				
<ul style="list-style-type: none"> <li>Safely and accurately undertakes and records the fetal heart rate using a Pinard stethoscope and/or hand held doppler</li> </ul>				
<ul style="list-style-type: none"> <li>Interprets the findings accurately and shares this information with women, discussing further actions or consequences as necessary</li> </ul>				
<ul style="list-style-type: none"> <li>Safely and accurately undertakes and interprets CTG monitoring according to national and local guidelines</li> </ul>				
LB5.3 Is able to identify and manage, reduce or remove risk that could be detrimental to maternal and fetal wellbeing during labour and birth				
LB5.4 Recognises when referral to another professional is required and refers appropriately				
<b>LB6. The student midwife is able to measure, assess and facilitate the progress of normal labour. The student midwife:</b>				
LB6.1 Seeks informed consent prior to undertaking any procedure				
LB6.2 Assesses the progress of labour using:				
<ul style="list-style-type: none"> <li>observation of changes in behaviour</li> </ul>				
<ul style="list-style-type: none"> <li>abdominal examination</li> </ul>				
<ul style="list-style-type: none"> <li>vaginal examination</li> </ul>				
LB6.3 Makes an accurate assessment of the progress of labour, identifying and appropriately managing the latent and active phase of labour				
LB6.4 Discusses with women the progress of labour in relation to their birth plan/written wishes and any subsequent recommendations for modifications, as need dictates				
LB6.5 Critically appraises, justifies the use of and can safely perform in order to facilitate a spontaneous vaginal birth:				
<ul style="list-style-type: none"> <li>artificial rupture of membranes</li> </ul>				
<ul style="list-style-type: none"> <li>urinary catheterisation</li> </ul>				
LB6.6 Recognises any deviation from normal progress of labour/wellbeing of the woman or fetus. Initiates a timely referral to the appropriate professional regardless of hierarchy, when the expertise required exceeds the midwife's scope of practice using an appropriate tool e.g. SBAR				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB6. The student midwife is able to measure, assess and facilitate the progress of normal labour. (continued) The student midwife:</b>				
LB6.7 Provides care for women experiencing complications in labour and birth as part of the multidisciplinary team				
<b>LB7. The student midwife is able to support women and their partners in the birth of their babies. The student midwife:</b>				
LB7.1 Prepares an appropriate environment ready for the birth				
LB7.2 Cares for women sensitively and is attentive to the 'moment of birth', creating an environment that is responsive to the woman's needs				
LB7.3 Supports women safely in the birth of their baby				
LB7.4 Recognises when an episiotomy is clinically indicated				
LB7.5 Safely undertakes infiltration of the perineum and performs an episiotomy (may be simulated)				
LB7.6 Assesses and monitors the woman's condition throughout the third stage of labour facilitating safe expulsion of the placenta and membranes by:				
<ul style="list-style-type: none"> <li>physiological management</li> <li>active management</li> </ul>				
LB7.7 Can assess the perineum for trauma following the birth according to local and national guidelines				
<b>LB8. The student midwife is able to facilitate the mother and baby to remain together. The student midwife:</b>				
LB8.1 Assesses accurately the health and wellbeing of the newborn baby using the Apgar scoring system				
LB8.2 In a culturally sensitive manner, creates an environment that is protective of the maternal infant attachment process, such as minimal handling of the baby, parental identification of gender, fostering maternal infant eye contact, skin-to-skin contact leading to feeding when the baby is ready				
LB8.3 Is able to safely and accurately undertake the initial newborn examination immediately following birth				
<b>LB9. The student midwife is able to sensitively support women and their partners in situations of pregnancy loss, such as intrauterine death or stillbirth. The student midwife:</b>				
LB9.1 Understands local/national policy and legislation regarding management of intrauterine death and stillbirth, and participates in offering support to parents as appropriate				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB9. The student midwife is able to sensitively support women and their partners in situations of pregnancy loss, such as intrauterine death or stillbirth. The student midwife:</b>				
LB9.2 Is aware of local procedures and the documentation required following pregnancy loss and has participated in completing them with the parents where appropriate				
LB9.3 Is familiar with the SANDS 'Creating Memories – Offering Choices' form and understands how to sensitively offer and undertake the activities described participating where possible and appropriate e.g. taking photographs, foot and handprints, holding the baby				
LB9.4 Can identify sources of support available for managing the emotional responses of self and the woman/her family in situations of pregnancy loss				
<b>LB10. The student midwife is able to identify and safely manage appropriate emergency procedures. The student midwife:</b>				
LB10.1 Initiates emergency measures if required (may be simulated) and can sustain emergency measures until help arrives, including:				
• manual removal of placenta/examination of uterus				
• management of post-partum haemorrhage				
• management of shoulder dystocia				
• management of an undiagnosed breech				
• adult resuscitation				
• neonatal resuscitation				
LB10.2 Demonstrates a knowledge of the medicinal products related to safe and effective management of obstetric emergencies				
<b>LB11. The student midwife is able to keep accurate records. The student midwife:</b>				
LB11.1 Maintains accurate and timely records which include assessment, planning, implementation and evaluation of care				
LB11.2 Accurately completes intrapartum charts in accordance with local guidelines and policies e.g. Partogram				
LB11.3 Provides rationale within their records for any actions or interventions taken				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB12. The student midwife is able to ensure safe and effective practice through comprehensive knowledge of medicinal products, their actions, risks and benefits including the ability to recognise and respond safely to adverse drug reactions/events within the parameters of normal childbirth. The student midwife:</b>				
LB12.1 Applies an understanding of basic pharmacology in aspects related to midwifery practice				
LB12.2 Uses knowledge and understanding of medicines that are commonly administered to childbearing women and babies to act promptly in cases where side effects and adverse reactions occur				
LB12.3 Understands how to report adverse incidents, near misses and drug reactions				
LB12.4 Understands how to manage anaphylaxis safely in primary and secondary care settings				
<b>LB13. The student midwife is able to supply and administer (under supervision) medicinal products (including controlled drugs) in a safe and timely manner within the legal and ethical frameworks. The student midwife:</b>				
LB13.1 Is conversant with current UK medicines legislation in relation to ordering, receipt, storage, administration and disposal of medicinal products including controlled drugs				
LB13.2 Calculates accurately the medicinal products frequently encountered within the sphere of labour and birth				
LB13.3 Demonstrates an awareness of personal accountability relating to medicines management by selecting, acquiring and administering medicinal products safely and efficiently via routes and methods commonly used including:				
• oral				
• intramuscular				
• vaginal				
• inhalation				
• rectal				
LB13.4 Can safely set up and manage an intravenous infusion				
LB13.5 Uses prescription charts correctly and maintains accurate records				
LB13.6 Applies the midwives exemptions accurately to midwifery practice within the NHS in both the primary and secondary care settings				

Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Labour and birth competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>LB14. The student midwife is able to work in partnership with women and the wider healthcare team, to facilitate women to make safe and informed choices about medicinal products related to themselves and their babies. The student midwife:</b>				
LB14.1 Ensures information sharing is woman-centred and provides clear and accurate information so that women can make safe and informed choices about using medicines				
LB14.2 Assesses the woman's ability to self-administer their medicinal products safely				
LB14.3 Demonstrates an understanding of roles and responsibilities within the multi-disciplinary team for medicinal products management				
LB14.4 Questions, critically appraises and uses evidence to support a discussion with the healthcare team when medicinal products may or may not be an appropriate choice				
LB14.5 Is aware of the dangers of giving complementary therapy advice when not qualified and recognises when referral to a registered complementary therapist is required				
LB14.6 Works within national and local policies and is confident in accessing evidence-based sources of information relating to the safe and effective management of medicinal products				

### Additional Comments on student's performance

The following sections are for those with whom you work to record details of your performance. This information will assist your sign-off mentor in carrying out your assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.62 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.62 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	






Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.62 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

\*If you have indicated that the student's performance is unsatisfactory, please contact the sign-off mentor/CPF immediately

**Woman receiving care and/or their family feedback**  
**Midwives/sign-off mentors should obtain consent from women/their families**

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are:    Woman receiving care <input type="checkbox"/> Family member/partner <input type="checkbox"/>					
How happy were you with the way the student midwife:	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
• cared for you?					
• cared for your baby?					
• listened to your needs?					
• understood the way you felt?					
• talked to you?					
• showed you respect?					

What did the student midwife do well?

Is there anything the student midwife could have done to make your experience better?

Thank you for your help. Please sign here if you wish (optional):

Midwife/sign-off mentor name and signature:

Date:

*This form has been developed by Maternity Service Users based on a form originally designed by Services Users 2013*

Formative review
<b>Student's reflection at formative review</b>
Describe the practice area:
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required in this area?
What <i>knowledge</i> do you think you need to develop further before the summative assessment?
What do you think you do particularly well in this area of care?
What <i>competencies</i> in this cluster do you need to develop further before the summative assessment?
Which of the eight <i>professional values</i> do you most need to develop?
How will you do this?
<p>Refer to the holistic assessment descriptors (on page 62) and sign the column that you feel most describes your practice.</p> <p>Self-assessment descriptor awarded:</p> <p>Student reflection on mentor feedback following formative review:</p> <p>Student signature:</p> <p>Date:</p>



**Formative review****Sign-off mentor's comments at formative review**

Please comment on the student's underpinning *knowledge* of the evidence relating to the content of this cluster.

What knowledge does the student need to develop further before the summative assessment?

Please comment on the student's ability to link theory and practice.

Please comment on the student's ability to undertake the *competencies* that are assessed within this cluster.

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Prior to completing the summative assessment, all the competencies in the cluster must have been achieved. At least 40% of the student midwife's time must be spent being supervised (directly or indirectly) by the sign-off mentor (SLAiP, 2008, p31)

### Summative assessment

#### Student's reflection

Describe the practice area:

What *knowledge* did you need to use to enable you to plan and deliver the care required?

What do you think you did particularly well?

Comment on the extent to which you meet the eight professional values.

Refer to the holistic assessment descriptors (on page 62) and sign the column that you feel most describes your practice.

Self-assessment descriptor awarded:


Reflection on sign-off mentor feedback following summative assessment:

Student signature:

Date:

Summative assessment
<b>Sign-off mentor's comments at summative assessment</b> If an action plan was in place (see p.63) has the criteria for success been achieved? Yes / No*   *If 'No' please comment further here, and ensure the academic representative is contacted and an action plan devised.
Please comment on the student's underpinning <i>knowledge</i> of the evidence relating to the content of this cluster
Please comment on the student's ability to undertake the <i>competencies</i> that are assessed within this cluster. All competencies in this cluster must have been achieved.
Please comment on the student's ability to <i>link theory and practice</i> .

Summative assessment					
Professional values					
Has the student midwife achieved the following?		Yes	No	Comments	
<b>Commitment:</b> 1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.					
<b>Care:</b> 2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.					
<b>Competence:</b> 3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries					
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.					
<b>Communication:</b> 5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.					
6. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.					
<b>Courage:</b> 7. The student demonstrates openness, trustworthiness and integrity, ensuring the woman is always the focus of care.					
<b>Compassion:</b> 8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.					
<b>Additional comments if required:</b>  Please refer to the holistic assessment descriptors on the next page and sign the column that most closely describes the student's practice. <b>Descriptor awarded:</b>  <b>If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines.</b>  <b>Name of academic representative contacted:</b>  <b>Date contacted:</b>					
I have filled in my details on document signatory page		Initial	The student and I have checked the record of practice hours		Initial
<b>Sign-off mentor signature:</b>  <b>Print name:</b>  <b>Date:</b>					

Holistic assessment descriptors					
Level 6 (Year3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
 <p>© Lindsay Gillman 2014</p> <p>The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.</p>	<p>The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.</p> <p>The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.</p> <p>The student can safely undertake all of the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately at all times, is self-aware and responds positively to feedback.</p> <p>The student demonstrates leadership qualities and is able to facilitate effective team working</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.</p> <p>The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.</p> <p>The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.</p> <p>The student can safely undertake all of the competencies in this cluster independently with distant supervision.</p> <p>The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.</p> <p>The student is developing leadership skills and contributes well to effective team working.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.</p> <p>The student may need occasional prompts to seek new knowledge.</p> <p>The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all of the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.</p> <p>The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.</p> <p>The student contributes appropriately within the team.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires prompting to seek new knowledge, but responds appropriately to this.</p> <p>The student is able to make links between the underpinning theory and their practice in known situations.</p> <p>The student can safely undertake all of the competencies in this cluster independently with appropriate supervision.</p> <p>The student may occasionally seek prompts or direction.</p> <p>The student uses their initiative appropriately in known situations and responds to feedback.</p> <p>The student is aware of their own behaviours and is able to work within the team.</p>	<p>The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.</p> <p>The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires constant prompting to seek new knowledge, and may not always respond.</p> <p>The student seems unable to make the link between theory and practice due to a limited knowledge base.</p> <p>The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.</p> <p>The student does not always use their initiative even in known situations.</p> <p>The student shows a lack of or negative response to feedback.</p> <p>The student lacks self-awareness, which may be detrimental to care provision or effective team working.</p>
Student signature <b>Formative review</b>					
Sign-off mentor signature <b>Formative review</b>					
Student signature <b>Summative assessment</b>					
Sign-off mentor signature <b>Summative assessment</b>					

### Action Plan

An Action Plan is required when a student's performance causes concern.  
The sign-off mentor must liaise with the academic representative to agree success criteria and timeframe.

Date	Cluster	Placement area	Date for Review
Nature of Concern <small>Note competency number or professional value</small>		Criteria for Success	Review meeting
			<b>Date:</b>  <b>Reviewer:</b>  <b>Comments:</b>
Tripartite Meeting	Date/Time	CPF Contacted	
		Yes/No	Date:
Sign-off mentor name and signature	Student signature	Academic staff name and signature	

## Postnatal and neonatal



## Postnatal and neonatal planning meeting

To be completed during the first week of placement when in a clinical area where postnatal and neonatal care is undertaken.

Practice area \_\_\_\_\_

Name of allocated sign-off mentor \_\_\_\_\_

**Student completion: Please comment on your learning needs in relation to the competencies listed on the following pages**

**How can you be helped to learn most effectively?**

**Sign-off mentor completion: Please comment on the learning opportunities available to the student in this allocation with regard to completion of the competencies and summative assessment.**

**Will both the formative review and summative assessment be undertaken in this area?**

**Yes / No**

**If 'No', where and when will this take place?**

**Please also note the specific expectations regarding professional behaviour to this practice area:**

Planned date for formative review: \_\_\_\_\_

Planned place and date for summative assessment: \_\_\_\_\_

Sign-off mentor Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please complete the details on the assessment planner on page 9**

Record of **mother and baby pairs** cared for in the **postnatal period**

<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
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<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	

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<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
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<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
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<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **mother and baby pairs** cared for in the **postnatal period**

<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **mother and baby pairs** cared for in the **postnatal period**

<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	

Record of **mother and baby pairs** cared for in the **postnatal period**

<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Birth weight:</b>	<b>Date:</b>	
<b>No.</b>	<b>Mother's Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>EDD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Baby's Information:</b>	
<b>Case identifier:</b>		
<b>Mode of birth:</b>		
<b>DOB:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **women** cared for in the **postnatal period**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **women** cared for in the **postnatal period**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **women** cared for with **complex health needs** in the **postnatal period**

It is likely that you will participate in providing care for women who have complex needs in the postnatal period, such as following an operative birth. It is important to recognise that there may be complications in the postnatal period. Record details here.

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	



Record of **women** cared for with **complex health needs** in the **postnatal period**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Parity:</b>		
<b>DD:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Gestation:</b>	<b>Date:</b>	

Record of **neonatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **neonatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **neonatal assessments** personally undertaken

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
	<b>Date:</b>	

Record of **assessments personally undertaken** where **neonate has complex needs**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Date:</b>		
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Date:</b>		
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Date:</b>		
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Date:</b>		
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Date of birth:</b>		
<b>Mode of birth:</b>		
<b>Birth weight:</b>	<b>Midwife's signature:</b>	<b>Print Name:</b>
<b>Date:</b>		

## Achievement of Postnatal and Neonatal Competencies

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Postnatal and neonatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>P1. The student midwife is able to work in partnership with other care providers to provide seamless care and interventions in the postnatal. The student midwife:</b>				
P1.1 Works within the NMC Code when supporting women in the postnatal period and understands when a Supervisor of Midwives can offer support in relation to this				
P1.2 Demonstrates effective working relationships with other healthcare professionals who are involved in the provision of postnatal care				
P1.3 Identifies when referral to another practitioner is appropriate				
P1.4 Understands how to refer to the appropriate practitioner if deviation from the normal is detected in both primary and secondary care settings				
<b>P2. The student midwife is able to participate in planning safe, evidence-based care for and with women in the postnatal period. The student midwife:</b>				
P2.1 Ensures postnatal care is appropriate to the woman's assessed needs, context and culture				
P2.2 Applies the current evidence to the provision of postnatal care in line with local and national guidance				
P2.3 Constructs a documented, individualised postnatal care plan with the woman which includes relevant factors from the antenatal, intrapartum and immediate postnatal period				
P2.4 Offers women an opportunity to talk about their birth experiences and to ask questions about the care they received during labour, facilitating this discussion sensitively and appropriately				
P2.5 Offers consistent information and clear explanations to empower the woman to take care of her own health. This should include support and advice on hygiene, bladder care and recuperation				
P2.6 Provides safe and appropriate care for a group of mothers and babies whilst prioritising their individual needs and utilising effective time management skills				
P2.7 Recognises any factors that may require further discussion, intervention or referral during the postnatal period and acts appropriately				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Postnatal and neonatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>P3. The student midwife is able to provide woman-centred care with kindness, dignity and respect. The student midwife:</b>				
P3.1 Always ensures that consent is gained prior to care being given, and that the meaning of consent is understood by the woman				
P3.2 Ensures that care is provided in a kind, sensitive and compassionate manner, showing respect for the woman and her family				
<b>P4. The student midwife is able to provide safe, evidence-based care for the woman in the postnatal period. The student midwife:</b>				
P4.1 Undertakes the complete physical postnatal assessment of the woman				
P4.2 Undertakes the assessment of maternal mental well-being, identifying normal patterns of emotional changes in the postnatal period				
P4.3 Recognises signs and symptoms that may require discussion, intervention or referral and acts accordingly				
P4.4 Ensures that the woman's pain is managed appropriately in the postnatal period				
P4.5 Practises safely in a manner that prevents and controls infection				
<b>P5. The student midwife is able to provide assessment and care of women with complex needs in the postnatal period. The student midwife:</b>				
P5.1 Accurately monitors the vital signs of women who have complex needs in the postnatal period, recognising the normal parameters of results				
P5.2 Provides evidence-based post-operative care for women who have had caesarean or operative births				
P5.3 Accurately documents vital signs/fluid intake and output on appropriate charts/records				
P5.4 Recognises when intervention or referral is required and responds accordingly				
P5.5 Recognises adverse emotional changes in the woman e.g. anxiety, depression and psychosis and responds appropriately				
P5.6 Understands the role of the family and primary care practitioners and specialists (e.g. Health Visitors, GPs and psychiatrists) in the support of women with mental health conditions				
P5.7 Demonstrates awareness of appropriate care for mothers who are separated from their babies due to admission to a neonatal unit and provides care where this is possible				
P5.8 Demonstrates awareness of appropriate care for mothers and their families when pregnancy loss has occurred and provides care where this is possible				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Postnatal and neonatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>P6. The student midwife is able to provide appropriate health promotion information in the postnatal period. The student midwife:</b>				
P6.1 Offers consistent information and clear explanations to empower the woman to take care of her own health by recognising signs and symptoms that may require her to access emergency medical care				
P6.2 Initiates discussions about future reproductive choices and family planning options				
<b>P7. The student midwife is able to undertake safe medicines management in the postnatal and neonatal period. The student midwife</b>				
P7.1 Demonstrates an understanding of the legal and ethical frameworks relating to medicines administration				
P7.2 Competently undertakes the calculation of medicinal products used in postnatal care				
P7.3 Safely administers medication to women <ul style="list-style-type: none"> <li>orally</li> </ul>				
<ul style="list-style-type: none"> <li>by injection (intramuscular or subcuticular)</li> </ul>				
P7.4 Safely disposes of equipment needed to prepare and administer medication				
P7.5 Accurately completes medication records and charts				
P7.6 Involves women in the self-administration of medicinal products				
P7.7 Understands how to store medicinal products safely				
P7.8 Is able to access commonly used evidence-based sources of information relating to the safe administration of medicines				
<b>P8. The student midwife is able to provide safe, evidence-based care for the neonate. The student midwife:</b>				
P8.1 Ensures care is appropriate to the baby's assessed needs, context and culture				
P8.2 Demonstrates knowledge of the underpinning evidence, guidelines and local policies to provide neonatal care				
P8.3 Devises and documents an individualised neonatal care plan developed with the mother, which includes relevant factors from the antenatal, intra-partum and immediate postnatal period				
P8.4 Ensures that parental consent is always sought and understood prior to undertaking any neonatal care				



The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Postnatal and neonatal competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>P8. The student midwife is able to provide safe, evidence-based care for the neonate. The student midwife: (continued)</b>				
P8.5 Safely and competently undertakes the complete daily neonatal assessment				
P8.6 Recognises symptoms that may require discussion, intervention or referral and acts appropriately				
P8.7 Maintains accurate and timely records of neonatal care				
<b>P9. The student midwife provides appropriate health promotion advice and care in the neonatal period. The student midwife:</b>				
P9.1 Offers consistent information, support and clear explanations to empower the woman to take care of the health of her baby. This should include information on symptoms that require urgent medical care, infant sleeping, safety and child development				
P9.2 Is able to share with parents the accurate and contemporary information to enable choices regarding neonatal screening				
P9.3 Undertakes neonatal screening procedures safely and appropriately				
<b>P10. The student midwife demonstrates safe medicines management in the neonatal period. The student midwife:</b>				
P10.1 Demonstrates knowledge of the legal and ethical frameworks relating to medicines administration				
P10.2 Competently undertakes the calculation of medicinal products used in normal neonatal care				
P10.3 Safely administers medication to neonates under direct supervision				
P10.4 Safely disposes of equipment needed to prepare and administer medication				
P10.5 Accurately completes medication records and charts				

### Additional Comments on student's performance

The following sections are for those with whom you work to record details of your performance. This information will assist your sign-off mentor in carrying out your assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p><b>Using the descriptors on p.98 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</b></p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p><b>Using the descriptors on p.98 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</b></p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	






Practice area:		Date:		
Comments and any suggestions for improvement:				
<p><b>Using the descriptors on p.98 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</b></p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

\*If you have indicated that the student's performance is unsatisfactory, please contact the sign-off mentor/CPF immediately

**Woman receiving care and/or their family feedback**  
**Midwives/sign-off mentors should obtain consent from women/their families**

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are:    Woman receiving care <input type="checkbox"/> Family member/partner <input type="checkbox"/>					
How happy were you with the way the student midwife:	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
• cared for you?					
• cared for your baby?					
• listened to your needs?					
• understood the way you felt?					
• talked to you?					
• showed you respect?					

What did the student midwife do well?

Is there anything the student midwife could have done to make your experience better?

Thank you for your help. Please sign here if you wish (optional):

Midwife/sign-off mentor name and signature:

Date:

*This form has been developed by Maternity Service Users based on a form originally designed by Services Users 2013*

Formative review
<b>Student's reflection at formative review</b>
Describe the practice area:
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required in this area?
What <i>knowledge</i> do you think you need to develop further before the summative assessment?
What do you think you do particularly well in this area of care?
What <i>competencies</i> in this cluster do you need to develop further before the summative assessment?
Which of the eight <i>professional values</i> do you most need to develop?
How will you do this?
<p>Refer to the holistic assessment descriptors (on page 98) and sign the column that you feel most describes your practice.</p> <p>Self-assessment descriptor awarded:</p> <p>Student reflection on mentor feedback following formative review:</p> <p>Student signature:</p> <p>Date:</p>

## Formative review

## Sign-off mentor's comments at formative review

Please comment on the student's underpinning *knowledge* of the evidence relating to the content of this cluster.

What knowledge does the student need to develop further before the summative assessment?

Please comment on the student's ability to link theory and practice.

Please comment on the student's ability to undertake the *competencies* that are assessed within this cluster.

City Year 3 BSc MPLPAD Final 2015-16 - 03.03.15


Prior to completing the summative assessment, all the competencies in the cluster must have been achieved. At least 40% of the student midwife's time must be spent being supervised (directly or indirectly) by the sign-off mentor (SLAiP, 2008, p31)

Summative assessment	
Postnatal and neonatal	<b>Student's reflection</b>
	Describe the practice area:
	What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required?
	What do you think you did particularly well?
	Comment on the extent to which you meet the eight professional values.
	<p><b>Refer to the holistic assessment descriptors (on page 98) and sign the column that you feel most describes your practice.</b></p> <p>Self-assessment descriptor awarded:</p> <p>Reflection on sign-off mentor feedback following summative assessment:</p> <p>Student signature:</p> <p>Date:</p>

Summative assessment
<b>Sign-off mentor's comments at summative assessment</b> If an action plan was in place (see p.99) has the criteria for success been achieved? Yes / No*   *If 'No' please comment further here, and ensure the academic representative is contacted and an action plan devised.
Please comment on the student's underpinning <i>knowledge</i> of the evidence relating to the content of this cluster
Please comment on the student's ability to undertake the <i>competencies</i> that are assessed within this cluster. All competencies in this cluster must have been achieved.
Please comment on the student's ability to <i>link theory and practice</i> .



Summative assessment					
Professional values					
Has the student midwife achieved the following?	Yes	No	Comments		
<b>Commitment:</b> 1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.					
<b>Care:</b> 2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.					
<b>Competence:</b> 3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries					
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.					
<b>Communication:</b> 5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.					
6. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.					
<b>Courage:</b> 7. The student demonstrates openness, trustworthiness and integrity, ensuring the woman is always the focus of care.					
<b>Compassion:</b> 8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.					
<b>Additional comments if required:</b>  Please refer to the holistic assessment descriptors on the next page and sign the column that most closely describes the student's practice. <b>Descriptor awarded:</b>  <b>If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines.</b>  <b>Name of academic representative contacted:</b>  <b>Date contacted:</b>					
<b>I have filled in my details on document signatory page</b>	<b>Initial</b> <div></div>	<b>The student and I have checked the record of practice hours</b>	<b>Initial</b> <div></div>	<b>I have completed the OAR</b>	<b>Initial</b> <div></div>
<b>Sign-off mentor signature:</b>  <b>Print name:</b>  <b>Date:</b>					

Holistic assessment descriptors					
Level 6 (Year3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
 <p>© Lindsay Gillman 2014</p> <p>The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.</p>	<p>The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.</p> <p>The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.</p> <p>The student can safely undertake all of the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately at all times, is self-aware and responds positively to feedback.</p> <p>The student demonstrates leadership qualities and is able to facilitate effective team working</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.</p> <p>The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.</p> <p>The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.</p> <p>The student can safely undertake all of the competencies in this cluster independently with distant supervision.</p> <p>The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.</p> <p>The student is developing leadership skills and contributes well to effective team working.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.</p> <p>The student may need occasional prompts to seek new knowledge.</p> <p>The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all of the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.</p> <p>The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.</p> <p>The student contributes appropriately within the team.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires prompting to seek new knowledge, but responds appropriately to this.</p> <p>The student is able to make links between the underpinning theory and their practice in known situations.</p> <p>The student can safely undertake all of the competencies in this cluster independently with appropriate supervision.</p> <p>The student may occasionally seek prompts or direction.</p> <p>The student uses their initiative appropriately in known situations and responds to feedback.</p> <p>The student is aware of their own behaviours and is able to work within the team.</p>	<p>The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.</p> <p>The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires constant prompting to seek new knowledge, and may not always respond.</p> <p>The student seems unable to make the link between theory and practice due to a limited knowledge base.</p> <p>The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.</p> <p>The student does not always use their initiative even in known situations.</p> <p>The student shows a lack of or negative response to feedback.</p> <p>The student lacks self-awareness, which may be detrimental to care provision or effective team working.</p>
Student signature <b>Formative review</b>					
Sign-off mentor signature <b>Formative review</b>					
Student signature <b>Summative assessment</b>					
Sign-off mentor signature <b>Summative assessment</b>					

### Action Plan

An Action Plan is required when a student's performance causes concern.  
The sign-off mentor must liaise with the academic representative to agree success criteria and timeframe.

Date	Cluster	Placement area	Date for Review
Nature of Concern Note competency number or professional value	Criteria for Success		Review meeting
			<b>Date:</b>  <b>Reviewer:</b>  <b>Comments:</b>          
Tripartite Meeting	Date/Time	CPF Contacted	Review Outcome
		Yes/No      Date:	Achieved/Not Achieved
Sign-off mentor name and signature	Student signature	Academic staff name and signature	Reviewer Signature

## Infant feeding



LONDON

## Infant feeding planning meeting

To be completed during the first week of placement when in a clinical area where infant feeding occurs.

Practice area \_\_\_\_\_

Name of allocated sign-off mentor \_\_\_\_\_

**Student completion: Please comment on your learning needs in relation to the competencies listed on the following pages**

**How can you be helped to learn most effectively?**

**Sign-off mentor completion: Please comment on the learning opportunities available to the student in this allocation with regard to completion of the competencies and summative assessment.**

**Will both the formative review and summative assessment be undertaken in this area?**

**Yes / No**

**If 'No', where and when will this take place?**

**Please also note the specific expectations regarding professional behaviour to this practice area:**

Planned date for formative review: \_\_\_\_\_

Planned place and date for summative assessment: \_\_\_\_\_

Sign-off mentor Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please complete the details on the assessment planner on page 9**

Record of **breastfeeds observed**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

Record of **breastfeeds observed**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
<b>Gestation of baby:</b>	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

Record of **supporting mothers to hand express their breast milk**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>



Record of **supporting mothers to hand express their breast milk**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

Record of **supporting mothers** with **breastfeeding challenges**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

Record of **supporting mother** to **feed responsively** with **infant formula**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

Record of **supporting mother to feed responsively** with **infant formula**

<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>
<b>No.</b>	<b>Information:</b>	
<b>Case identifier:</b>		
	<b>Midwife's signature:</b> <b>Date:</b>	<b>Print Name:</b>

## Achievement of Infant Feeding Competencies

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Infant feeding competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>IF1. The student midwife is able to share evidence-based infant feeding information through woman-led conversations. The student midwife:</b>				
IF1.1 Initiates sensitive mother-led conversations regarding the anatomy of the breast and physiology of lactation to enable mothers to get breastfeeding off to a good start				
IF1.2 Is able to listen, watch for and respond to verbal and non-verbal cues while sharing infant feeding information with mothers				
IF1.3 Demonstrates skills of being attentive, and uses open-ended questions to assess what a mother already knows and how she feels when sharing infant feeding information				
IF1.4 Is able to lead forums where information is shared with women about infant feeding				
IF1.5 Sensitively communicates the importance of breast milk and breastfeeding on the health and wellbeing of mothers and babies				
IF1.6 Maintains accurate records relating to breastfeeding, including plans of care and any difficulties encountered or referrals made				
IF1.7 Demonstrates where and how up-to-date evidence-based infant feeding information can be accessed and is able to evaluate the strength of research evidence				
<b>IF2. The student midwife is able to respect social and cultural factors that may influence the decision to breastfeed. The student midwife:</b>				
IF2.1 Demonstrates a knowledge of the local demographic area and strategies to support breastfeeding initiatives within the locality				
IF2.2 Demonstrates an understanding of the UK culture of infant feeding, the influences and constraints on infant feeding choices and respects mothers' rights in the choices they make				
IF2.3 Demonstrates an awareness of their own thoughts and feelings about infant feeding methods to enable the provision of ethical, accurate and non-judgemental information				
<b>IF3. The student midwife is able to support women to breastfeed successfully. The student midwife:</b>				
IF3.1 Applies their knowledge of the physiology of lactation in supporting mothers to keep their babies close and respond to their cues for feeding and comfort				
IF3.2 Recognises effective positioning, attachment, suckling and milk transfer and supports women to recognise this for themselves				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Infant feeding competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>IF3. The student midwife is able to support women to breastfeed successfully. (continued)</b>				
<b>The student midwife:</b>				
IF3.3 Uses skills of observation, active listening and on-going critical appraisal in order to analyse the effectiveness of breastfeeding practices				
IF3.4 Is confident in exploring with women the impact of pain relief methods in labour, and the importance of early skin-to-skin contact in facilitating the establishment of breastfeeding and on the wellbeing of their baby and themselves				
IF3.5 Uses appropriate skills to support mothers to successfully breastfeed, and to continue breastfeeding for as long as they wish				
IF3.6 Explores with mothers evidence-based information which may have an impact on breastfeeding such as bed-sharing and the use of dummies				
IF3.7 Articulates the importance of exclusive breastfeeding for six months, timely introduction of complementary foods and continuing breastfeeding into the second year of life and beyond				
IF3.8 Is skilled in advising mothers on breastfeeding issues when contacted by telephone				
<b>IF4. The student midwife is able to recognise appropriate infant growth and development, including where referral for further advice/action is required. The student midwife:</b>				
IF4.1 Acts upon the need to refer when there is a deviation from appropriate infant growth and refers appropriately				
IF4.2 Demonstrates skills to empower mothers to recognise appropriate infant growth and development and to seek advice when they have concerns				
<b>IF5. The student midwife is able to work collaboratively with other practitioners and external agencies. The student midwife:</b>				
IF5.1 Practises within the limitation of their own sphere of professional practice, consistent with the NMC Code and legislation relating to midwifery practice and infant feeding				
IF5.2 Works confidently, collaboratively and in partnership with other health professionals to ensure the needs of mothers are met				
IF5.3 Can identify community-based support networks and recognises the importance of these for both mothers, their families and professionals				

The Student Midwife must achieve all the competencies by the summative assessment  
**Highlighted outcomes may be assessed by a non sign-off mentor/registrant**

Infant feeding competencies				
Has the Student Midwife achieved the following?	Formative Review		Summative Assessment	
	Yes/No	Sign/Date	Yes/No	Sign/Date
<b>IF6. The student midwife is able to support mothers and babies in developing secure attachment that promotes emotional and physical health and wellbeing regardless of the method of feeding. The student midwife:</b>				
IF6.1 Provides care that helps the mother to recognise the cues for responsive feeding and comfort				
IF6.2 Provides care that recognises the importance of closeness between mother and baby, including skin-to-skin contact				
IF6.3 Shares information sensitively with parents regarding limiting the number of people who bottle-feed their baby to ensure secure attachment				
<b>IF7. The student midwife is able to support women to breastfeed in challenging circumstances. The student midwife:</b>				
IF7.1 Involves appropriate support where specialised skills are required, in order to support mothers to successfully breastfeed and can refer appropriately				
IF7.2 Applies their knowledge of the physiology of lactation and of circumstances that can affect lactation and breastfeeding (e.g. prematurity, at risk babies) to facilitate successful feeding				
IF7.3 Teaches mothers how to hand express their breast milk				
IF7.4 Is able to feed expressed breast milk to a baby, using the most appropriate method				
IF7.5 Shares accurate information regarding the storage of breast milk				
IF7.6 Shares accurate information regarding sterilisation of equipment, the making-up and storage of formula milk				
<b>IF8. The student midwife is able to identify the actions, risks and benefits of medicinal products in relation to lactation and the effects on the neonate. The student midwife:</b>				
8.1 Initiates conversations with mothers regarding the risks versus benefits of medication in relation to lactation				
8.2 Initiates conversations with breastfeeding mothers regarding the risks versus benefits of medication in relation to the baby				
8.3 Demonstrates knowledge and understanding of where and how to seek up-to-date information regarding medicinal products and breastfeeding				

### Additional Comments on student's performance

The following sections are for those with whom you work to record details of your performance. This information will assist your sign-off mentor in carrying out your assessment. This section can be used to highlight areas where you have performed well, or areas where you need to improve, indicating your level of achievement.

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.119 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.119 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	






Practice area:		Date:		
Comments and any suggestions for improvement:				
<p>Using the descriptors on p.119 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor. Thank you</p>				
Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:			Contact details:	

\*If you have indicated that the student's performance is unsatisfactory, please contact the sign-off mentor/CPF immediately

**Woman receiving care and/or their family feedback**  
**Midwives/sign-off mentors should obtain consent from women/their families**

Your views about the way the student midwife has looked after you are important.

- Your feedback will help the student midwife's learning
- The feedback you give will not change the way you are looked after
- You do not need to participate

Tick if you are:    Woman receiving care <input type="checkbox"/> Family member/partner <input type="checkbox"/>					
How happy were you with the way the student midwife:	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
• cared for you?					
• cared for your baby?					
• listened to your needs?					
• understood the way you felt?					
• talked to you?					
• showed you respect?					

What did the student midwife do well?	
Is there anything the student midwife could have done to make your experience better?	
Thank you for your help. Please sign here if you wish (optional):	
Midwife/sign-off mentor name and signature:	Date:

*This form has been developed by Maternity Service Users based on a form originally designed by Services Users 2013*



Formative review	
<b>Student's reflection at formative review</b>	
Describe the practice area:	
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required in this area?	
What <i>knowledge</i> do you think you need to develop further before the summative assessment?	
What do you think you do particularly well in this area of care?	
What <i>competencies</i> in this cluster do you need to develop further before the summative assessment?	
Which of the eight <i>professional values</i> do you most need to develop?	
How will you do this?	
<p>Refer to the holistic assessment descriptors (on page 119) and sign the column that you feel most describes your practice.</p> <p>Self-assessment descriptor awarded:</p> <p>Student reflection on mentor feedback following formative review:</p> <p>Student signature:</p> <p>Date:</p>	

Formative review
<b>Sign-off mentor's comments at formative review</b>
Please comment on the student's underpinning <i>knowledge</i> of the evidence relating to the content of this cluster.
What knowledge does the student need to develop further before the summative assessment?
Please comment on the student's ability to link theory and practice.
Please comment on the student's ability to undertake the <i>competencies</i> that are assessed within this cluster.

Formative review			
Professional values			
Has the student midwife achieved the following?	Yes	No	Comments
<b>Commitment:</b> 1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.			
<b>Care:</b> 2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.			
<b>Competence:</b> 3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries			
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.			
<b>Communication:</b> 5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.			
6. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.			
<b>Courage:</b> 7. The student demonstrates openness, trustworthiness and integrity, ensuring the woman is always the focus of care.			
<b>Compassion:</b> 8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.			
<b>Additional comments if required:</b>          <p>Please refer to the holistic assessment descriptors on page 119 and sign the column that most closely describes the student's practice.</p> <p><b>Descriptor awarded:</b></p> <p><b>If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines (p.120).</b></p> <p><b>Name of academic representative contacted:</b></p> <p><b>Date contacted:</b></p> <p><b>Sign-off mentor signature:</b></p> <p><b>Print name:</b></p> <p><b>Date:</b></p>			

Prior to completing the summative assessment, all the competencies in the cluster must have been achieved. At least 40% of the student midwife's time must be spent being supervised (directly or indirectly) by the sign-off mentor (SLAiP, 2008, p31)

Summative assessment
<b>Student's reflection</b> Describe the practice area:
What <i>knowledge</i> did you need to use to enable you to plan and deliver the care required?
What do you think you did particularly well?
Comment on the extent to which you meet the eight professional values.
Refer to the holistic assessment descriptors (on page 119) and sign the column that you feel most describes your practice.  Self-assessment descriptor awarded:  Reflection on sign-off mentor feedback following summative assessment:          Student signature: Date:

**Summative assessment****Sign-off mentor's comments at summative assessment**

If an action plan was in place (see p.120) has the criteria for success been achieved? Yes / No\*


\*If 'No' please comment further here, and ensure the academic representative is contacted and an action plan devised.

Please comment on the student's underpinning *knowledge* of the evidence relating to the content of this cluster

Please comment on the student's ability to undertake the *competencies* that are assessed within this cluster. All competencies in this cluster must have been achieved.

Please comment on the student's ability to *link theory and practice*.

Summative assessment					
Professional values					
Has the student midwife achieved the following?	Yes	No	Comments		
<b>Commitment:</b> 1. In accordance with organisational and university policies, the student embodies and promotes the level of professionalism expected of a registrant in relation to punctuality, personal presentation and attitude.					
<b>Care:</b> 2. The student makes consistent efforts to engage in their learning in order to enhance high quality, evidence-based, woman-centred care and their own professional development.					
<b>Competence:</b> 3. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries					
4. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.					
<b>Communication:</b> 5. The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families.					
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<b>Compassion:</b> 8. The student is proactive in providing holistic, responsive, kind and compassionate care ensuring that dignity and respect are always maintained.					
<b>Additional comments if required:</b>  Please refer to the holistic assessment descriptors on the next page and sign the column that most closely describes the student's practice. <b>Descriptor awarded:</b>  <b>If a student has been graded unsatisfactory or if any professional value requires improvement please contact the academic representative to put in place an action plan as per University's guidelines.</b>  <b>Name of academic representative contacted:</b>  <b>Date contacted:</b>					
<b>I have filled in my details on document signatory page</b>	<b>Initial</b> <div></div>	<b>The student and I have checked the record of practice hours</b>	<b>Initial</b> <div></div>	<b>I have completed the OAR</b>	<b>Initial</b> <div></div>
<b>Sign-off mentor signature:</b>  <b>Print name:</b>  <b>Date:</b>					

Holistic assessment descriptors					
Level 6 (Year3)	Excellent	Very good	Good	Satisfactory	Unsatisfactory
 <p>© Lindsay Gillman 2014</p> <p>The student is expected to meet the majority, but not necessarily all of the descriptors to be awarded the grade appropriate to the level of performance. *If the student has not met any of the professional values, the 'unsatisfactory' descriptor must be awarded.</p>	<p>The student demonstrates a highly professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates excellent comprehensive knowledge of the theories, evidence, and policies that relate to this cluster.</p> <p>The student has a critical approach and the ability to debate and challenge appropriately. The student always demonstrates self-direction and is motivated to seek new knowledge. The student consistently shows insightful application of theory to practice, even in complex situations.</p> <p>The student can safely undertake all of the competencies within this cluster independently with distant supervision and teach and support junior members of the team. The student uses their initiative appropriately at all times, is self-aware and responds positively to feedback.</p> <p>The student demonstrates leadership qualities and is able to facilitate effective team working</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates very good knowledge of the theories, evidence and policies that relate to this cluster.</p> <p>The student is developing a critical approach and engages in professional debate. The student is usually motivated and demonstrates self-direction in seeking new knowledge.</p> <p>The student demonstrates good evidence of applying the underpinning theory to their practice in known situations and in some more complex scenarios.</p> <p>The student can safely undertake all of the competencies in this cluster independently with distant supervision.</p> <p>The student uses their initiative appropriately in most situations, is self-aware and responds positively to feedback.</p> <p>The student is developing leadership skills and contributes well to effective team working.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates good knowledge of the evidence and policies that relate to most of this cluster, with some evidence of critical appraisal.</p> <p>The student may need occasional prompts to seek new knowledge.</p> <p>The student demonstrates an understanding of the theory that underpins their practice in known situations and can safely undertake all of the competencies in this cluster independently with distant supervision. Occasional prompts may be sought.</p> <p>The student uses their initiative appropriately in known situations, is self-aware and responds positively to feedback.</p> <p>The student contributes appropriately within the team.</p>	<p>The student demonstrates a professional approach at all times*, and provides safe, sensitive, woman focused care.</p> <p>The student demonstrates a satisfactory knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires prompting to seek new knowledge, but responds appropriately to this.</p> <p>The student is able to make links between the underpinning theory and their practice in known situations.</p> <p>The student can safely undertake all of the competencies in this cluster independently with appropriate supervision.</p> <p>The student may occasionally seek prompts or direction.</p> <p>The student uses their initiative appropriately in known situations and responds to feedback.</p> <p>The student is aware of their own behaviours and is able to work within the team.</p>	<p>The student does not demonstrate a professional approach. Evidence of the provision of safe, sensitive, woman focused care is limited.</p> <p>The student does not demonstrate a basic knowledge of the evidence and policies relating to this cluster.</p> <p>The student requires constant prompting to seek new knowledge, and may not always respond.</p> <p>The student seems unable to make the link between theory and practice due to a limited knowledge base.</p> <p>The student is unable to safely undertake competencies in this cluster without close supervision and direction requiring continual prompts for actions.</p> <p>The student does not always use their initiative even in known situations.</p> <p>The student shows a lack of or negative response to feedback.</p> <p>The student lacks self-awareness, which may be detrimental to care provision or effective team working.</p>
Student signature <b>Formative review</b>					
Sign-off mentor signature <b>Formative review</b>					
Student signature <b>Summative assessment</b>					
Sign-off mentor signature <b>Summative assessment</b>					

**The sign-off mentor must liaise with the academic representative to agree success criteria and timeframe.**

Midwifery Practice Assessment Document



## Medicines Management

This is a summative assessment which is part of the programme requirements.

All sections must be successfully completed under the supervision of the sign-off mentor prior to progression.

Prior to this assessment, all medicines management competencies in the four clusters must have been successfully completed.

**Sign-off mentors: Please provide your initials to indicate whether or not the competency has been achieved**

Has the student midwife achieved the following?	Yes	No	Has the student midwife achieved the following?	Yes	No				
1. Is aware of the plan of care for the woman/neonate and the reason for medication. Checks appropriateness of prescription i.e. in relation to pregnancy/breastfeeding. Explains details to the assessor.			7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.						
2. Communicates appropriately with the woman/parent. Provides clear and accurate information and checks their understanding.			8. Calculates doses accurately and safely. <ul style="list-style-type: none"> <li>Demonstrates to assessor the component parts of the calculation.</li> </ul>						
3. Understands safe storage of medications in the care environment.			9. Checks and confirms the identity of the woman/neonate. (ID band or other confirmation if in own home)						
4. Maintains effective hygiene/infection control throughout.			10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.						
5. Checks prescription thoroughly as follows: <ul style="list-style-type: none"> <li>Right person</li> <li>Right medication</li> <li>Right time/Date/Valid period</li> <li>Right dose/last dose</li> <li>Right route/method</li> <li>Special instructions</li> <li>Understands the implications of midwifery exemptions and legal framework in relation to this drug administration episode</li> </ul>			11. Describes/demonstrates the procedure in the event of medication being declined.						
			12. Safely utilises and disposes of equipment.						
			13. Maintains accurate records. <ul style="list-style-type: none"> <li>Records in appropriate section of the drug chart, signs and dates when safely administered</li> </ul>						
			14. Monitors effects and is aware of common side effects and how these are managed.						
6. Checks for allergies or contraindications <ul style="list-style-type: none"> <li>Asks woman/parent</li> <li>Checks prescription chart or identification band</li> </ul>			15. Uses appropriate sources of information e.g. British National Formulary						
			16. Offers woman/parent further support/advice following administration of the medicine.						
<b>Comments</b>			<b>PASS</b>	<b>FAIL</b>					
<b>Student's signature:</b>			<b>Date:</b>						
<b>Sign-Off Mentor's signature:</b>			<b>Date:</b>						

**Record of additional clinical skills**

This is an opportunity for the Student Midwife to record additional clinical skills that they have practised under supervision

Date	Clinical Skill	Comments	Signature

### Record of short placement experience

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
<b>Practitioner comments</b>		
Please refer to the professional values on page 118		
Practitioner's Signature and date:		

### Record of short placement experience

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
<b>Practitioner comments</b>		
Please refer to the professional values on page 118		
Practitioner's Signature and date:		

### Record of short placement experience

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
<b>Practitioner comments</b>		
Please refer to the professional values on page 118		
Practitioner's Signature and date:		

### Record of short placement experience

Date and details of experience:	Time spent (days/hours):	Student reflection on learning:
<b>Practitioner comments</b>		
Please refer to the professional values on page 118		
Practitioner's Signature and date:		

**Records of meetings/additional feedback**

This page may be completed by any practitioner or academic representative

Date/ time	Signature/ Designation	Comments

**Records of meetings/additional feedback**

This page may be completed by any practitioner or academic representative

Date/ time	Signature/ Designation	Comments



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Date/ time	Signature/ Designation	Comments

**Records of meetings/additional feedback**

This page may be completed by any practitioner or academic representative

Date/ time	Signature/ Designation	Comments

**To be completed as per your local university requirements**

### RECORD OF PRACTICE HOURS

Please ensure all details are printed CLEARLY and sickness days identified.  
All alterations and totals should be initialised by the midwife you have been working with.

Day	Date	Placement	Total Hrs	Signature of MW	Shift Type		Date	Placement	Total Hrs	Signature of MW	Shift Type
Example of hours confirmation						Sun	1/7/13	Pixie Ward	7.5	<i>F. Halaney</i>	E
Mon						Mon					
Tue						Tue					
Wed						Wed					
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Sun						Sun					
Weekly Total =						Weekly Total =					
Mon						Mon					
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Wed						Wed					
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Sat						Sat					
Sun						Sun					
Weekly Total =						Weekly Total =					

**Total hours completed on this page:**

**Declaration by Student:** I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.

Signed: \_\_\_\_\_ (Student)

Date: \_\_\_\_\_

**It is expected that the student will work a range of shifts to meet NMC requirements including weekends.**

#### Shift Codes

**E** = Early   **L** = Late   **D** = Day shift   **LD** = Long Day   **ND** = Night Duty   **S** = Sickness   **A** = Absent   **TMU** = Time Made Up

*To be completed as per your local university requirements*

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## Midwifery Practice Assessment Document

This MPAD document has been developed by the Midwifery Pan London Steering Group in collaboration with practice partners, mentors, academic staff, students and service users across the London Region.

### Membership of the Midwifery Pan London Practice Assessment Document Steering Group

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Joady Mitchell	Principal Lecturer, Practice Learning, London South Bank University ( <i>Vice Chair, Pan London Practice Learning Group Representative</i> )
Clare Maher	Clare Maher, Associate Professor (Practice), Director of Programmes, Midwifery, Lead Midwife for Education, Middlesex University ( <i>Rubrics</i> )
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Jenny Cleary	Head of Midwifery, Whittington Hospital NHS Trust ( <i>Representing the London Heads of Midwifery</i> )
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James Wright	Project Administrator, MPLPAD

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North West London

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North Central and East London

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