



**BA (HONS) MIDWIFERY
CLINICAL ASSESSMENT DOCUMENT**

STUDENT NAME:		INTAKE:		Year 1: Level 4	
PLACEMENT: ANTENATAL		Dates:	From:	To:	
NAME OF PRACTICE MENTOR:	Signature:	Stage (circle)		2	3
NAME OF BACK-UP MENTOR: (if applicable)	Signature:	Stage (circle)	1	2	3
PLACEMENT: INTRANATAL		Dates:	From:	To:	
NAME OF PRACTICE MENTOR:	Signature:	Stage (circle)		2	3
NAME OF BACK-UP MENTOR: (if applicable)	Signature:	Stage (circle)	1	2	3
PLACEMENT: POSTNATAL		Dates:	From:	To:	
NAME OF PRACTICE MENTOR:	Signature:	Stage (circle)		2	3
NAME OF BACK-UP MENTOR: (if applicable)	Signature:	Stage (circle)	1	2	3
PLACEMENT: COMMUNITY		Dates:	From:	To:	
NAME OF PRACTICE MENTOR:	Signature:	Stage (circle)		2	3
NAME OF BACK-UP MENTOR: (if applicable)	Signature:	Stage (circle)	1	2	3

ANTENATAL			
PASS Stage 2 Mentor' signature:		FAIL Mentor's signature:	
PRACTICE MENTOR HAS ATTENDED ANNUAL UPDATE (please circle)			YES NO
POSTNATAL			
PASS Stage 2 Mentor' signature:		FAIL Mentor's signature:	
PRACTICE MENTOR HAS ATTENDED ANNUAL UPDATE (please circle)			YES NO
COMMUNITY			
PASS Stage 2 Mentor's signature:		FAIL Mentor's signature:	
PRACTICE MENTOR HAS ATTENDED ANNUAL UPDATE (please circle)			YES NO
INTRANATAL			
PASS Stage 2 Mentor's signature:		FAIL Mentor's signature:	
PRACTICE MENTOR HAS ATTENDED ANNUAL UPDATE (please circle)			YES NO

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Lead Midwife for Education: Susan Martin	Telephone: 0151 231 4402	Email: S.Martin1@ljmu.ac.uk
Module code: 4005MW	Module title: Midwifery Practice Level 4	
HEI signature		Date:
(To confirm that Assessment of Practice has been completed, and action taken as necessary)		

This document has been produced in joint collaboration between practice representatives from local Trusts and organisations and Universities, as part of the Cheshire and Merseyside Practice Education Partnership group. With thanks to all those involved.

Introduction

Welcome to the documentation that supports assessments in practice.

A Preliminary Discussion should be carried out between the mentor and student within the first few days of the placement so the developmental Learning Plan can be negotiated and formulated.

A Mid Placement review of student development and progress should take place half way through the placement to allow for formal feedback to be given and documented.

An End of Placement summative review needs to take place towards the end of the last week and is completed on the Placement Record within the student's Ongoing Achievement Record (OAR).

Both Mid Placement and End of Placement reviews can be undertaken in the absence of the student in unusual circumstances, but the documentation must reflect this. Where a mentor is unable to complete a review due to the student's absence, relevant university or practice staff should be made aware so the situation can be monitored. Relevant university or practice staff should also be made aware at any stage where the student is not making satisfactory progress and an action plan should be negotiated.

A glossary of terms is provided on the final page of this document.

Student Responsibilities

It is the student's responsibility:

- To provide all relevant practice documentation for discussion with their mentor on the first day of placement
- To adhere to all placement policies and procedures in the placement area
- To actively participate in all learning opportunities available to them and to provide the evidence to demonstrate that their learning needs (developmental learning plan) and module learning outcomes have been met.
- **Student midwives are asked to ensure that their mentors sign and date the appropriate box following each point of assessment; antenatal, intranatal, postnatal and community placements. It is the student midwife's responsibility to ensure that the form is completed fully.**

All the following Standards of Proficiency and Essential Skills Clusters must be achieved prior to completion of Level 4 of your Midwifery Education Programme.

Guidance on completion of the Clinical Assessment Document (CAD) for 4006MW Midwifery Practice level 4

Evidence of achievement

Students are required to complete this clinical assessment document (CAD) whilst on clinical placements and to achieve a minimum level for all NMC pre-registration midwifery educational standards. This is a year-long practice module that encompasses antenatal, intranatal and postnatal care in both hospital and community settings. The student midwife must achieve the required level to pass this module.

It is a requirement of the NMC that student midwives undergo numerical assessment to test their competencies in providing midwifery care, based on four domains; these are outlined below. This theory/practice module will be summatively assessed as 100% practice.

Assessment of placements

This document has two sections; the four Domains and the Essential Skills Clusters (ESCs).

• Section one:

Four Domains

There are five assessments within this section. The student has the opportunity of being awarded a mark ranging from 0-100%; the pass mark is 40% and this is based on the mentor's clinical judgement of the student's clinical practice. The assessment practice marking grid offers guidance on how the mentors can award marks. All domains need a minimum of 40% to achieve a module pass.

• Section two:

ESCs

The ESCs are based on clinical skills the student will develop during their first year of clinical practice. The assessment of these skills is based on Pass or Referral. Should the student not have the opportunity to practice some of the skills the mentor should endeavour to allow the student to articulate their knowledge through simulation; a maximum of five simulations are permitted. The student should be encouraged to gain opportunities to engage with all the ESCs, the mentor should support the student to achieve success.

The student midwife must achieve the desired level for the antenatal and postnatal placements. If a student has not achieved the appropriate standard, the mentor should give the appropriate mark and sign and date the assessment record. If a student has not had an opportunity to fulfil the standard, the mentor should tick the 'no opportunity' box; the mentor should provide a reason why this could not be facilitated. A specific feedback sheet is provided for evidence of the final discussion. If the mentor considers that the student is not achieving the required level at any point in their clinical education, they must contact the module leader/link lecturer to investigate the cause and offer support to both.

NMC - Standard 17

"Students need to be proficient in all standards by the end of their training in order to practise safely and effectively as a midwife without the need for direct supervision. A student must demonstrate competence in these standards to enter the register as a midwife." (NMC, 2009 pg. 23)

This level 4 assessment document is designed to enable the student to achieve a level of competence required by the NMC in order to achieve the first progression point.

Clinical skills assessment – Four Domains

Student midwives need to be proficient in all standards by the end of their training in order to practise safely and effectively as a midwife. A student must demonstrate competence in these standards to enter the

register as a midwife at the end of their programme of study. This level four assessment document will support their introduction to the required pre-registration standards.

Competencies required to achieve NMC standards are divided into four domains (NMC, 2009, p23):

- Effective Midwifery Practice
- Professional and Ethical Practice
- Developing the individual and others
- Achieving quality care through Evaluation and Research

Each category under these headings should be assessed in conjunction with the relevant Essential Skills Clusters (ESCs)

Essential Skills Clusters

The Essential Skills Clusters relating to the four domains consist of:

- Communication
- Initial consultation between the woman and the midwife
- Normal Labour and birth
- Initiation and continuance of breastfeeding
- Medical products management

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-preregistration-midwifery-education.pdf>

Developmental Learning Plan

Mentors and students should discuss any particular health or learning needs the student brings to placement with them, and learning opportunities available to them to enhance their learning during this placement.

For students with an ongoing achievement record there may be areas for development that need to be addressed following feedback from their previous 'placement record' which should be made available to the student mentor.

Upon commencement of the placement the student and the mentor should negotiate a developmental learning plan, which incorporates the essential skills clusters for the placement. By the end of the placement the student must have passed all components of the CAD. The mentor must numerically assess the student's overall competency in achieving the ESCs. The overall graded mark achieved should be placed in the appropriate box on the spreadsheet; the mentor must sign and date the spreadsheet at the bottom of the page. If the student is not achieving, at any point in their clinical placement, the module leader or link tutor should be informed. An action plan should be discussed with the module leader, student and mentor. The student should be given direction and support to achieve success on the placement. Should the student be referred on any ESC or midwifery domain, they are deemed to have been referred on the placement and will be allowed a second attempt.

Developmental learning plan - ANTENATAL

These needs can be reviewed at any time during the placement.

Identified Health and Learning Needs	Resources/Facilitation Needed	Review comments / dates
1.		
2.		
3.		
4.		
5.		

I have the opportunity to discuss my developmental needs.			
Student signature	Date	Mentor signature	Date

Developmental Learning Plan - POSTNATAL

These needs can be reviewed at any time during the placement.

Identified Health and Learning Needs	Resources/Facilitation Needed	Review comments / dates
1.		
2.		
3.		
4.		
5.		

I have the opportunity to discuss my developmental needs.			
Student signature	Date	Mentor signature	Date

Developmental Learning Plan - INTRANATAL

These needs can be reviewed at any time during the placement.

Identified Health and Learning Needs	Resources/Facilitation Needed	Review comments / dates
1.		
2.		
3.		
4.		
5.		

I have the opportunity to discuss my developmental needs.			
Student signature	Date	Mentor signature	Date

Developmental Learning Plan – COMMUNITY

These needs can be reviewed at any time during the placement.

Identified Health and Learning Needs	Resources/Facilitation Needed	Review comments / dates
1.		
2.		
3.		
4.		
5.		

I have the opportunity to discuss my developmental needs.			
Student signature	Date	Mentor signature	Date

Induction Check List

Induction to practice placement to be completed on first day of placement with an appropriately qualified member of staff	Antenatal (Please tick)	Postnatal (Please tick)	Intranatal (Please tick)	Community (Please tick)
Introduced to staff and environment				
Placement philosophy discussed including: <ul style="list-style-type: none"> • Diversity and equality • Harassment and oppressive behaviour policy 				
Sickness and absence protocols discussed				
Emergency equipment procedures discussed				
Administration of medicines policy discussed				
H&S equipment, policies and procedures discussed relating to:				
<ul style="list-style-type: none"> • Fire procedures 				
<ul style="list-style-type: none"> • Infection control 				
<ul style="list-style-type: none"> • Safe disposal of sharps • 				
<ul style="list-style-type: none"> • Control of Substances Hazardous to Health (COSHH) 				
<ul style="list-style-type: none"> • Moving and Handling 				
Confidentiality procedures discussed including <ul style="list-style-type: none"> • Patient/client and individual information • Disclosing information regarding malpractice 				
Uniform Policy discussed				
Other policies and mandatory training relevant to placement area please specify 1 2 3 4				
I have had the opportunity to discuss the above induction Student signature	Date completed	Date completed	Date completed	Date completed

Staff signature (name and print)	Date completed	Date completed	Date completed	Date completed
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ANTENATAL Preliminary Discussion (to take place during first week)	Mentor Please tick to confirm discussion	
Identify and discuss learning and health needs		
If required, a Risk Assessment is undertaken		
Ongoing Achievement Record discussed (if applicable)		
Skills Inventory discussed (if applicable)		
Mentor signature	Date:	
Student signature	Date completed:	

INTRANATAL Preliminary Discussion (to take place during first week)	Mentor Please tick to confirm discussion	
Identify and discuss learning and health needs		
If required, a Risk Assessment is undertaken		
Ongoing Achievement Record discussed (if applicable)		
Skills Inventory discussed (if applicable)		
Mentor signature	Date:	
Student signature	Date completed:	

POSTNATAL Preliminary Discussion (to take place during first week)	Mentor Please tick to confirm discussion	
Identify and discuss learning and health needs		
If required, a Risk Assessment is undertaken		
Ongoing Achievement Record discussed (if applicable)		
Skills Inventory discussed (if applicable)		
Mentor signature	Date:	

Student signature	Date completed:
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COMMUNITY Preliminary Discussion (to take place during first week)	Mentor Please tick to confirm discussion	
Identify and discuss learning and health needs		
If required, a Risk Assessment is undertaken		
Ongoing Achievement Record discussed (if applicable)		
Skills Inventory discussed (if applicable)		
Mentor signature	Date:	
Student signature	Date completed:	

SHORT VISIT ATTENDANCE & LEARNING RECORD

Dates/times of Short Visit	Name of Supervisor	Record of learning (to be completed by the student)	Number of practice hours completed	Signature of Supervisor
1.				
2.				
3.				
4.				

Mentor signature	Date	Student signature	Date
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MID-PLACEMENT REVIEW
Mentor Comments on Student Progress

ANTENATAL PLACEMENTS
 Summary to be completed following review of progress

Strengths	Areas for development
Relevant University or practice staff to be made aware at this stage when a student is not making satisfactory progress and an action plan should be implemented	

Student Comments on Learning Experience

Strengths	Areas for development
If you are not making satisfactory progress at the mid-term review you MUST contact the appropriate HEI academic staff.	

I have discussed these comments with my Mentor

Student signature **Date**

I have discussed these comments with my student

Mentor signature **Date**

MID-PLACEMENT REVIEW
Mentor Comments on Student Progress

INTRANATAL PLACEMENTS
Summary to be completed following review of progress

Strengths	Areas for development
Relevant University or practice staff to be made aware at this stage when a student is not making satisfactory progress and an action plan should be implemented	

Student Comments on Learning Experience

Strengths	Areas for development
If you are not making satisfactory progress at the mid-term review you MUST contact the appropriate HEI academic staff.	

I have discussed these comments with my Mentor

Student signature **Date**

I have discussed these comments with my student

Mentor signature

Date

MID-PLACEMENT REVIEW
Mentor Comments on Student Progress

POSTNATAL PLACEMENTS
 Summary to be completed following review of progress

Strengths	Areas for development
<p>Relevant University or practice staff to be made aware at this stage when a student is not making satisfactory progress and an action plan should be implemented</p>	

Student Comments on Learning Experience

Strengths	Areas for development
<p>If you are not making satisfactory progress at the mid-term review you MUST contact the appropriate HEI academic staff.</p>	

I have discussed these comments with my Mentor	
Student signature	Date
I have discussed these comments with my student	
Mentor signature	Date

MID-PLACEMENT REVIEW
Mentor Comments on Student Progress

COMMUNITY PLACEMENTS
 Summary to be completed following review of progress

Strengths	Areas for development
<p>Relevant University or practice staff to be made aware at this stage when a student is not making satisfactory progress and an action plan should be implemented</p>	

Student Comments on Learning Experience

Strengths	Areas for development
<p>If you are not making satisfactory progress at the mid-term review you MUST contact the appropriate HEI academic staff.</p>	

I have discussed these comments with my Mentor

Student signature Date

I have discussed these comments with my student

Mentor signature Date

ACTION PLAN

An action plan must be instigated by the mentor at the time issues of performance, competence or professional behaviour are identified.

Mentor's should seek advice and guidance from a sign-off mentor, PEF and/or academic staff when managing underperforming students.

Area for Development	Resources/Facilitation Needed	Date of Review	Review Comments
1.			
Mentor signature		Date	Student signature
			Date
2.			
Mentor signature		Date	Student signature
			Date
3.			
Mentor signature		Date	Student signature
			Date

The following colleagues, as deemed applicable by the mentor, have been made aware of the issues identified above for information and/or support (mentor to complete):

	Sign-off Mentor	Link Lecturer	Module Leader	PEF
Date:				
Name:				

CONTINUOUS ASSESSMENT PRACTICE

INDIVIDUAL SKILL LEVELS

Use these categories as a guide when assessing students in practice.

SKILL DEVELOPMENT CATEGORIES	DEVELOPMENTAL LEVEL
No opportunity to observe/practice the skill during the placement.	
Has not yet achieved the minimum skill level required. (Supporting statements must be made by Mentor).	
Level 4 Shows awareness of learning opportunities. Observes, questions and is developing a readiness to participate in practice. LEVEL ACHIEVED: Can perform this activity satisfactorily with some supervision and assistance at an acceptable speed and quality of work.	Receptive observer / participant.
Level 5 Participates under supervision in the performance and application of skill(s) and demonstrates understanding of the underpinning rationale(s). LEVEL ACHIEVED: Can perform this activity satisfactorily with minimal supervision and assistance.	Supervised, knowledgeable participant.
Level 6 LEVEL ACHIEVED: Can perform this activity efficiently and consistently with initiative and adaptability and indirect supervision	

Section One

Level of achievement: level 4 student midwife

Skill development category:

- Can perform this activity satisfactorily with some supervision and assistance at an acceptable speed and quality of work.

Midwifery Domains (NMC, 2009):

1. Developing the individual midwife and others
2. Effective midwifery practice
3. Achieving quality care through evaluation and research
4. Professional and ethical practice

The Midwifery Domains can be achieved during level 4 antenatal, intranatal and postnatal. As a mentor you are required to grade the student on their ability to achieve the above domains. The bandings are level 4 specific, therefore with your support the student can achieve any of the level of achievement bandings, as indicated below. The grading is to be completed at mid-point - formative assessment, and final - summative assessment. You are required to give an overall graded mark in relation to the student's achievements in one of the boxes in the table

References:

- <https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-midwifery-education/>
- <https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-midwives-rules-and-standards.pdf>
- <https://www.nmc.org.uk/standards/additional-standards/standards-for-medicines-management/>
- <https://www.nmc.org.uk/standards/code/>
- https://www.erskine.org.uk/sites/default/files/NMC_Student_Guidance_2010%5B1%5D.pdf

Assessment of Practice Marking Grid – Level 4

Domain of Practice:	Effective midwifery skills (Communication)		
0-29% Referral	Communicates in an inappropriate manner. Insufficient and unclear communication skills. Many inaccuracies when documenting care.		
30-39% Referral	Many inconsistencies when giving information or responding to cues. Requires constant support to liaise with women and families. Requires support to accurately document care.		
40-49% Pass: Safe practice	Verbal and non-verbal communication is often clearly delivered and is sensitive to women and their family's needs. Some support is required to recognise care need cues. Support is needed when completing documentation		
50-59% Pass: Satisfactory practice	Verbal and non-verbal communication is given in a manner that is consistently clear to women and their families, offering informed choice. Communicates well with the multi-professional team. Documentation is accurately completed with some support		
60-69% Pass: Good Practice	Verbal, non-verbal and written communication is delivered in a consistently good standard, enabling discussion, understanding and informed choice. Care needs are consistently noticed and responses are effective. Documentation is of a good standard		
70-79% Pass: Very good practice	Communication skills are very good. Information is provided to a consistently high standard, which recognises the needs of the woman and her family. Documentation is of a consistently very good standard		
80-89% Pass: Exceptional practice	Information is articulately, independently and intuitively given in any given situation. Documentation is of a high standard		
90-100% Pass: Outstanding practice	Verbal, non-verbal and written communication is outstanding for level 4. Documentation is structured and consistent.		
Final overall percentage mark awarded (1 domain x 4 placement marks ÷ 4) = %			
Antenatal placement Interim discussion mark: Mentor signature: Date:	Intrapartum placement Interim discussion mark: Mentor signature: Date:	Postnatal placement Interim discussion mark: Mentor signature: Date:	Community placement Interim discussion mark: Mentor signature: Date:
Final assessment mark: Sign-off mentor signature: Date:	Final assessment mark: Sign-off mentor signature: Date:	Final assessment mark: Sign-off mentor signature: Date:	Final assessment mark: Sign-off mentor signature: Date:

Midwifery lecturer:

Date:

Assessment of Practice Marking Grid – Level 4

Domain of Practice:	Effective midwifery skills (Clinical skills)			
0-29% Referral	Unable to perform the clinical activities under direct supervision. Unable to follow instructions. Does not recognise clinical needs. Cannot support women undergoing a normal pregnancy or postnatal period.			
30-39% Referral	Does not consistently demonstrate safe and competent care. Does not act responsibly when care needs become apparent during the antenatal, intranatal or postnatal periods. Is able to make suggestions which contribute to a programme of care but does not take into account immediate needs.			
40-49% Pass: Safe practice	Demonstrates safe and competent practice. Reacts appropriately when clinical needs are identified. Skills are performed safely with support. Is able to plan simple programmes of care for women experiencing normal pregnancy and normal postnatal care. Takes into account immediate needs.			
50-59% Pass: Satisfactory practice	Demonstrates safe and competent practice. Reacts appropriately when clinical needs are identified and participates with support. Skills are performed safely with detailed instruction. Able to plan safe programmes of care.			
60-69% Pass: Good Practice	Demonstrates safe and competent practice with minimal prompting. Is able to identify clinical needs and takes steps to address them. Able to plan and explain programmes of care for women during the antenatal, ntranatal and postnatal periods.			
70-79% Pass: Very good practice	Demonstrates very good practice with minimal prompting. Performs skills accurately in almost every situation with minimal instruction.			
80-89% Pass: Exceptional practice	Performs skills accurately in every situation with minimal supervision. Able to explain programmes of care, which respond to the needs of women who are undergoing normal pregnancy, birth and postnatal experiences.			
90-100% Pass: Outstanding practice	Performs midwifery skills accurately and dextrously without direct instruction. Is able to plan holistic programmes of care in partnership with women throughout the childbirth continuum.			
Final overall percentage mark awarded (1 domain x 4 placement marks ÷ 4) = %				
Antenatal placement Interim discussion mark:	Intrapartum placement Interim discussion mark:	Postnatal placement Interim discussion mark:	Community placement Interim discussion mark:	
Mentor signature:	Mentor signature:	Mentor signature:	Mentor signature:	
Date:	Date:	Date:	Date:	
Final assessment mark:	Final assessment mark:	Final assessment mark:	Final assessment mark:	
Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	
Date:	Date:	Date:	Date:	
Midwifery lecturer:			Date:	

Assessment of Practice Marking Grid – Level 4

Domain of Practice:	Professional and Ethical Practice			
0-29% Referral	Does not demonstrate the core skills required to work in a team. Has minimal abilities to recognise problems. Is unable to explain legal, ethical and moral dimensions of care.			
30-39% Referral	Does not demonstrate the core skills required to work in a team. Has some ability to offer solutions to problems. Is able to explain legal, ethical and moral dimensions, but struggles to apply them to practice.			
40-49% Pass: Safe practice	Demonstrates core skills required to work in a team but needs support to build confidence when providing normal care. Can identify safe solutions to problems. Can explain legal, ethical and moral dimensions of practice when prompted.			
50-59% Pass: Satisfactory practice	Works well within a team, with some support, when caring for women undergoing normal pregnancies and postnatal care. Can identify the legal, ethical and moral dimensions of care practices. Sometimes requires prompting to apply them when planning care.			
60-69% Pass: Good Practice	Works well as a team member in most situations where care is normal. Participates in discussions when related problems arise and is able to offer safe solutions. Regularly takes account legal, ethical and moral dimensions of care practices and applies them when planning care.			
70-79% Pass: Very good practice	Works very well as a team member in the majority of situations where care is normal. Leads discussions when related problems arise and is able to offer safe solutions. Takes account of legal, ethical and moral dimensions of care practices and applies them when planning care.			
80-89% Pass: Exceptional practice	Works exceptionally well as a member of a team in practice. Identifies problems and offers solutions for discussion. Takes account of legal, ethical and moral dimensions of care practices and discusses the implications of them in regards to personal practice.			
90-100% Pass: Outstanding practice	Works as an effective team member, taking initiative and proposing solutions. Demonstrates an appreciation of related problems and has an ability to offer innovative solutions. Consistently takes account of legal, ethical and moral dimensions of care practices and applies them to personal practice.			
Final overall percentage mark awarded (1 domain x 4 placement marks ÷ 4) = %				
Antenatal placement Interim discussion mark:	Intrapartum placement Interim discussion mark:	Postnatal placement Interim discussion mark:	Community placement Interim discussion mark:	
Mentor signature:	Mentor signature:	Mentor signature:	Mentor signature:	
Date:	Date:	Date:	Date:	
Final assessment mark:	Final assessment mark:	Final assessment mark:	Final assessment mark:	
Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	
Date:	Date:	Date:	Date:	
Midwifery lecturer:			Date:	

Assessment of Practice Marking Grid – Level 4

Domain of Practice:	Achieving Quality Care Through Evaluation and Research			
0-29% Referral	Lacks awareness of research based approaches to practice. Practice is based on traditional ways of working and own opinion. Is unwilling to access feedback or improve knowledge.			
30-39% Referral	Is unsure of research based approaches to practice. Practice is based on opinion from inappropriate sources. Is not proactive in their learning, relies on others to source information.			
40-49% Pass: Safe practice	Is able to articulate knowledge of research based care when prompted. Practice is underpinned with research with some attempt to evaluate the evidence and consider its use in practice. Seeks feedback on performance and is able to identify learning opportunities.			
50-59% Pass: Satisfactory practice	Is able to explain limitations of some policies and guidelines. Strives to understand the impact of them on women's experiences. Practice is underpinned with a good range of relevant literature with some attempt to evaluate the evidence and apply it to practice. Is willing to share knowledge when asked.			
60-69% Pass: Good Practice	Is able to discuss the robustness of policies and guidelines that underpin maternity care and how this affects individualised care. Articulates a wide range of research and its relevance to providing care. Is willing to share knowledge and seeks out learning opportunities.			
70-79% Pass: Very good practice	Evidence of wide reading and evaluation of the evidence with good consideration of its use in practice with consistent application. Demonstrates an independence to improve and share knowledge.			
80-89% Pass: Exceptional practice	Demonstrates the ability to evaluate the reliability of evidence and carefully considers and applies its use in practice. Demonstrates a willingness to share research knowledge and explores learning opportunities.			
90-100% Pass: Outstanding practice	Demonstrates judgement when considering the applicability of policies and guidelines in planning holistic care. Evaluates the reliability of evidence and its considered use in practice. Demonstrates keenness to share knowledge and actively seeks out learning opportunities.			
Final overall percentage mark awarded (1 domain x 4 placement marks ÷ 4) = %				
Antenatal placement Interim discussion mark:	Intrapartum placement Interim discussion mark:	Postnatal placement Interim discussion mark:	Community placement Interim discussion mark:	
Mentor signature:	Mentor signature:	Mentor signature:	Mentor signature:	
Date:	Date:	Date:	Date:	
Final assessment mark:	Final assessment mark:	Final assessment mark:	Final assessment mark:	
Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	Sign-off mentor signature:	
Date:	Date:	Date:	Date:	
Midwifery lecturer:			Date:	

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Domains	Mark
Effective Midwifery Practice [Communication]	
Effective Midwifery Practice [Clinical skills]	
Professional and Ethical Practice	
Developing the Individual Midwife and Others	
Achieving Quality Care Through Evaluation and Research	
<p>The overall mark is achieved by adding all five marks and then dividing it by 5</p> <p>Final assessment mark:</p> <p>Midwifery lecturer signature:</p> <p>Date:</p>	

References:

<https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-midwifery-education/>

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-midwives-rules-and-standards.pdf>

<https://www.nmc.org.uk/standards/additional-standards/standards-for-medicines-management/>

<https://www.nmc.org.uk/standards/code/>

https://www.erskine.org.uk/sites/default/files/NMC_Student_Guidance_2010%5B1%5D.pdf

Section Two

Essential Skills Clusters

Essential Skills Clusters – level 4

Please tick the appropriate box. There should be no more than 5 simulation demonstrations. The student should be given every opportunity to achieve all skills in practice. The student must be proactive in achieving competence in these skills.

Maternal

Skills	Achieved - Pass	Not-Achieved - Referral	Simulation	Midwife/ mentor's signature
Undertake a booking interview incorporating a full medical, obstetric, surgical and social history, identifying any known allergies. This should include an estimation of BMI				
Partake in the discussion on place of birth				
Partake in the discussion on screening options				
Undertake basic observations T P R B/P				
Urinalysis				
Recognise the signs of infection				
Recognise the signs and symptoms of pre-eclampsia				

Recognise the signs and symptoms of diabetes				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Abdominal examination - Inspection Palpation Auscultation				
Use of a pinard stethoscope, identifying the fetal heart				
Use of a Sonicaid				
Application of a Cardio TocoGraph monitor: intermittent and continuous				
History taking				
Bed bathing				
Bed making				
Demonstrate the principles of infection control: Hand washing Use of PPE (gloves, aprons, goggles, gowns), as appropriate Aseptic				
Documentation - record keeping of all care given				
Venepuncture – correct labelling and completion of request forms				
Communication skills – professional				

Care for a woman in labour				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Articulate to your mentor the mechanism of normal labour, in order to assess progress				
Conduct a vaginal examination, when appropriate				
Assist women to give birth				
Support women in their choices				
Partake in the discussion with women the various options of pain relief available including inhalational analgesia				
Care of a woman with an epidural anaesthesia				
Apply the principles of maintaining the integrity of the skin				
Maintain nutrition and hydration status during labour, as appropriate				
Care of a woman on Intravenous medication				

Assisting the midwife during an APH				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Assisting the midwife during a PPH				
Examination of the placenta and membranes for completeness				
Administration of medicines under direct supervision Oral Intramuscular Inhalational, where appropriate, Complete prescription records				
Articulate knowledge of pharmacokinetics of prescribed medication: absorption, distribution metabolism and excretion within the body				
Recognise an adverse reaction to any prescribed medication				
Demonstrate knowledge of the importance of reporting and documenting all known allergies, and the use of the appropriate I.D. band				

Perform a postnatal examination and document findings				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Assess progression of lochia and report findings				
Assist the midwife to identify any damage to the perineum				
Educate women on the care of the perineum during the postnatal period				
Assists the midwife in the recognition of a deviation from the normal: Infection Haemorrhage Venous-Thrombo-Embolism Record findings and report to the appropriate professional (NMC, 2012)				
Recognition of a deviation from the normal in relation to mental health well-being. Assist the midwife to refer to the appropriate professional (NMC, 2012)				

Application of the NMC code, midwives rule and medicines management to their practice				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Professional approach to providing care: Understand the principles of informed consent, Conform to uniform policy, Respect confidentiality, Appropriate communication skills with: woman, family, multiprofessional team, Record keeping; IT skills and written records				

Neonate

Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Understand the importance of skin-to-skin contact at birth and during the postnatal period				
Demonstrate how to assess an APGAR score				
Preliminary systematic examination of the new-born				

Assist the midwife to weigh the baby and apply appropriate identification bandings in hospital				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Can articulate their understanding of the principles of convection / radiation/conduction in the prevention of hypothermia and hyperthermia				
Recognise / Articulate the sign and symptoms of hypothermia				
Demonstrate how to change a nappy, alongside the principles of maintaining the integrity of the skin				
Support the woman in her choice of infant feeding				
Demonstrate and assist positioning and attachment to the mother to achieve success in breastfeeding				
Demonstrate and discuss the principles of hand expression of breast milk to the mother				
Demonstrate the principles of formula feeding: hand hygiene, sterilisation, mixing formula, ratio of powder to water				

Demonstrate knowledge of the principles of infant led feeding				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Recognition of infection in the neonate and refer to the appropriate professional (NMC, 2012)				
Support the woman and the family to bond with their baby				
Demonstrate knowledge of the prevention of SIDS, informing women/mothers of the principles				
Perform neonatal screening tests when appropriate				
Demonstrate to your mentor your knowledge of the six inherited metabolic diseases				
Demonstrate how to perform a baby bath to the mother safely				
Recognise the signs and symptoms of the jaundiced baby				
Articulate the different types of Jaundice to your mentor, and the appropriate management				
Care of a baby undergoing Phototherapy				

Demonstrate how to safely obtain a blood sample for a SBR estimation, and how to record and chart the results				
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Skills	Achieved - Pass	Not Achieved - Referral	Simulation	Midwife/ mentor's signature
Articulate to your mentor the importance of safeguarding when dealing with vulnerable families				
Assist your mentor to identify families at risk: Review of case files Safeguarding guidelines Reports from other services				
Recognise a deviation from the normal and assist your mentor to act appropriately				

Stage 2 Mentor:Date:.....

Print name:.....

Student's Signature: Date:

Print name:.....

Midwifery Lecturer's Signature: Date:

Print name:.....

References:

Standards for pre-registration midwifery education (NMC, 2009) *Standards of proficiencies*. London. NMC.

<https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-midwifery-education/>

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-midwives-rules-and-standards.pdf>

<https://www.nmc.org.uk/standards/additional-standards/standards-for-medicines-management/>

<https://www.nmc.org.uk/standards/code/>

https://www.erskine.org.uk/sites/default/files/NMC_Student_Guidance_2010%5B1%5D.pdf

<http://www.nipec.hscni.net/Image/SitePDFS/nmcGuidanceRecordKeepingGuidanceforNursesandMidwives.pdf>

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/social-media-guidance.pdf>

END OF PLACEMENT REVIEW

For Students with an Ongoing Achievement Record

The end of placement review is completed in the students Ongoing Achievement Record (OAR). At the end of the placement, completion of the relevant placement record documents the final placement review.

The Cumulative Achievement Record should also be completed. Relevant university and/or practice staff should be informed if these records have not been completed.

In addition, please complete the front page of this practice assessment document confirming whether the student as passed/failed the placements.

ANTENATAL END OF PLACEMENT REVIEW

I have discussed my comments in the Ongoing Achievement Record with my student

Ongoing Achievement Record completed

Cumulative Achievement record completed:

Mentor signature Date

INTRANATAL END OF PLACEMENT REVIEW

I have discussed my comments in the Ongoing Achievement Record with my student

Ongoing Achievement Record completed

Cumulative Achievement record completed:

Mentor signature Date

POSTNATAL END OF PLACEMENT REVIEW

I have discussed my comments in the Ongoing Achievement Record with my student

Ongoing Achievement Record completed

Cumulative Achievement record completed:

Mentor signature Date

COMMUNITY END OF PLACEMENT REVIEW

I have discussed my comments in the Ongoing Achievement Record with my student

Ongoing Achievement Record completed

Cumulative Achievement record completed:

Mentor signature

Date

SIGN-OFF MIDWIFE MENTOR LEVEL 4

End of academic year [final placement for level 4 (year one)]

I CONFIRM TO THE BEST OF MY KNOWLEDGE THAT THIS STUDENT HAS ACHIEVED ALL THE LEVEL 4 STANDARDS AND SKILLS IDENTIFIED IN THIS PRACTICE ASSESSMENT DOCUMENT, FOR THE FIRST PROGRESSION POINT, AND CAN PROGRESS TO LEVEL 5.

Sign-Off Mentor Qualification: **yes/no** (If no, please contact the Practice Education Facilitator and Module Leader before signing)

Signed Date
Print name:

Date of last Mentor update:

Glossary of Terms

Stage 1 Mentor	A registered nurse/midwife that has not yet completed a recognised NMC mentorship programme.
Stage 2 Mentor	A registered nurse/midwife that has successfully completed a recognised NMC mentorship programme.
Stage 3 Mentor/ Practice Teacher	A registered nurse/midwife that has successfully completed a recognised NMC Practice Teachers course.
Back up Mentor	A Stage 1 or Stage 2 mentor acting as a back-up/second mentor to the student.
Sign-off Mentor	A mentor that has met specific criteria to be able to sign-off a student's practice proficiency at the end of a programme.
Link Lecturer	An academic lecturer based at a university who links with a number of practice areas to support mentors and students whilst out on placement.
Clinical Liaison Lecturer (CLL)	An academic lecturer based jointly in a Placement provider and University who acts an educational link between both areas
Practice Education Facilitator (PEF)	An education facilitator based within a NHS Trust to support mentors and students in multi-professional learning environments
Risk assessment	Risk assessment of the student's health and learning needs.
Short Visits	Areas that the student may visit relevant to their placement learning and which may vary in length.
Supervisor	The person that will be supporting the student during short visits
Ongoing Achievement Record	An ongoing record of the students learning experience, including mentors comments, which must be passed from one placement to enable judgements to be made on the student's progress.
Cumulative Achievement Record	This is found at the back of the Ongoing Achievement Record It is completed by the mentor at the end of the student's placement and records the student's record of achievement.

This document has been produced in joint collaboration between practice representatives from local Trusts and organisations and Universities, as part of the Cheshire and Merseyside Practice Education Partnership group. With thanks to all those involved

Algorithm for yearlong Clinical Assessment Document Level 4

