

B.Midwif expectations of skill development at different levels (Page 9 from PAD)

Expectations of the student's abilities increase as they progress through the programme. These expectations are reflected in the **skills** which are assessed in the different years and in the **level** at which those skills need to be demonstrated. The level of skill required for each year is identified below (Adapted from Steinaker & Bell 1979).

During the programme the student should become increasingly responsible for giving midwifery care, starting as an observer / participant at Level 4 and progressing through the stages of supervised practitioner (Level 5) and guided practitioner (Level 6), so that at the point of qualification they are able to function as a competent and safe, though inexperienced midwife practitioner.

At level 4 / Year 1 the student will be assessed at the level of participation (with direct or very close supervision).

Definition of Practicing at the level of participation

At the beginning of the first year students will observe the midwife at work and note how skills are performed. When they have acclimatised to the clinical environment they should be encouraged to participate in care with direct supervision from their mentor. The level of participation should be staged (e.g. the student may initially communicate with the woman and prepare her for antenatal examination. By the end of the year the student should be able to undertake a complete antenatal examination under direct supervision). Some activities may eventually require less supervision e.g. the measuring of vital signs although the student will need to report their finding back to the midwife.

By the end of year 1, working with direct or close supervision, the student should be able to

- Communicate effectively with women and midwifery colleagues,
- Practice within the limits of their knowledge and skill under the direct or close supervision of a midwife
- Be able to identify their learning needs through discussion with their mentor,
- Carryout straightforward assessments of wellbeing and need
- Recognise and report common deviations from the norm
- Give a clear rationale for actions relating to normal midwifery care
- Contribute effectively to the care of women/mothers and babies under the direct supervision of the midwife
- Achieved all the skills listed in the skills assessment documents at the level of participation

At level 5 / Year 2 the student will be assessed at the level of 'identification' (understanding).

Practicing at the level of identification

Following orientation to the area and as the student gains confidence they should be able to perform a wider range of activities with close supervision. Mentors should assess the level of supervision required after directly observing the student in practice. This includes assessing their **ability** to perform activities and their **understanding** of the importance of the activity and their understanding of when they need to ask for support from the midwife. Student will initially need direct supervision as they acclimatise to new placement areas in a new NHS Trust. As they gain confidence and competence through the placement, indirect supervision will be appropriate.

Students should identify new skills which they have not had prior exposure to, to ensure appropriate direct supervision is provided. Students should be able to discuss appropriate care planning, prioritising some aspects of care and using their initiative appropriately. By the end of the year the student is able to explain the rationale for practice and discuss some relevant research. By the end of the year, the student is expected to be competent in basic midwifery skills such as planning, assessing and implementing midwifery care and have acquired understanding and be developing competence in relation to the care of women with more complex needs – as indicated by the skills assessment documents.

By the end of year 2, working with close or indirect supervision, the student should be able to

- Communicate effectively with women, midwifery colleagues and other members of the multidisciplinary team
- Practice within the limits of their knowledge and skill seeking guidance and supervision with any new skills
- Proactively identify their learning needs and seek relevant learning opportunities,
- In consultation with the midwife, carryout assessments of wellbeing and need for women and babies with some complex needs
- Recognise and report deviations from the norm, recognising urgent situations and in consultation with the midwife be able to identify priorities and devise a plan of care
- Give a clear evidence-based rationale for actions relating to midwifery care
- Contribute effectively to the care of women/mothers and babies under the close supervision of the midwife
- Achieved all the skills listed in the skills assessment documents at the level of identification (understanding)

At level 6 / Year 3 the student will be assessed at the level of internalisation (and dissemination).

Practicing at the level of internalisation

By the end of year 3, the student should be able to use her/ his initiative to recognise and meet the needs of women and families. If the student has not worked in an area for some time then a few shifts orientation under close supervision will assist the reorientation process and enable the midwife to assess the students learning needs. By the end of the placement, students should be able to prioritise, plan and provide care, showing an ability to make sound evidence-based decisions. In a community setting students may attend visits on their own as part of their caseholding experience provided a mentor has previously assessed the competence of the student, the suitability of the home and the mentor is available provide support and to countersign documentation. By the end of Year 3, students should be able to demonstrate competence in all the skills identified in the skills assessment document.

By the end of year 3, working with indirect supervision, the student should be able to

- Communicate effectively and confidently with women, midwifery colleagues and other members of the multidisciplinary team
- Practice within the limits of their knowledge and skill, seeking guidance and supervision with any new skills or situations and be able to support junior learners

- Proactively identify their learning needs, seek relevant learning opportunities and be able to reflect on their development
- Carryout assessments of wellbeing and need for women and babies with a variety of needs
- Recognise urgent/emergency situations, initiate effective responses and be able to act effectively as part of the team in an emergency situation
- Give a clear evidence-based rationale for actions relating to midwifery care drawing on a range of research to discuss and support care planning
- Use their initiative to effectively plan, initiate and evaluate care for women/mothers and babies with indirect supervision from the midwife
- Achieved all the skills listed in the skills assessment documents at the level of internalisation (competence)