



CARDIFF
UNIVERSITY
PRIFYSGOL
CAERDYDD

NMC (2018): Realising professionalism: Standards for Education and Training Midwifery Practice Supervisor Training

University of
South Wales
Prifysgol
De Cymru



GIG CYMRU NHS WALES
Bwrdd Iechyd Prifysgol Caerdydd a'r Fro
Cardiff and Vale University Health Board

UNWAITH I GYMRU  **ONCE FOR WALES**

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

GIG CYMRU NHS WALES | Bwrdd Iechyd Prifysgol Aneurin Bevan
University Health Board

This online training package includes a presentation, course assessment quiz and course reading.

The completion of this online training enables you to be recognised as a Designated Practice Supervisor inline with the NMC SSSA standards (NMC 2018).

This will enable you to fully support Student Midwives in practice learning environments.



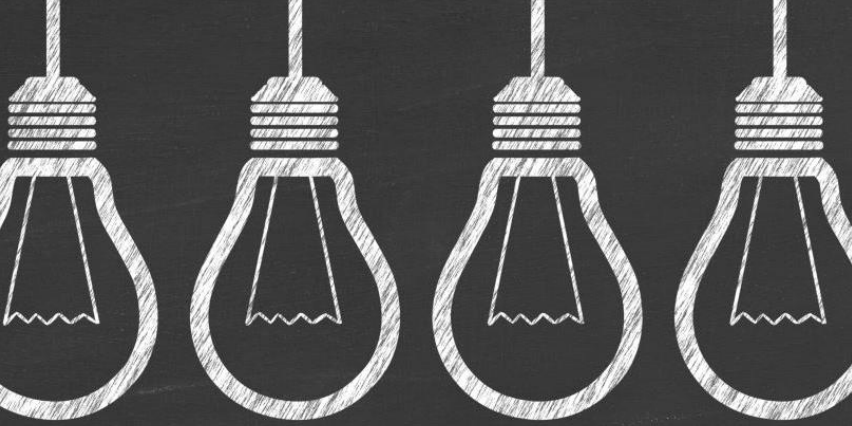
Background

The new standards for student supervision and assessment (NMC 2018) have already been implemented in nursing programmes and midwifery programmes across the UK.

The standards for student supervision and assessment have been implemented early as a result of the Covid-19 pandemic, they were fully implemented in March 2020.

This presentation along with additional course reading should explain what they mean for midwifery and for you, in your role as Practice Supervisor.

You will then receive additional training to enable you to fulfil the role of Practice Assessor and further training on the Future Midwife Programme and new Midwifery Practice Assessment Document (MPAD)



Learning Objectives

Understand the 4 NMC documents that make up the Future Midwife Standards

Understand the NMC Standards for student supervision and assessment and critically analyse the implications for student learning and support in practice

Explain how the roles of the Practice Supervisor, Practice Assessor and Academic Assessor will work collaboratively to confirm the student progress towards achievement of proficiencies.

Identify how to respond to a student who is not meeting required levels of proficiency in practice when instigating action planning.

What about Mentorship?

The Standards to Support Learning and Assessment in Practice (NMC, 2008) have been permanently removed and so the term “Mentor” in the context of the student midwife journey is no longer in use.



Part 1



> Standards framework for nursing and midwifery education

Part 1 of Realising professionalism: Standards for education and training

Part 2



> Standards for student supervision and assessment

Part 2 of Realising professionalism: Standards for education and training

Part 3



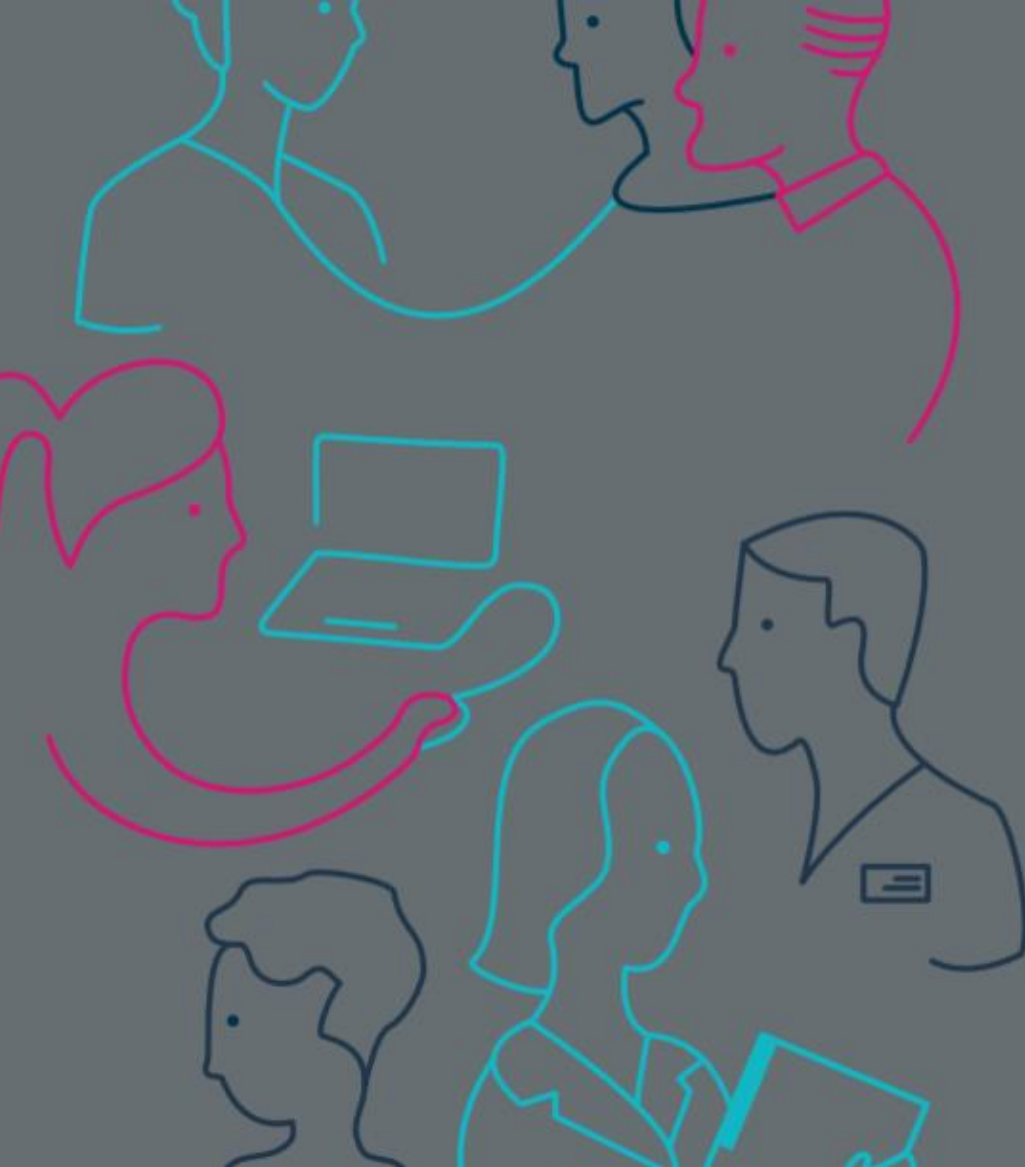
> Standards for pre-registration midwifery programmes

Part 3 of Realising professionalism: Standards for education and training



> Standards of proficiency for midwives

These standards represent the skills, knowledge and attributes all midwives must demonstrate.



Realising professionalism:
Standards for education and training

Part 2: Standards for student supervision and assessment

Published 17 May 2018

Effective practice learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

Assessment of students and confirmation of proficiency

Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.

Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals.

The outcome-focused NMC standards for education and training ([NMC, 2018a](#); [2018b](#)) offer approved education institutions and their practice learning partners greater flexibility and autonomy in the development and delivery of innovative pre-registration midwifery programmes.

New titles, such as

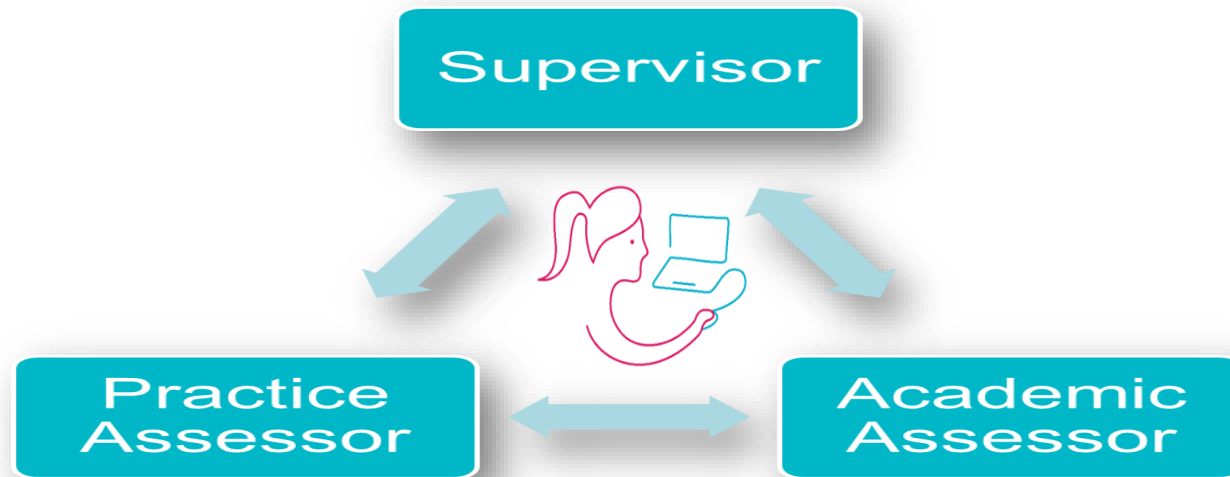
- Practice Assessor
- Practice Supervisor
- Academic Assessor

have been introduced into this new flexible model of student supervision and assessment, with the emphasis on students being proactive learners who are 'supported to learn', rather than passive recipients of knowledge.



Designated Practice Supervisors (PS) will support and guide learners and contribute to assessment through recording regular feedback in the MPAD

Practice Assessors (PA) will assess and confirm the students proficiency. As well as facilitating learning opportunities, crucially will observe, conduct and records assessments informed by PS and student reflections and liaise with AA at relevant points.



Academic Assessors (AA) will work in partnership with the PA to evaluate and recommend the student for progression for each part of the educational programme. The AA will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

Allocated by University

Practice Education Facilitators (PEF) work collaboratively with placement providers and will act as a point of contact for students, PS, PA, AA and other practice staff supporting student learning. It is believed that separating supervisory and assessment roles promotes consistency and objectivity in student assessment.

Pre-registration student midwives must be assigned to a Designated Practice Supervisor within the practice learning environment. The practice supervisor can be any health or social care professional who has been suitably prepared and can provide ongoing evidence for this role. This training will provide you with the skills to become a Designated practice supervisor for student midwives.

A practice Assessor will also be able to act as a Designated Practice Supervisor but must never adopt both roles with the same student.

As the Designated Practice Supervisor, you will be the co-ordinator and “go to” person of the practice learning environment.

Students can also be supervised and have their learning and development supported by **other members of the wider health and social care team** with specific clinical skills & abilities matching their practice learning outcomes or proficiencies.

A student may also spend time with other health care registrants including specialist midwifery roles such as Diabetic Specialist Midwives or Bereavement Specialist Midwives or other relevant people who can provide feedback to the Designated Practice Supervisor & Practice Assessor. Other Practice Supervisors include Maternity Support workers/ Maternity Care Assistants/ Healthcare Support Workers and Nursery Nurses; students can work alongside these staff members, as long as a registrant is available.

- Develop understanding of how to facilitate student learning to meet the needs of a wide range of student learners.
- Plan the student experience including reasonable adjustments or equality and diversity considerations that may need to be met.
- Encourage students to take responsibility for their own learning.
- Determine, in collaboration with the Practice Assessor, an appropriate level of supervision commensurate with the students level of competence / proficiency, knowledge and skills and stage of a programme.
- Every student is allocated a PS and PA per practice learning experience
- Raise any concerns regarding a student's conduct, competence and performance.
- Support students who raise any concerns in the learning environment.

Practice Supervisor continued....

➤ Contribute to the student's record of achievement and assessments by documenting progress in the students' practice assessment document or portfolio.

➤ Engage with practice assessors and academic assessors to share observations of the conduct proficiency and achievement of students and raise concerns where required



Support

Support students who raise any concerns in the learning environment.

Develop

Develop understanding of how to facilitate student learning to meet the needs of a wide range of student learners.

Plan

Plan the student experience including reasonable adjustments or equality and diversity considerations that may need to be met.

Encourage

Encourage students to take responsibility for their own learning.

Collaborate

Determine, in collaboration with the Practice Assessor, an appropriate level of supervision commensurate with the students level of competence / proficiency, knowledge and skills and stage of a programme.

Escalate

Escalate any concerns regarding a student's conduct, competence and performance.

Coaching

Coaching is an intervention that facilitates another person's learning, development and performance. Applied to student midwives practice placement learning, coaching has the potential to boost leadership learning that is student led, less focused on following the directions of a mentor and more focused on students taking responsibility for identifying their learning goals and objectives. (Leigh et al, 2019)

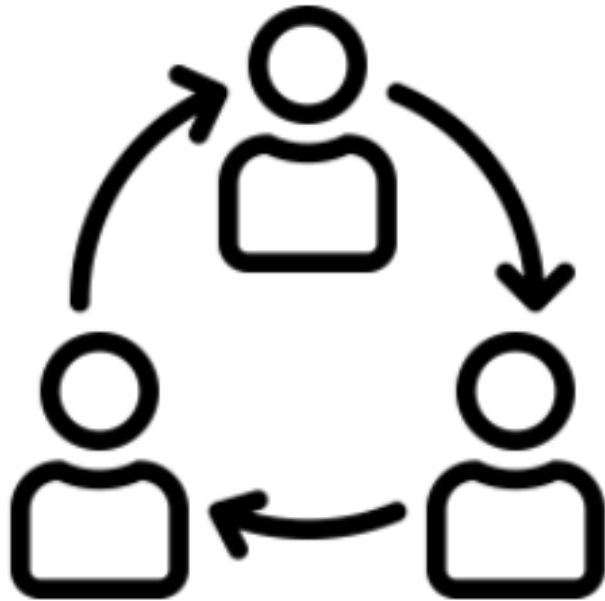
Coaching as a model for student support and clinical leadership development is in line with the Nursing and Midwifery Council's *Future Nurse: Standards of Proficiency for Midwives* document, with the practice supervisor role complementing the role of the coach in clinical practice.

Mentoring vs coaching

Midwives will act as role models and coaches for student midwives, with the level of supervision being dictated by the individual student's needs, confidence and competence (Power, 2019)

Mentoring/teaching	Coaching
Answers questions	Asks questions
Steps in and provides care	Steps back and allows the student to learn by providing care
Is watched by the student	Watches the student
Directs the student's learning	The student demonstrates what they've learnt (usually self-directed) to the coach
Shows the student how	Is shown how by the student
Allocates work to the student	Is allocated work by the student
Talks	Listens
Does the same work as before, but with a student	Works differently, while coaching the student
Identifies individual learning opportunities in the ward environment	Uses the whole ward as a complete learning environment

Practice Supervisors and Assessors



Practice assessors can not be the designated Practice Supervisor for the same student

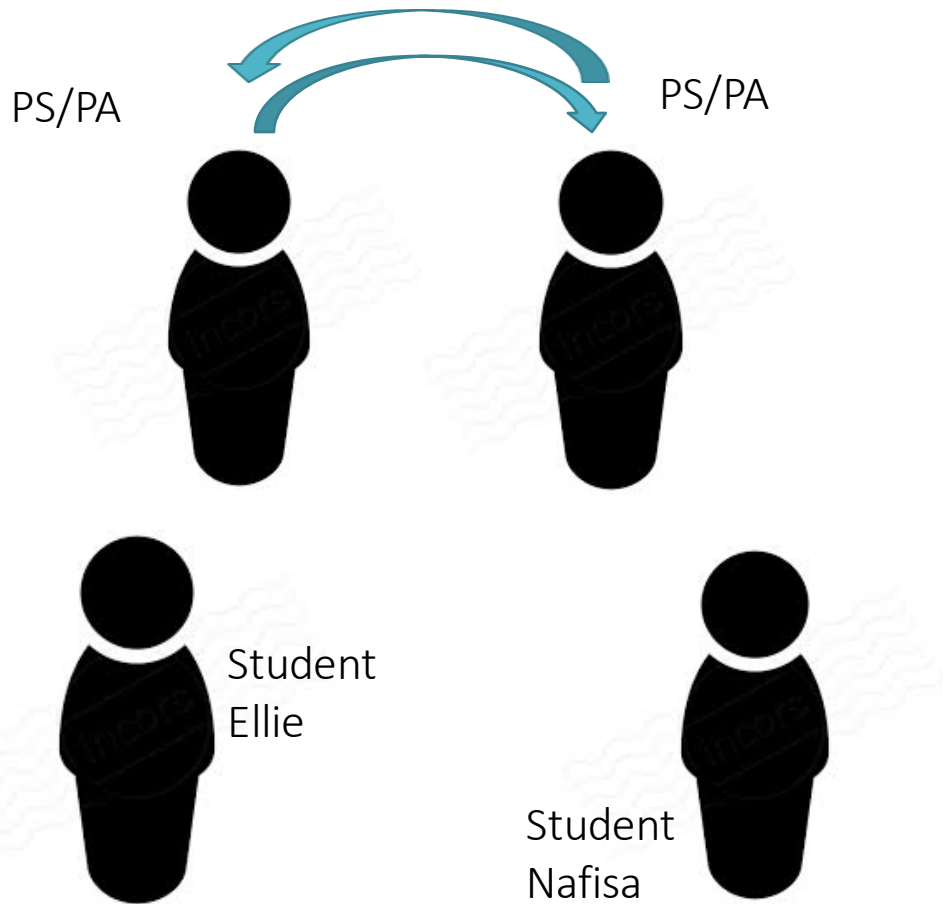
A database will be maintained in Health Boards to ensure practice supervisors and assessors are appropriately updated annually and up to date with mandatory training. This is monitored through your PADR and NMC Revalidation

Preparation programmes and updating will be determined locally

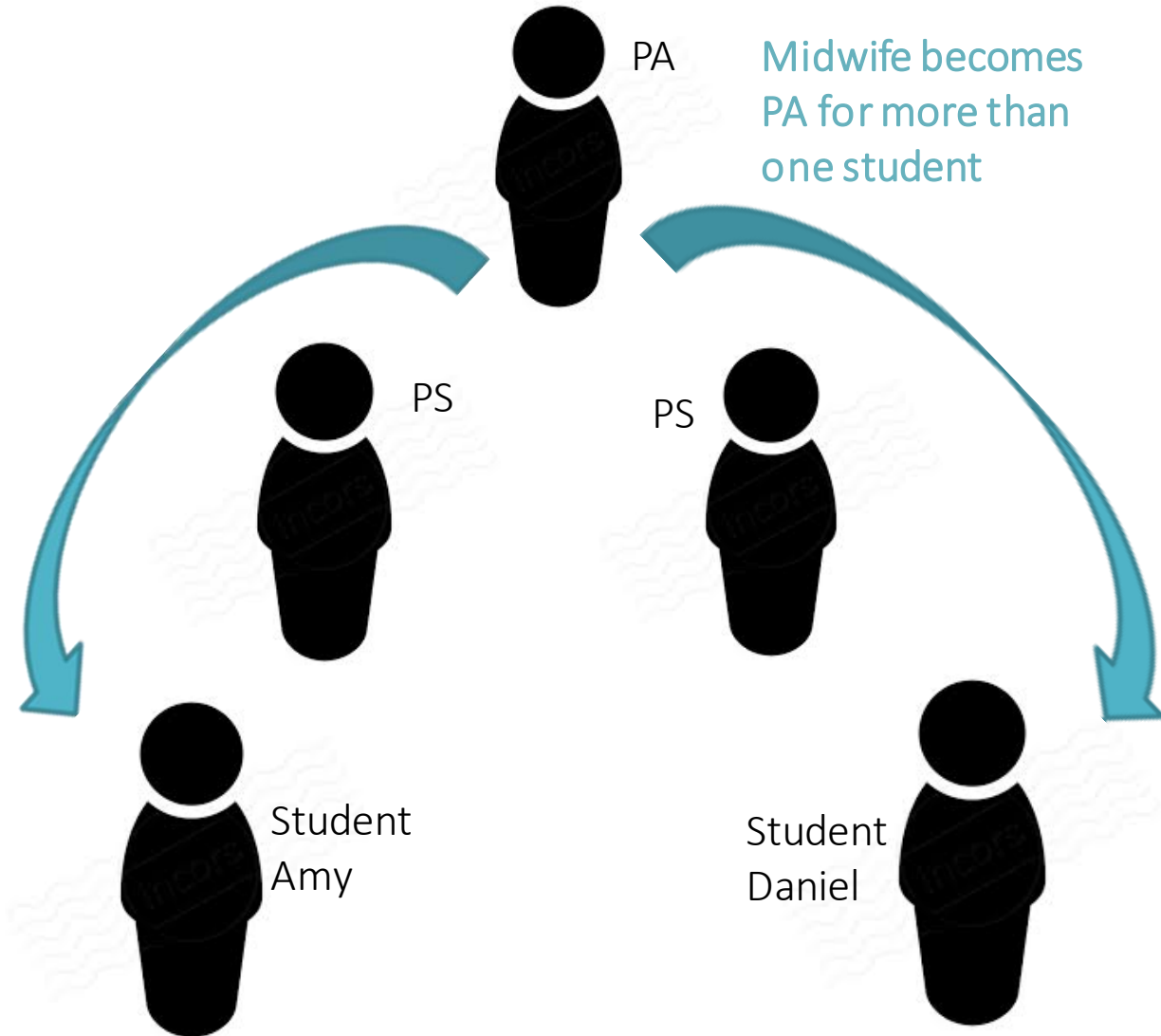
A nominated person in each Health Board, such as practice education facilitator will be available to support students and address concerns.

What will this look like?

It can be arranged in different ways depending on placement area and staffing.



Midwives are PS's and can swap to be PA for different student



Reasonable adjustments might include

- Changing admissions, administrative and examination procedures
- Changing course content/clinical experiences
- Changing physical features and premises/ clinical environments
- Changing teaching arrangements/ shift patterns
- Providing additional teaching/mentorship
- Providing communication and support services
- Offering information in alternative formats
- Training staff



Bachelor of Midwifery (HONS)

Cardiff University

(We will be exploring the relevant
HEI programmes on the PA training
day).



Programme week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Level 4	HC1124																																												
	HC1121																																												
	HC1122													HC1123																															
	PLO 1										PLO 2										PLO 3										PLO 4														

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2022 - 2023	Sep	Oct 2022					Nov 2022				Dec 2022				Jan 2023					Feb 2023				March 2023				April 2023				May 2023				June 2023				July 2023				Aug 2023				Sept 2023						
Date	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18		
Academic week	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8		
Programme week	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85														

Level 5 FMC 24	Practice Learning 2																																												
	Midwifery 6																																												
	Midwifery 4															Midwifery 5																													
	PLO 5										PLO 6										PLO 7										POLO														

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2023 - 2024	Sep	Oct 2023					Nov 2023				Dec 2023				Jan 2024					Feb 2024				Mar 2024				Apr 2024				May 2024				June 2024				July 2024				August 2024				Sept 2024												
Date	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	6	16								
Academic week	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8								
Programme week	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90

Level 6 FMC 24	Practice Learning 3																																																															
	Midwifery 9																																																															
	Midwifery 7															Midwifery 8																																																
	PLO 8										PLO 9										PLO 10										PLO 11										PLO 12										Pre qualifying													

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Key

- Theory (TB) [Blue box]
- Annual leave [Red box]
- Enrolment Week [Pink box]
- Bank holiday [Green box]
- Intrapartum care [Dark Blue box]
- Pre & post natal ward; ANC [Cyan box]
- Specialist Placements: A & E; Gynaecology; Neonatal unit [Dotted box]
- HV, ANC / fetal medicine & Student arranged primary care [Hatched box]

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Practice Learning Opportunities within the Midwifery Programme

Year One, Two and Three: *A range of Midwifery experiences, Universal care*

Year two: *Specialist placements inc; Emergency care, Women's Health and Neonatal Care*

POLO

Year Three: *Primary care, Management experience-Band 7 Delivery Suite Coordinator*

Pre-Qualifying Placement in Wales



Theory

Year one

Health essay including health promotion poster

Midwifery Practice exam and Bioscience MCQ exam

Self medicate - numeracy exam : 80% pass

PPD: Inter professional group presentation/
Professional Communication essay

Year two

Research essay

Problem Solving Practical Examination (PSPE) (previously known as OSCE)

Self medicate - numeracy exam : 90% pass

PPD: Professional Issues essay

Year three

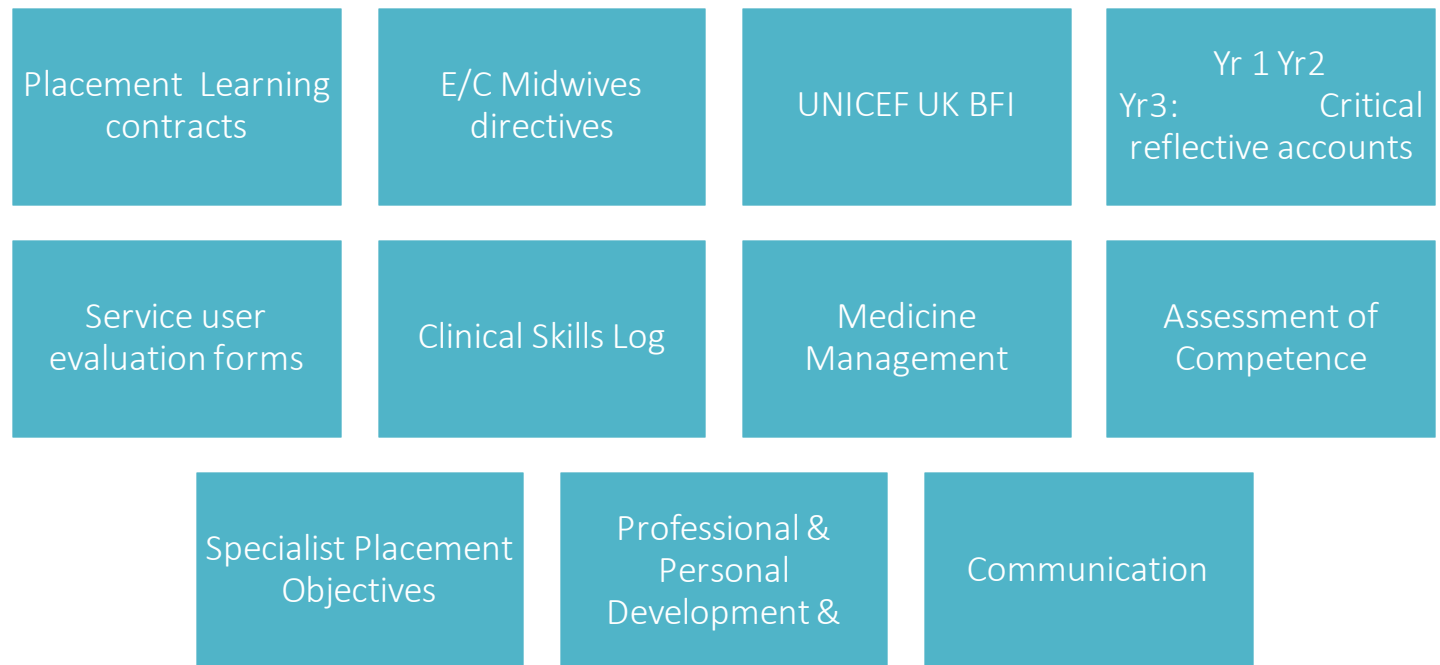
Dissertation : 8000 words

Scenario Based Discussion (VIVA)

Leadership & management poster

Self medicate - numeracy exam: 100% pass

Assessment Documentation





Assessment

The skills are organised into three levels of engagement

Participate (P)

Initiate (I)

Organise (O)

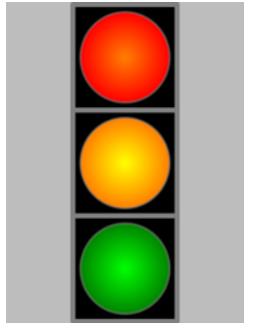
Engagement level in practice year	Level 4 (year 1)	Level 5 (year 2)	Level 6 (year 3)
Participates	With direct supervision of the mentor the student is able to participate in carrying out the skill knowledgeably and safely	With appropriate use of direct and indirect supervision from the mentor the student actively participates on more than 2 occasions in carrying out the skill knowledgeably and safely taking into account a holistic approach to care.	With the appropriate use of direct and indirect supervision from the mentor the student can consistently participate in carrying out the skill knowledgeably, safely and effectively as part of providing woman-centred care.
Initiates	With the direct supervision of the mentor the student initiates in carrying out the skill knowledgeably and safely	With the appropriate use of direct and indirect supervision from the mentor the student initiates on more than 2 occasions in carrying out the skill knowledgeably and safely taking into account a holistic approach to woman-centred care.	With the appropriate use of direct and indirect supervision from the mentor the student can consistently initiate the carrying out of the skill in an effective knowledgeable and safe manner as part of woman centred care.
Organises	With direct supervision of the mentor the student can knowledgeably and safely organise and participate in carrying out the skill	With the appropriate use of direct and indirect supervision from the mentor the student can on more than 2 occasions, knowledgeably and safely organise and participate in carrying out the skill taking into account a holistic approach to woman-centred care.	With the appropriate use of direct and indirect supervision from the mentor the student can consistently organise and participate in carrying out the skill in an effective, knowledgeable and safe manner as part of woman centred care.

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Assessment of Competence

The Assessment of Competence tool uses a RED / AMBER / GREEN (RAG) grading system



Assessment of Competence Level 4 (Year 1):

Benchmark Statement No 1. Clinical Skills

The student shows an ability to organise, initiate and participate in the giving of holistic care to women and their babies using the skills identified in the skills log. The student provides care that is respectful, kind and caring.

Sign-off Mentor Role: In reviewing and assessing the student's practice the first question to answer is; Does it demonstrate achievement of the above benchmark statement? If **yes** you are grading practice as a pass Green grade. To identify how well the student has passed please look at the green descriptors for each level select the banding and then record a mark within the banding in the feedback below. If **no**, you are grading practice as a refer/fail grade: Amber / Red. To identify the level of concern look at the descriptors for the amber and red, select the banding and then record a mark within the banding in the feedback.

0-29	30-39	40-49	50-59	60-69	70-79	80+
Is inconsistent in undertaking clinical skills and / or shows lack of compassion towards women and their families. Lacks appreciation of poor practice and significance. Has been provided feedback to develop.	Is inconsistent and not yet competent in fundamental clinical skills that have been practiced. May also lack compassion and insight into women centred care and / or current practice level. Has been provided feedback to develop.	Safe competent and caring in their undertaking of fundamental clinical skills. Support is needed to enhance; dexterity, consistency and confidence. Is caring and woman centred.	Consistently safe, caring and compassionate in their fundamental clinical skills. Is becoming more confident and able to adapt the skill to different women and settings. Responds well to feedback regarding development.	Consistently safe, caring, compassionate and woman centred in the application of their clinical skills. Is proactive in seeking support, and seeks opportunities to further develop their expanding range of clinical skills across different settings	Consistently safe, caring, compassionate and woman centred in the application of an excellent range of clinical skills. Is proactive and self-aware about what clinical skills to develop next and why.	Is exceptional in the quality and breadth of midwifery skills that consistently demonstrate a safe caring and women centred approach. Is proactive and self-aware about what clinical skills to develop next and why

ASSESSMENT 1 Date <input type="text"/> Formative Grade <input type="text"/>	Student's self-assessment of their current level of practice and formative grade.
Date <input type="text"/> Formative Grade <input type="text"/> Signature <input type="text"/>	Mentors comment, rationale, evidence for formative grade, key area to develop.

Bachelor of Science Midwifery (Hons)

University of South
Wales

(We will be exploring the relevant
HEI programmes on the PA training
day).



University of
South Wales
Prifysgol
De Cymru

University of South Wales

- In ABUHB it should be remembered that we are partnered with *University of South Wales* **and** *Cardiff University*.
- Each university have slightly different benchmarks and grading criteria and therefore each assessment should be closely considered according to the university guidelines.
- This process will be made easier with the introduction of All-Wales assessment documentation and assessment next year.

GRADE	CRITERIA
Outstanding 80+	Demonstrates outstanding clinical ability. Is clearly able to practice midwifery to a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Able to lead care provision and is clearly a safe practitioner. Is able to debate care practices with the wider multi-professional team, clearly justifying decisions. Shows a knowledge level that clearly demonstrates extensive understanding of a wide range of midwifery practice. Has been involved with audit. Always demonstrates an exceptional professional approach in practice.
Excellent 70 - 79	Demonstrates excellent clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Actively participates in care provision, justifying actions and practices safely under supervision. Questions care decisions appropriately. Demonstrates excellent background knowledge. Always demonstrates a professional approach in practice.
Very Good 60 - 69	Demonstrates very good clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Willingly participates in care provision and can justify some actions. Practices safely under supervision. Questions care decisions, with some encouragement. Demonstrates very good background knowledge. Always demonstrates a professional approach in practice.
Good 50 - 59	Demonstrates good clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Participates in care provision and is able to explain some care decisions. Practices safely under supervision. Is developing the ability to question care decisions with some encouragement. Demonstrates good background knowledge. Always demonstrates a professional approach in practice.
Satisfactory 41 - 49	Demonstrates satisfactory clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Participates in some care provision. Practices safely under supervision. Questions care decisions when prompted. Demonstrates satisfactory background knowledge. Always demonstrates a professional approach in practice.
Pass 40	Demonstrates limited achievement of clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Reluctant to participate or needs prompting. Practices safely under supervision. Limited questioning of practice or evidence of background knowledge of issues. Always demonstrates a professional approach in practice.
Not Achieved 0 – 39 Refer / Fail 0	Unable to demonstrate achievement of clinical skills and understanding of practice at a level commensurate with year 2 of the Bachelor of Midwifery (Hons) programme. Has demonstrated unsafe practice in an area even when under supervision. Reluctant to participate in care provision. Requires further experience. Does not question practice. Has very limited background knowledge of issues. Does not always demonstrate a professional approach in practice Nothing presented/no submission or nil attempt

Identifying a concerning student

Indicators:

- Inconsistency of clinical performance
- Unsafe practice, lack of theoretical knowledge
- Lack of motivation, withdrawn, listless
- Limited practical, communication, interpersonal skills
- Unreliable, lateness/absence
- Pre-occupied with personal issues
- Lack of insight, inappropriate response to constructive feedback

If this is identified in your role as a PS, you **MUST** liaise with the Practice Assessor/ PEF's/ Academic Assessor



Students Reaction

- Disbelief/shock
- Denial
- Betrayed/hurt
- Cry
- Anger/aggression
- Blame others
- Relief

Wales Action Planning Protocol

It is important for those involved in assessing the student's proficiency to consider what support measures need to be put into place to best enable the student to achieve proficiency. As such the following are useful aspects to consider during the tripartite Action Plan meeting.

Action Plan Considerations:

	Tick as appropriate ✓
Has there been consideration of the student's ability to reflect on their own performance?	
Has an action plan been completed that captures the specific detail of the supervisor and assessor concerns?	
Are the emotional effects and organisational resources of supervising a student who is not meeting required levels of proficiency being acknowledged?	
Has the student been advised to seek pastoral support from the university (e.g. Personal tutor)?	
Is the student's sense of vulnerability and belongingness being addressed?	
What measures are in place to support supervisors and assessors with the prospect the student may not achieve the required NMC standards?	
Has the Placement Learning Contract been completed and agreed with the student and the supervisors/assessors?	
Is the MPAD Action plan being used?	
Has the student's previous placement history been fairly considered in the context of the current assessment circumstances?	
What assurance is there that the student has understood the nature of the concerns fed back by the supervisors and assessors?	
Is there agreement between all key personal involved about the way in which the assessment decisions have been reached?	

Action Plan Flow Chart



Action Plan Process for Ongoing Achievement of Proficiency

The student is required to have achieved a **GREEN** RAG score in all 5 benchmark statements by the identified Summative MPAD submission date at the end of each academic year.

What if any of the Benchmark statements are scored **AMBER or **RED** in the Formative Assessment?**

If any of the benchmark statements in the formative assessments are scored **AMBER** or **RED** by the Practice Supervisor/Assessor, then a tripartite meeting with the student, Practice Assessor and Academic Assessor must be arranged to decide on a plan of action which all parties agree to.

This plan will be recorded on the Action Plan for Ongoing Achievement of Proficiency. This will give the student time to work under direct supervision in the following placement with the next Practice Assessor to improve proficiency in the benchmark statement/s in question. Further formative assessment should be undertaken to assess progress.

What if any of the benchmark statements are scored **AMBER or **RED** in the Summative Assessment?**

If any of the benchmark statements in the Summative assessment are scored at **AMBER** OR **RED** by the Practice Assessor, this will result in a **Fall** for the student in the Placement Module. In this situation the following actions must be undertaken:

- a) A tripartite meeting should then be arranged, and the action plan should be developed in collaboration with the student, Academic Assessor and Practice Assessor (and where appropriate the Practice Supervisor).
- b) A plan will be created and recorded on the Action Plan for Ongoing Achievement of Proficiency to give the student a fixed time to work under direct supervision to improve proficiency in the benchmark statement(s) in question
- c) A midpoint tripartite review will take place to assess progress towards completing the action plan
- d) At the end of the fixed time a final tripartite review of the action plan will be undertaken, and the possible 2 outcomes are:
 - i. Satisfactory progress of the action plan is achieved, and the student continues
 - ii. Unsatisfactory progress of the action plan will result in the student failing this assessment; and the student may be removed from practice until a decision regarding progress from the AEI is reached.



Action Plan for Ongoing Achievement of Proficiency

Name of student		Student no.	
Practice setting		Placement start & end date	
Practice Assessor		Academic Assessor	
Other key practice/AEI personnel involved	Names & roles		
Date of initial discussion		Review Dates	
Summary of current issues identified			
Student comments			

Medicines

Be aware of legislation

Medicines & Healthcare products Regulatory Agency (MHRA)

<https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency>

The Human Medicines Regulations 2012
amended 2016

<http://www.legislation.gov.uk/uksi/2012/1916/contents/made>

Practicing as a midwife in the UK (NMC 2019
updated 2021)

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/practising-as-a-midwife-in-the-uk.pdf>



The Standards for medicines management (2007) and underpinning NMC Circulars 16/2008 and 05/2009 were withdrawn on 28 January 2019 - NMC

'We did this because it's not within our remit as a regulator to provide this type of clinical practice guidance.

However, we recognise that it's important that all healthcare professionals can access accurate information on the safe and effective handling, management and administration of medicines'. (NMC 2019).

Where to find information on medicines management; (Links included).

[Professional guidance on the safe and secure handling of medicines](#)

[Professional guidance on the administration of medicines in healthcare settings](#)

[Advisory guidance on administration of medicines by nursing associates](#)

[National Institute for Health and Care Excellence \(NICE\)](#)

[BNF Publications](#)

Continual Assessment of Calculation and Administration of Medicines

Student midwives MUST

work under DIRECT supervision at all times. This is defined as being 'in **direct visual contact** during which time the midwife observes the act of administration of medicines by a student midwife'

adhere to local policies and 'The law, midwives and medicines' (NMC, 2018)

Student midwives MUST NEVER

administer medicines without being under DIRECT supervision

check or administer controlled drugs in year 1

administer medicinal products intravenously (IV).

administer medicinal products to neonates in year 1 of the Programme

The Registered Midwife MUST

fully supervise and take full responsibility to ensure no harm is done to the woman or her fetus

assess competence of students according to the performance criteria identified

assess the student's knowledge and understanding on adverse reactions even where there is no opportunity to observe some of the performance criteria. This must be indicated in the assessment document

Students may check and administer medicinal products which have been prescribed by a doctor or an Independent Prescriber or, depending on local policies, on midwives exemptions. This does **NOT** include controlled drugs, intravenous or neonatal medicinal products.

Experienced Designated Practice Supervisors and Practice Assessors.

The Practice Education Facilitators (and other equivalents for each AEI)

The Academic Assessor

Your line managers

Link Lecturers for each placement area

The student's Personal Tutor / Academic Tutor

Relevant programme leaders



YOU MUST

1. Complete the quiz to test your knowledge <https://forms.office.com/r/gSvEVttJBp>
2. Evidence your on going role as Designated Practice Supervisor in your Portfolio. This will be emailed to you on receipt of your quiz.
3. Complete yearly mandatory update/ PADR/ Revalidation
4. Complete PA training

Access to learning resources for PA training
https://xerte.cardiff.ac.uk/play_19737



Link to My Future My Midwife

This link takes you to the page which gives an outline of the overall look of the Midwifery programme standards and the proficiencies.

Led by Professor Mary Renfrew, the development of the proficiencies resulted from extensive consultation across the UK and some of you may have been involved in the events in Wales.

The programme standards refer to what universities have to provide and what the regulations around the running of the programme will be .

The proficiencies refer to what a midwife must be able to do at the point of registration

Writing a curriculum to meet these standards of proficiency will be challenging as they are extensive but we believe capture the future role of the midwife.

<https://www.nmc.org.uk/standards/midwifery/education/>

Further updating on the midwifery proficiencies and the new curricula will take place in your local area