Midwifery
Practice Assessment Document (MPAD)

Guide to using the MPAD

BSc (Hons)/PG Dip/MMid programmes
# Completing the Practice Assessment Document

## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Assessment strategy</td>
<td>5</td>
</tr>
<tr>
<td>Midwifery Practice Assessment Document (MPAD) assessment process</td>
<td>6</td>
</tr>
<tr>
<td>Document signatories</td>
<td>7</td>
</tr>
<tr>
<td>Orientation</td>
<td>8</td>
</tr>
<tr>
<td>Assessment planner</td>
<td>9</td>
</tr>
<tr>
<td>Planning meeting</td>
<td>10</td>
</tr>
<tr>
<td>EU records</td>
<td>11</td>
</tr>
<tr>
<td>Competencies</td>
<td>12</td>
</tr>
<tr>
<td>Additional comments on student’s performance</td>
<td>13</td>
</tr>
<tr>
<td>Woman receiving care (service user) feedback form</td>
<td>14</td>
</tr>
<tr>
<td>Student Reflection at formative review</td>
<td>15</td>
</tr>
<tr>
<td>Sign-off mentor comments at formative review</td>
<td>16</td>
</tr>
<tr>
<td>Professional values</td>
<td>17</td>
</tr>
<tr>
<td>Holistic assessment descriptors</td>
<td>18</td>
</tr>
<tr>
<td>Action plans</td>
<td>19</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>20</td>
</tr>
<tr>
<td>Ongoing Achievement Record (OAR)</td>
<td>21</td>
</tr>
<tr>
<td>Medicines Management Assessment</td>
<td>22</td>
</tr>
<tr>
<td>Reflections on learning form short practice placements</td>
<td>23</td>
</tr>
<tr>
<td>Record of practice hours</td>
<td>24</td>
</tr>
</tbody>
</table>
Introduction

The purpose of this guide is to provide guidance for the completion of the Midwifery Practice Assessment Document (MPAD). General guidelines are provided for each element within the MPAD. This guidance should be read alongside specific instructions that may apply to individual universities.

Midwives/sign-off mentors have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may require to achieve the maximum benefit from the placement.

As well as undertaking the required assessments, the role of the midwife/sign-off mentor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

The student is expected to plan when they will undertake their assessments with a Clinical Practice Facilitator (CPF) /Placement Development Midwife (PDM) and sign-off mentor. There is an Assessment Planner at the beginning of each document, which will help to plan when it would be appropriate to complete the assessments. The student records their cases to meet the EU requirements within each cluster to demonstrate the amount of clinical experience they have had and to inform the timing of assessments.

The document has been designed around competency clusters and the student can complete these in any appropriate area where midwifery care is provided. There are four clusters:

- Antenatal
- Labour and birth
- Postnatal and neonatal care
- Infant feeding

The student has a formative review and summative assessment within each cluster.

Duty rotas should support the development of the student/sign-off mentor working relationship with 40% of the student’s time spent in practice under the direct or indirect supervision of a sign-off mentor (NMC Standards for learning and assessment in practice 2008 p.31).
Midwives who work with the student but are NOT sign-off mentors may assess the shaded competencies within the clusters. These midwives should also complete the additional comments page and give an indicative level of achievement using the holistic descriptors.

Levels of achievement are outlined in the holistic descriptors within each cluster. When deciding how the student is performing, the midwife/sign-off mentor should 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 any performance falls within the ‘Unsatisfactory’ band then the overall ‘Unsatisfactory’ descriptor must be awarded. The formative review will enable the student to reflect on their performance and help them to identify areas for development before the summative assessment.

If the student is not meeting the required standards at the formative review, feedback must be given and an action plan written to enable the student to address this prior to the summative assessment. In this case, or if there is any cause for concern or a fitness for practice issue, guidance must be sought from the academic representative and it is likely that a tripartite meeting will be convened. If there has been no improvement at the summative assessment, the academic representative must be contacted as this will lead to the student failing the practice component of the module/course.

To ensure the Nursing and Midwifery Council (NMC) standard for mentorship is met (NMC 2008) sign-off mentors must make the final judgement on a student’s competence and level of achievement. Summative assessments must be undertaken by a sign-off mentor or sign-off mentor student under appropriate supervision.

Within the PAD there are guidelines relating to how the assessment is managed within each university, and the student should ensure that they have read and understood these.
The assessment strategy enables the student to be assessed in a holistic manner with consideration of the integration and application of knowledge, skills and attitude. Two models have been developed to demonstrate how this assessment in practice has been conceptualised; the *Head, Heart and Hands Conceptual Knowledge Model* and the *Practitioner Conceptual Development Model* (Gillman 2014). The assessment strategy aims to assess conceptual knowledge, which is the point where the dimensions of knowledge, skills and attitude come together and determine performance at a certain level. The elements from the *NHS Compassion in Practice Vision and Strategy: An Approach to Midwifery Care* (2012) have also been considered within the knowledge, skills and attitude dimensions to produce an integrated model upon which to base the assessment of clinical practice. The *Practitioner Conceptual Development Model* utilises a series of holistic rubrics to define the student’s level of practice based on the integration of their knowledge, skills and attitude. Each ‘step’ consists of a layer for each dimension, with the expectations within these building as the academic level increases. The assessment strategy is based on these two newly developed models as illustrated below:

<table>
<thead>
<tr>
<th>Head, Heart and Hands Conceptual Knowledge Model</th>
<th>Practitioner Conceptual Development Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Head, Heart and Hands Conceptual Knowledge Model" /></td>
<td><img src="image2.png" alt="Practitioner Conceptual Development Model" /></td>
</tr>
</tbody>
</table>

MPLPAD Guide FINAL 04.12.14
The MPAD assessment process

**Stage 1 - Assessment Plan**
The student and sign-off mentor (and possibly the academic representative or CPF/PDM) discuss the assessment plan in the first week of the placement and agree dates for the formative review and summative assessment of practice, taking into consideration the amount and type of experience the student will gain whilst in the clinical area. It is possible that more than one cluster may be assessed in a practice area.

**Stage 2 – Achievement of competencies**
The student midwife is assessed against the skills and competencies in the cluster. This is designed to be an ongoing, continuous process. The midwife working with the student signs each competency to verify that the student has achieved the required skills and the EU requirements. Midwives who are not sign-off mentors may sign the shaded competencies and complete the additional comments pages.

**Stage 3 - Formative Review**
The student midwife has a formative review of practice following a period of clinical experience (ideally mid-point), working with the sign-off mentor and possibly other midwives. The student undertakes a reflection on their development and achievement and awards a self-assessment descriptor. The sign-off mentor reviews the additional comments from other staff and the student reflection, then completes the holistic assessment page, using the descriptor rubric, and gives feedback to the student. If any concerns are identified, an action plan must be completed and the academic representative contacted.

**Stage 4 - Summative Assessment**
The student midwife completes the reflection and awards a self-assessment descriptor grade towards the end of the clinical allocation. The sign-off mentor completes the feedback page using the descriptor rubric following the same process as for the formative review. Action plans should be reviewed and updated. The sign-off mentor then completes the relevant summary page in the Ongoing Achievement Record (OAR).

**Stage 5 - Level of achievement**
This occurs at university level, where the grade for the level of achievement in practice is to be completed. Each of the current university assessment strategies have been mapped to ensure consistency and transferability to the new system. The university will assign the appropriate percentage to the descriptor given from a template, which will be entered into the appropriate grid within the OAR.
**Document signatories**

There are separate pages for sign-off mentors and for midwives who do not have sign-off status.

Any registered professional who writes in the PAD must complete the appropriate signatories page.

All sign-off mentors who document in a student's PAD must provide their full details. This is to enable the university to verify that the NMC standard for mentorship has been maintained.

Sign-off mentors must be qualified and have completed the annual update and triennial review.

**FAQs**

Q: I am not a sign-off mentor, can I write in the PAD?

A: Yes you may comment on the student's performance or confirm the student's achievement in the shaded competencies. You should not assess the student in the non-shaded competencies or undertake the formative review or summative assessment. You can also sign the EU records and complete the orientation.

Q: I am not a Registered Midwife can I write in the document?

A: Yes you may write in the additional comments sections and the short practice placements record. Please remember to complete the signatories page.

### 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.)

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Signature</th>
<th>Initials</th>
<th>Date of last mentor update</th>
<th>Date of triennial review</th>
<th>Practice Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. May Brown</td>
<td></td>
<td></td>
<td>Sept 2013</td>
<td>May 2015</td>
<td>Community Green team</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are some elements of orientation that must be completed on the first day in a new clinical area. Other elements may be undertaken within the first week of a student starting in that area.

If a student returns to the same clinical area after a substantial amount of time away, the orientation should be reviewed.

**FAQs**

**Q:** I am not a sign-off mentor, can I orientate the student and complete this page?

**A:** Yes you may complete the student orientation and sign the appropriate section of the PAD. Please remember to complete the signatories page.

**Q:** The student will be undertaking the first part of their intrapartum care allocation on the Delivery Suite at the start of the year and will return in the latter half of the year. Does the student need an orientation each time?

**A:** Yes it is best practice to complete an orientation each time the student starts in a clinical area to ensure the most up-to-date information is shared. Some elements must be completed within the first day and the rest should be completed within the first week.

---

**Orientation**

<table>
<thead>
<tr>
<th>Placement Provider induction/Update has been completed if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following criteria need to be met within the first day in placement</td>
</tr>
<tr>
<td>The local fire procedures have been explained</td>
</tr>
<tr>
<td>The student has been shown the:</td>
</tr>
<tr>
<td>- fire alarms</td>
</tr>
<tr>
<td>- fire exits</td>
</tr>
<tr>
<td>- fire extinguishers</td>
</tr>
<tr>
<td>Resuscitation policy and equipment for emergency resuscitation of mother/baby have been explained</td>
</tr>
<tr>
<td>The student knows how to summon help in the event of an emergency</td>
</tr>
<tr>
<td>The student is aware of where to find local policies</td>
</tr>
<tr>
<td>- health and safety</td>
</tr>
<tr>
<td>- incident reporting procedures</td>
</tr>
<tr>
<td>- infection control</td>
</tr>
<tr>
<td>- handling of messages and enquiries</td>
</tr>
<tr>
<td>- clinical guidelines</td>
</tr>
<tr>
<td>The shift times, meal times and sickness policies have been explained</td>
</tr>
<tr>
<td>The student has been given an orientation booklet if available</td>
</tr>
<tr>
<td>The iona working policy has been explained if applicable</td>
</tr>
<tr>
<td>Risk assessments/reasonable adjustments relating to disabilities/learning needs have been discussed (where disclosed)</td>
</tr>
<tr>
<td>Date all first day criteria completed</td>
</tr>
<tr>
<td>Please initial and date when completed:</td>
</tr>
<tr>
<td>The student has been made aware of the moving and handling equipment used in the clinical area</td>
</tr>
<tr>
<td>The student has been shown and given a demonstration of the medical devices used in the clinical area</td>
</tr>
<tr>
<td>The following criteria need to be met within the first week of placement</td>
</tr>
<tr>
<td>The student has been made aware of information governance requirements</td>
</tr>
<tr>
<td>The student is aware of local policy for</td>
</tr>
</tbody>
</table>
**Assessment Planner**

The assessment planner is intended to help both the student and the sign-off mentor to plan when it would be most appropriate to undertake the formative review and summative assessments.

As the assessment strategy is skills and competency based rather than focused on a particular clinical area more than one cluster may be assessed in one placement. For example the postnatal and neonatal care and infant feeding competencies may be undertaken on a postnatal in-patient area or in the community.

The suggested EU case numbers are indicative only.

**FAQs**

**Q:** Can the student complete their formative review and summative assessments in different areas?

**A:** This may happen if the student’s allocations to an area are shorter than four weeks and occur at different points in the year. If possible, the appropriate areas and dates should be decided by reviewing the allocation plans with the CPF and link lecturer.

**Q:** What if the student has not recorded the suggested case numbers in the EU records by the assessment date?

**A:** The suggested numbers are provided for guidance only. Sign-off mentors can use their judgement to consider whether a student has had the required amount of experience before undertaking an assessment. If the student has a significantly less (or more) cases recorded than suggested, discuss this with the academic representative and CPF.
Planning meeting

The planning meeting is the opportunity for the sign-off mentor and student to discuss the range of clinical learning opportunities available during the allocation, and the student’s learning needs. If arrangements need to be made with other areas to ensure the student will have the opportunity to be assessed in all of the competencies, this should be documented at this interview. The provisional dates for the formative review and summative assessment should be arranged and recorded. It is also useful to indicate specific expectations in terms of professional behaviours at this point.

FAQs

Q: What if the student is unable to get the experience required in this allocation in order to be assessed in all of the competencies within this cluster?

A: Please discuss this with the academic representative and CPF/PDM. You may need to arrange for a short outreach placement for the student to get the experience required.

Q: What if the student has a split allocation and will only be having the formative review in this placement area?

A: The document is structured so that this is possible, enabling sign-off mentors to complete sections of the PAD that will contribute to a holistic summative assessment. By ensuring all your details are complete, sign-off mentors can communicate with each other to inform final decisions regarding a student’s performance and achievement.
EU records

The EU case records are integrated into the PAD in order for the student to have evidence of their clinical experience alongside the record of achievement in the competencies. This enables the sign-off mentor to track the student’s progress and consider if the student has had the required experience prior to being summatively assessed in the competencies. The student will complete this section in accordance with the university policy for maintaining confidentiality whilst ensuring verification can occur. Midwives are asked to sign the EU case record to verify that the student has undertaken the required activity.

FAQs

Q: I am not a sign-off mentor. Can I sign the EU case record?
A: Yes all registrant midwives may sign the EU case record pages to verify that they have supervised the student provide those specific aspects of care.

Q: What is the client identifier?
A: In order to protect client confidentiality but ensure verification can occur, the university will provide guidance for the student regarding what should be recorded in this section. Please check with the academic representative for clarification.
Competencies

The competencies have been developed using the NMC essential skills and domains, UNICEF BFI UK themes, the NICE postnatal quality care standard, the values from the NHS Compassion in Practice Vision and Strategy for Midwifery, the RCM postnatal pressure points and feedback from Supervisors of Midwives, employers, midwives and students.

The un-shaded competencies must be assessed by a sign-off mentor only. The shaded competencies can be assessed by any registrant midwife who works with the student. The boxes should be completed, signed and dated when the student has achieved the outcome. This represents continuous assessment of practice.

FAQs

Q: I have worked with the student for a week but I am not a sign-off mentor, can I sign anything off?

A: Yes you can sign any shaded competencies if you have assessed the student’s competence. Please also complete an ‘additional comments’ box at the end of the cluster to give further feedback on the student’s performance to inform the sign-off mentor of the student’s progress. Refer to the holistic grade descriptors and give an indicative level of the student’s performance.
Additional comments on student’s performance

For midwives who will not be undertaking the summative assessment, comments can be recorded in these boxes to contribute to the holistic assessment of the student. This encourages communication between midwives and sign-off mentors and by providing your contact details, it enables the sign-off mentor to contact the midwife to discuss the student’s progress if required.

FAQs

Q: Can anyone write in these comments boxes?

A: Yes, any registered professional may complete one of these sections if they wish to contribute written feedback to the student and inform the summative assessments. The correct document signatories page must be completed by anyone who writes in the PAD.
Within each cluster there is a page for the student to receive feedback directly from someone they have cared for. Midwives are asked to support students by facilitating this and asking women or their families to complete the form. Midwives may complete the form on behalf of the client and ask them to sign or initial to verify the information. Midwives are also asked to sign on completion for verification purposes. This feedback may inform the holistic assessment of the student.

FAQs:

Q: Who asks the woman to complete the form?

A: As the midwife responsible for the care, we ask that you obtain the feedback from the woman or her partner/family member. You can ask the woman to complete the form, or do this on her behalf if this is more appropriate.

Q: Does the woman or her partner/family have to sign the form?

A: No, a signature or initials are optional. The person giving feedback may sign the form if they wish. Midwives should also sign the form to verify the feedback.
Student reflection at formative review

The student is expected to complete their reflection prior to the formative review (which ideally should be at the mid-point of the allocation). The reflection is structured to encourage the student to consider how their knowledge, attitude and skills have enabled them to develop and achieve the required competencies. The student makes a self-assessment against the holistic descriptors.

FAQs

Q: Does the reflection have to be completed by the student before I formatively review their progress?

A: Yes, before the sign-off mentor undertakes the formative review the student should have completed a self-assessment and awarded themselves an indicative descriptor.

Q: What if the student has awarded themselves a descriptor that I don’t feel matches their performance?

A: At the formative review it is important to discuss this with the student and indicate why you have not awarded the same level descriptor. Use the descriptors to help your discussions. Please seek support and advice from the academic representative if the student does not respond appropriately or you are concerned about the student’s lack of self-awareness.
Sign-off mentor comments at formative review

The sign-off mentor completes the review pages indicating what the student has done well, and any areas requiring development. If there are causes for concern, the academic representative should be contacted immediately these are identified.

FAQs

Q: What if I have concerns about an aspect of the student’s performance? Do I write it on this page?

A: You should write your concerns under the appropriate heading. If the student has not achieved one of the skills or competencies, you also need to document it here and refer to it specifically by using the appropriate code e.g. AN4.3

Q: Is the formative review an assessment? What happens if I think the student is unsatisfactory?

A: No. The formative review is an opportunity to give feedback to the student and suggest ways in which the student can improve prior to the summative assessment. An action plan should be written if the student’s performance is unsatisfactory or if they have not achieved any of the professional values to enable the student to focus on these areas prior to the summative assessment.

<table>
<thead>
<tr>
<th>Formative review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-off mentor’s comments at formative review</td>
</tr>
<tr>
<td>Please comment on the student’s underpinning knowledge of the evidence relating to the content of this cluster.</td>
</tr>
<tr>
<td>Bryony’s knowledge is good and she is showing commitment to improving this. She is able to answer some of the women’s questions with confidence relating to minor symptoms of pregnancy but sometimes lacks confidence even though she knows the answers.</td>
</tr>
<tr>
<td>What knowledge does the student need to further develop before the summative assessment?</td>
</tr>
<tr>
<td>Knowledge of the NSC timeline for screening tests and the information to give women needs to be developed further. Look at the NSC webpage and e-learning package.</td>
</tr>
<tr>
<td>Please comment on the student’s ability to link theory and practice.</td>
</tr>
<tr>
<td>Bryony is able to link theory and practice for example when discussing minor disorders such as nausea in pregnancy. As Bryony’s knowledge increases she will be able to link this to her practice, for example the rationale for not testing for glucose during urinalysis or the evidence for measuring SFH.</td>
</tr>
<tr>
<td>Please comment on the student’s ability to undertake the skills observed that are assessed within this cluster.</td>
</tr>
<tr>
<td>Bryony can safely and competently perform basic skills such as manual blood pressure and urinalysis. Abdominal palpation skills including assessment for fetal growth are developing as expected at this early stage.</td>
</tr>
<tr>
<td>Bryony needs to try to engage more with the women and other team members. She seems disengaged and disinterested at times, which may be due to her shyness, but it does not present a professional image.</td>
</tr>
</tbody>
</table>
Professional values

The professional values are completed by ticking the appropriate boxes.

Comments are not required unless there is anything particular to note, if the student has successfully achieved the professional values. Comments should be provided if the student has not achieved, and an action plan written. The academic representative should also be contacted.

If the student has not met all of the professional values, the 'Unsatisfactory' descriptor must be awarded overall. In this instance an action plan must be written.

FAQs

Q: Do I need to write an additional comment on these pages?
A: No, only if the student does not achieve the professional values, or if there is any additional feedback you wish to record.

Q: Do I need to contact the academic representative or could I talk to the CPF/PDM instead?
A: Yes, please do inform the CPF/PDM if you have concerns regarding the student’s performance but also contact the academic representative who can support both you and the student and ensure that university processes are followed.
**Holistic assessment descriptors**

These descriptors have been designed to reflect the academic level a student is studying at and to enable a holistic assessment to be made of the student's performance. The descriptors describe elements of knowledge, skills and attitude and reflect how the student brings these elements together as conceptual knowledge. The student should meet the majority of the elements to be awarded the overall descriptor. It will be unlikely that the student will meet the criteria in descriptors that are at either end of the scale as the elements are linked.

**FAQs**

**Q:** What if the student meets elements within different descriptors?

**A:** Award the descriptor that most closely matches the student's performance. The majority of elements must be met within the descriptor. The elements within each descriptor link together and it would be unusual for a student not to meet most of the elements within one descriptor. If the student is unsatisfactory in any element, the overall ‘Unsatisfactory’ descriptor must be awarded.

**Q:** Are the descriptors the same in all of the PADS?

**A:** No. There are different descriptors for the academic level and point in the programme.

**Q:** What if the student and I don’t agree on the descriptor?

**A:** The descriptor awarded by the sign-off mentor is the descriptor that will stand. The student’s self-assessment allows the discussion of expectation and achievement and should facilitate the development of self-awareness and reflection on feedback.

---

### Holistic assessment descriptors

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level (year 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student demonstrates a highly professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
<td>The student demonstrates a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
<td>The student demonstrates a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
<td>The student is able to demonstrate a basic understanding of the evidence relating to this cluster. The student is required to present new knowledge.</td>
<td>The student is able to demonstrate a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
<td>The student is not able to demonstrate a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
</tr>
<tr>
<td>The student is consistently safe, directed in seeking new challenges.</td>
<td>The student is consistently safe, directed in seeking new challenges.</td>
<td>The student is consistently safe, directed in seeking new challenges.</td>
<td>The student usually makes links between theory and practice.</td>
<td>The student is not able to demonstrate a basic understanding of the evidence relating to this cluster. The student is generally unsatisfactory.</td>
<td>The student is not able to demonstrate a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
</tr>
<tr>
<td>The student always shows integrity and application of theory to practice.</td>
<td>The student always shows integrity and application of theory to practice.</td>
<td>The student always shows integrity and application of theory to practice.</td>
<td>The student requires frequent prompting to seek new knowledge.</td>
<td>The student is not able to demonstrate a basic understanding of the evidence relating to this cluster. The student is generally unsatisfactory.</td>
<td>The student is not able to demonstrate a professional approach to work, displays ability to prioritize tasks and provides safe, sensitive, women focused care.</td>
</tr>
<tr>
<td>The student is able to undertake the competencies within this cluster competently with minimal supervision.</td>
<td>The student is able to undertake the competencies within this cluster competently with minimal supervision.</td>
<td>The student is able to undertake the competencies within this cluster competently with minimal supervision.</td>
<td>The student may lack some confidence and seeks frequent prompts for actions.</td>
<td>The student is not able to undertake the competencies within this cluster. The student is unable to undertake the competencies within this cluster.</td>
<td>The student may require substantial prompts for actions.</td>
</tr>
<tr>
<td>The student uses their initiative appropriately in most situations.</td>
<td>The student uses their initiative appropriately in most situations.</td>
<td>The student uses their initiative appropriately in most situations.</td>
<td>The student may show some initiative in known situations and responds positively to feedback.</td>
<td>The student is not able to undertake the competencies within this cluster. The student is unable to undertake the competencies within this cluster.</td>
<td>The student may not have demonstrated the initiative even in known situations and may not have responded to feedback.</td>
</tr>
<tr>
<td>The student is expected to meet the majority, but not necessarily all, of the descriptor for the grade appropriate to the level of performance.</td>
<td>The student is expected to meet the majority, but not necessarily all, of the descriptor for the grade appropriate to the level of performance.</td>
<td>The student is expected to meet the majority, but not necessarily all, of the descriptor for the grade appropriate to the level of performance.</td>
<td>The student requires frequent prompting to seek new knowledge.</td>
<td>The student is not able to undertake the competencies within this cluster. The student is unable to undertake the competencies within this cluster.</td>
<td>The student may require substantial prompts for actions.</td>
</tr>
</tbody>
</table>
**Action plans**

There are action plans within each of the clusters. An action plan should be completed if the student:

- has not achieved any of the competencies at the formative review
- is awarded the ‘unsatisfactory’ descriptor in the holistic assessment at formative review
- has not met any of the professional values

**FAQs**

**Q:** What is the tripartite meeting and do all students have to have one?

**A:** A tripartite meeting is where the student, sign-off mentor and academic representative meet to discuss the student’s progress. The type of tripartite approach will depend on the university procedures. Please check with the academic representative. A tripartite meeting will always be triggered if an action plan is required.

**Q:** What happens if the student does not achieve the criteria within the action plan by the stated review date?

**A:** The academic representative will advise you of this but it is likely that the student will fail the placement. Processes for managing this are university specific and the academic representative will manage this aspect of the assessment.
Summative assessment

The summative assessment follows the same process as the formative review with the student completing a self-assessment prior to the sign-off mentor undertaking the summative assessment. There should be no surprises for the student at this point. If there were causes for concern, the student should have received written feedback, and an action plan should have been commenced at the formative review stage. The academic representative should already be involved.

FAQs

Q: What if the student has not achieved the stated criteria within the action plan and therefore does not meet the standard for a pass?

A: The student will fail the assessment. The academic representative must be informed and the university processes followed for a further attempt if the university regulations permit. An additional action plan must be written with clear expected outcomes detailed.

Q: Does this assessment have to be completed by a sign-off mentor?

A: Yes. Sign-off mentors must ‘make the final judgement that all competencies have been met and that the student is considered proficient’ (NMC SLAiP 2008 p.13). However, the evidence that they consider when making this judgement may also come from midwives who do not meet the sign-off mentor standard.
Ongoing Achievement Record (OAR)

A summary page should be completed in the OAR by the sign-off mentor after each cluster has been summatively assessed.

Midwifery Supervision
There is a page in the OAR for the student and their Supervisor of Midwives to record the annual meeting. This is to introduce the student to the nature of statutory midwifery supervision and to facilitate a relationship to develop with their Supervisor. The requirements are different in each year/part of the programme to reflect the student’s development towards registration.

FAQs

Q: How does the student get the overall grade for their practice/PAD?

A: When the student submits their PAD and OAR at each progression point, the calculation of the overall grade will follow specific university processes. The percentage equivalent for the descriptor will be recorded by the academic representative.

The descriptor bands match the degree classification boundaries

**Undergraduate programmes**
Excellent: First,
Very Good: Upper second,
Good: Lower second,
Satisfactory: Third and
Unsatisfactory: Fail and

**M level programmes**
Excellent: Distinction
Good: Merit
Satisfactory: Pass
Unsatisfactory: Fail
Medicines Management Assessment

The student is required to undertake a medicines management assessment towards the end of each year/part. This must be undertaken once all of the skills clusters have been summatively assessed. This assessment can only be completed by a sign-off mentor.

FAQs

Q: Why does this have to be completed after all of the cluster assessments?

A: There are medicines management skills and competencies in each cluster. Once these have been achieved, the student can be assessed in the separate assessment. If the student has achieved all the competencies in all of the clusters, they will be in a good position to pass the final medicines management assessment.

Q: I am not a sign-off mentor, can I complete the medicines management assessment and ask a sign-off mentor to countersign the document?

A: No. This assessment can only be undertaken by a sign-off mentor.

Q: I notice that the medicines management assessments refer to Midwives Exemptions. When can a student midwife practise Midwives Exemptions?

A: A student midwife can only supply and administer medicines according to Midwives Exemptions when under the direct supervision of a sign-off mentor. This excludes controlled drugs, which may only be administered by a student midwife if a patient specific direction has been written by a doctor or independent prescriber.
Reflections on learning from of short practice placements

Student midwives may have short (outreach) placements for example; day assessment units, early pregnancy assessment units, gynaecology clinics, child health or sexual health clinics.

There are pages at the back of the PAD for the student to record reflections on learning and for feedback from the healthcare professional supporting the student’s experience.

FAQs

Q: I am not a midwife. Can I fill in this section?

A: Yes. If you are a registered healthcare professional who has facilitated a learning opportunity for a student midwife, please comment on the student’s performance in the lower section of this page. Please also remember to sign the document signatories page at the front of the document.

Q: I am a student, do I have to fill in one of these for every outreach placement or visit?

A: Your academic representative will be able to give you detailed advice on which activities to record here. It is good practice to reflect on your learning experiences and by recording details here, you are providing evidence for the holistic assessments. The healthcare professional who facilitates the short placement also has the opportunity to comment on your professionalism.
Records of practice hours

Students are required to provide evidence of having completed the required number of practice hours for NMC registration.

Midwives must verify the student’s hours at the end of each shift on this form.

Students will have specific information from their university regarding how this is reported and recorded.

FAQs

Q: I am not a sign-off mentor, can I sign the record of practice hours?

A: Yes, if you are a registered health care professional and have worked with the student, please sign the record. Only sign for the hours you have worked with the student. Remember to also complete the document signatories page.

Q: I am the student’s sign-off mentor. Do I have to add up the student’s hours or work out how many hours they have to make up?

A: No. The student is responsible for completing the record and reporting absence as per university policy. Your role is to verify the hours you have worked with the student by providing your signature alongside the student’s daily record.