

Guidance for Supervision and Assessment Level 5

The following information on supervision and assessment criteria provides guidance for the supervision and assessment of students during Year Two of the Pre-Registration Midwifery course

Year Two (Advanced Beginner)

The student requires close to minimal supervision/support and is expected to participate actively as well as to be able to plan most activities and to lead some of them

What this means in practice

The level of supervision provided follows on from that which is required at the end of year one. As the student gains confidence, she should be able to carry out a wider range of care activities under minimal supervision. However, decisions concerning the degree of supervision should be based on a reasonable amount of prior direct observation of practice. You should also be confident that the student knows when to seek assistance from a midwife

Assessment Criteria for Level 5

Conditions of practice

- Performs activities with few prompts
- Performs activities (d, e, f) in a fully integrated way
- Leads activities (x, y, z) with few prompts
- Beginning to prioritize care
- Able to assess, plan and implement care
- Beginning to evaluate effectiveness of care
- Beginning to involve clients in their care
- Within level of practice, responds appropriately in situations requiring urgency.

Knowledge

- Can explain rationale underpinning practice
- Able to make connections between more complex chunks of theory
- Can discuss pertinent research underpinning practice
- Beginning to implement evidence-based practice.

All clinical experience should be education-led, with students having supernumerary status for the duration of their training (NMC 2009).

The Competencies, professional behaviours and Essential Skills Clusters (pass/fail) will contribute to the student's overall grade for this module. The Competencies, professional behaviours and Essential Skills Clusters are detailed within the performance and skills outcomes numbers 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 / 13 / 14 / 15 / 16 / 17 / 18 / 19 / 20 / 21 / 22 / 23.

NMC (2009) Specific Standards of Proficiency: By the end of the placement all developmental performance outcomes at level 5 must be achieved. You will participate actively as well as to be able to plan most activities and to lead some of them with close to minimal supervision/support of your clinical Practice Supervisor.

Guidance for Supervision and Assessment Level 6

The following information on supervision and assessment criteria provide guidance for the supervision and assessment of students during year three of the pre-registration midwifery course.

Year 3 (Competent)

The student requires minimal to indirect supervision/support and is expected to participate actively as well as to be able to plan all activities and to lead most of them.

What this means in practice

The level of supervision provided follows on from that which is required at the end of year two. Increasingly, the student should be able to use their initiative to recognise and meet the needs of clients. Supervision is indirect which means that although you are not observing the student directly, you are still aware of the activities of the student. At this stage, you should use questioning not only to test the student's knowledge and understanding of care activities, but also to ascertain how they would recognise changes in client needs. You should also question the student on how they would plan, prioritise, and manage care and the rationale behind their decision-making. By the end of the course, the student should be able to demonstrate all the competencies to the standard of a newly qualified practitioner.

The following information on supervision and assessment criteria provide guidance for the supervision and assessment of students during year three of the pre-registration midwifery course.

Year 3 (Competent)

The student requires minimal to indirect supervision/support and is expected to participate actively as well as to be able to plan all activities and to lead most of them.

What this means in practice

The level of supervision provided follows on from that which is required at the end of year two. Increasingly, the student should be able to use their initiative to recognise and meet the needs of clients. Supervision is indirect which means that although you are not observing the student directly, you are still aware of the activities of the student. At this stage, you should use questioning not only to test the student's knowledge and understanding of care activities, but also to ascertain how they would recognise changes in client needs. You should also question the student on how they would plan, prioritise, and manage care and the rationale behind their decision-making. By the end of the course, the student should be able to demonstrate all the competencies to the standard of a newly qualified practitioner.

Assessment criteria for level 6

Conditions of practice

- Performs most activities in a fully integrated way, without prompting
- Able to assess, plan and implement care
- Able to prioritize care and lead most of them
- Able to evaluate effectiveness of care and make changes in care plans
- Able to plan, prioritize and manage care for a group of clients within a time span
- Actively involves clients in their care
- Is organized and efficient:
- Able to organise care and demonstrate efficiency when managing their workload
- Within level of practice, responds appropriately in situations requiring urgency.

Knowledge

- Critiques evidence-based research and its implementation
- Able to make connections between complex chunks of theory

Reference:

Stuart CC (2013) Mentoring, learning and assessment in clinical practice (3rd ed.). Edinburgh, Churchill Livingstone.