



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Midwifery Team

Assignment 2 - Practical activities Part 2

Provider delivery guide with mark scheme

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Assignment 2

Practical activities Part 2

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Document security

To be opened on Thursday 20 April 2023 at 9.00am, 7 working days prior to the assessment period Tuesday 02 May 2023 to Friday 26 May 2023

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE immediately in accordance with the assessment regulations found on the NCFE website.

Time allowed

1 hour 40 minutes

Paper number

P001994

Introduction

This document must be used to deliver and mark the practical activity assessment for the summer 2023 series of Supporting the Midwifery Team.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

Summary of the practical activities assessment (PAA)

The practical activities assessment (PAA) aspect of the occupational specialism (OS) component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September 2022. The list of practical activities is published in the tutor guidance document which can be found on the NCFE website.

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the 4 practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario-specific skills mark scheme – this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme – this mark scheme is applied to award a mark across the practical activity scenarios

Assessor instructions

- this assessment requires students to demonstrate the **4** practical activity scenarios detailed in this document, the practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September 2022
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not replicated on the floor plan
- students will move between the 4 stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to **5** minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario, if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is a mechanism by which students' assessment booklets can be kept securely between stations
- assessors will need to collect students' completed assignment brief booklets at the end of the assessment
- students will need to complete and sign the external assessment cover sheet to confirm the authenticity of their work and to confirm that they will uphold the confidentiality of the assessment

Assessor information

Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario-specific skills and underpinning skills:
 - 16 marks are available for scenario-specific skills. Students will be awarded a scenario-specific skills mark for their performance in each practical activity scenario they demonstrate
 - 12 marks are available for underpinning skills. Students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

Materials

For this assessment students must have:

- a black or blue ball-point pen

Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and have been used during the teaching and learning delivery of the qualification. Indicative floor plans have been provided to assist with station layout.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient (SP) or element of role play, these roles must be fulfilled by a member of the provider staff. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients and role players (RP) must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2

*Note: The assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme – further detail is provided in the specific requirements for each practical activity scenario

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessor's marking, in either approach, is in line with the agreed standard.

PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found on the NCFE website.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

Practical activity scenario 1

This practical activity scenario requires students to:

OPA2: Undertake and record physiological measurements as directed by the midwifery team, recognising, and responding to deviations from normal using the modified early obstetric warning score (MEOWS) observation chart.

Purpose

To assess the knowledge and skills the student has in taking and recording physiological measurements.

Brief

A pregnant woman is on the antenatal ward for her planned admission for induction of labour. You have been asked to take her physiological measurements in preparation for the induction of labour process.

Task

You have been asked to take the following set of physiological measurements:

- respiration rate
- oxygen saturation (SpO₂)
- blood pressure
- heart rate
- body temperature

Use item A to record the results you take.

Following the recording of the tests, you will be provided with a set of standardised results. Using the standardised results, you should record the results in item B.

Document the actions you undertook when taking the physiological measurements using item C.

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

The woman in this practical activity scenario is played by a simulated patient who is already sitting in the chair.

Following the completion of the physiological measurements, the assessor should provide the student with the following results, which they will then use to record in item B.

Respirations	16 breaths per minute
Oxygen saturation (SpO₂)	98%
Blood pressure	120/70mmHg
Heart rate	86bpm
Body temperature (°C)	37.2°C

All of the equipment must be ready on a trolley for the student to take to the simulated patient to perform the task.

Equipment

This practical activity scenario requires the following equipment:

- handwashing facilities or hand gel
- a small/medium/large adult blood pressure cuff
- an automatic blood pressure monitor
- a digital thermometer
- a pulse oximeter

- a watch with second hand
- personal protective equipment (PPE) such as mask, gloves, and apron
- desk/bedside table for note taking
- a clock visible on the wall with minute hand

Resources

Students are given a physiological measurements form (item A), MEOWS chart (item B) and the extract from antenatal notes (item C)

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal, and postnatal

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Item A: physiological measurement form

Use this form to make notes.

Physiological measurements			
Respirations			
Oxygen saturation (SpO₂)			
Blood pressure			
Heart rate			
Body temperature (°C)			

Item B: modified early obstetric warning score MEOWS observation chart

Name: Unit No:			ME(O)WS Modified Early Obstetric Warning System For Maternity use only				
1 light grey - discuss with midwife			1 dark grey / 2 light greys - escalate to obstetrician and co-ordinator				
Date Time							
Resp (●)	>30						
	21-30						
	10-20						
	<10						
Saturations	96-100%						
	<95%						
O2 Cons							
Temp°C (●)	39						
	38						
	37						
	36						
	35						
Maternal heart rate/pulse	170						
	160						
	150						
	140						
	130						
	120						
	110						
	100						
	90						
	80						
	70						
P (●)	60						
	50						
	40						

Booking BP	200						
	190						
	180						
	170						
	160						
	150						
	140						
	130						
	120						
	110						
	100						
	90						
	80						
	70						
	SBP (v)	60					
	50						
Diastolic blood pressure	130						
	120						
	110						
	100						
	90						
	80						
	70						
	60						
	50						
	DBP (^)	40					
Passed	Y or N						
Urine	>100mM in 4 hours						
	<100mM in 4 hours						
Lochia	normal						
	heavy/fresh/offensive						
Amniotic fluid	clear/Pink						
	green						
Neuro response (v)	alert						
	voice						
	pain/unresponsive						
Pain score	0-1						
	2-3						
Looks unwell	yes (v)						
	no (v)						
Total light grey scores							
Total dark grey scores							
Initials							

Physiological parameters	Normal values	Light grey alert	Dark grey alert
Respirator rate	10-20 breaths per minute	21-30 breaths per minute	<10 or >30 breaths per minute
Oxygen Saturation	96 – 100%		<95%
Temperature	36.0-37.4°C	35-36 or 37.5-38°C	<35 or >38°C
Systolic blood pressure	100-139 mmHg	140-180 or 90-100 mmHg	>180 or <90 mmHg
Diastolic blood pressure	50-89 mmHg	90-100 mmHg	>100mmHg or <50mmHg
Heart rate	50-99 beats per minute	100-120 or 40-50 beats per minute	<120 or >40 beats per minute
Neurological response	Alert	Voice	Unresponsive or pain

Item C: extract from antenatal notes page

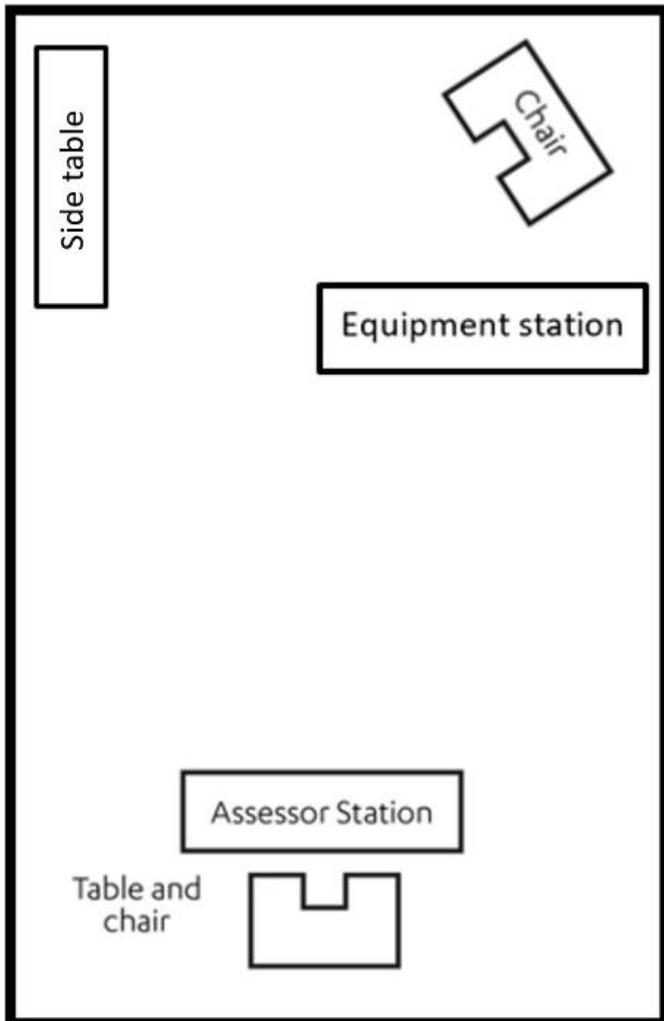
Confidential patient record form

Mother			
Name	Jenny	Surname	Moss
Date of birth	29/11/1990		
NHS number	232 445 121		

Baby			
Time		Sex	
Date of birth			
NHS Number			
Name of GP	Dr Prasad		
Consultant	Mr Wilson		

Date	Time	Actions taken	Signature

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA1: Support the midwife to manage situations in which women cannot do things for themselves.

Purpose

To assess the knowledge and skills the student has in managing the moving and positioning of a woman

Brief

A mother is on the postnatal ward following caesarean delivery. She is 12 hours post-op and has just had the urine catheter removed. She is sitting in a chair as she wanted to get out of bed and move about. She would like to go to the bathroom but needs some support with mobilising and she feels weak and has some pain around her wound area.

Task

Item D is the extract from postnatal notes.

You are asked by the midwife to support the woman with mobilising from the chair to the bathroom and then back to the chair.

Complete item D by writing your actions.

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The woman is played by a member of staff who is in the chair.

The role player can acknowledge the student when they are greeted and respond to instructions only. The role player can feedback if asked, for example, 'is that okay?', 'yes, that is okay.'

The role player should be supported to the screened-off area, spend 5 seconds behind the screen and then return, to be supported back to the chair.

Equipment

This practical activity scenario requires the following equipment:

- a chair
- a screened-off area for a simulated bathroom facility
- a desk to complete item D
- a clock visible on the wall with minute hand

Resources

Students are given the extract from postnatal notes (item D).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to promote care for mothers and support to parents at all stages, antenatal, perinatal, and postnatal

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Item D: extract from postnatal notes page

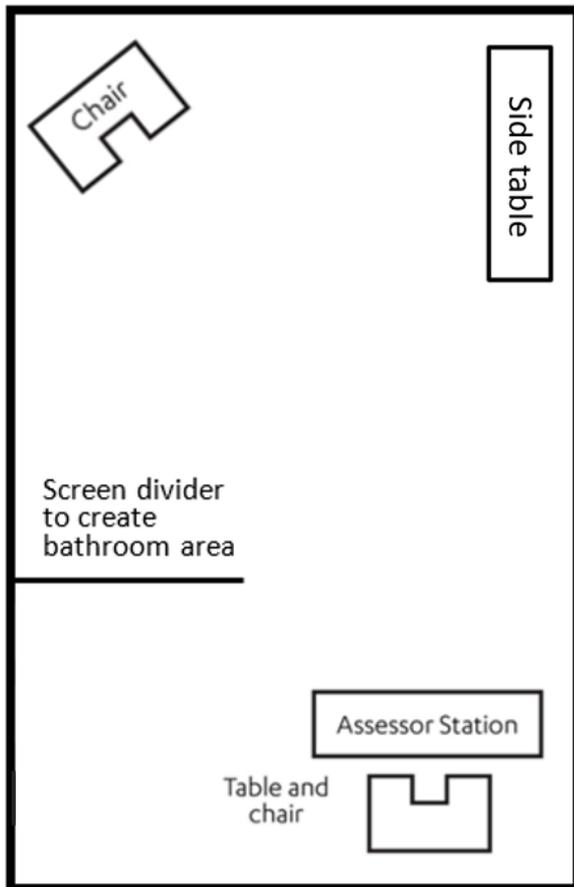
Confidential patient record form

Mother			
Name	Su	Surname	Chang
Date of birth	17.10.89		
NHS number	321 442 323		

Baby			
Time		Sex	Male
Date of birth	03.02.21		
NHS Number	211 439 628		
Name of GP	Dr Sandhu		
Consultant	Mrs Sharpay		

Date	Time	Actions taken	Signature

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA12: Assist the midwife with teaching parents how to interact with and meet the nutritional and hygiene needs of babies.

Purpose

To assess the knowledge and skills the student has in relation to demonstrating the skills required to show a new mother how to meet the nutritional needs of her baby.

Brief

A postnatal mother and baby are transferred to the ward and the baby has not yet fed.

Task

Item E is an extract from the patient information leaflet on bottle feeding.

Item F is an extract from the postnatal notes page.

You are working on the postnatal ward, and you have been asked to support the mother to feed her baby with her preferred choice of feeding method.

Demonstrate how to correctly prepare a formula feed.

Use the equipment available and refer to item E

Document your actions in item F

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The woman will be played by a member of staff and will be already seated in the chair.

The simulated room should be set as though it is a hospital ward nursery.

Equipment

This practical activity scenario requires the following equipment:

- a simulated hospital ward nursery
- worktop area
- cupboard/shelf for equipment

- a chair
- a sterile bottle
- a sterile teat
- a tin of powder formula
- water in a kettle (simulating freshly boiled and left for no longer than 30 minutes)
- handwashing facilities or hand gel
- towels
- a clock visible on the wall with minute hand

Resources

Students are given item E: extract from the patient information leaflet on bottle feeding and item F: extract from the postnatal notes page.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal, and postnatal

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Item E: extract from patient information leaflet on bottle feeding

How to make up a feed

Use fresh water from the cold tap to fill your kettle every time you make up formula. Do not use water that has been previously boiled or artificially softened water. Bottled water is not recommended to make up a feed as it is not sterile and may contain too much salt

1. Fill the kettle with at least 1 litre of fresh tap water from the cold tap (don't use water that has been boiled before).



2. Boil the water. Then leave the water to cool in the kettle for no more than 30 minutes so that it remains at a

3. Clean and disinfect the surface you are going to use. It's really important that you wash your hands too.



4. If you are using a cold-water steriliser, shake off any excess solution from the bottle and the teat, or rinse the bottle with cooled boiled water from the kettle (not the tap).

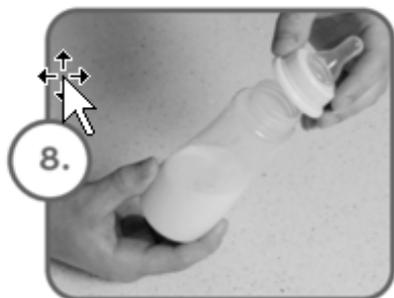
5. Keep the teat and cap on the upturned lid of the steriliser. Avoid putting them on the work surface.



6. Follow the manufacturer's instructions and **pour the correct amount of water into the bottle first**. Double check that the water level is correct.

7. Loosely fill the supplied scoop with the formula and level it off using either the flat edge of a clean, dry knife or the leveller provided. Follow the manufacturer's instructions and only put the suggested number of scoops in the bottle.





8. Holding the edge of the retaining ring, put it on the bottle and screw it in. Cover the teat with the cap and shake the bottle until the powder is dissolved.

9. It is really important to cool the formula so it is not too hot to drink. Cool the formula by holding the bottom half of the bottle under cold running water. Move the bottle about under the tap to ensure even cooling.

10. Test the temperature of the infant formula on the inside of your wrist before giving it to your baby. It should be body temperature, which means it should feel warm or cool, but not hot.

11. If there is any made-up infant formula left in the bottle after a feed, throw it away.

12. To reduce the risk of infection, make up feeds as your baby needs them. One at a time.



Extract from UNICEF (2021) Start4life Guide to Bottle Feeding. Available at:

www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2022/10/Bottle-feeding-leaflet.pdf

Item F: extract from postnatal notes page

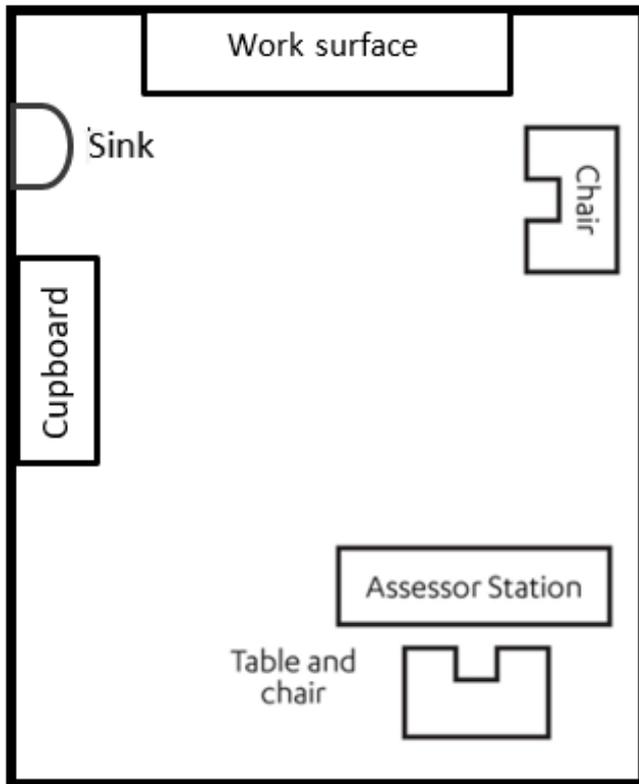
Confidential patient record form

Mother			
Name	Leanne	Surname	Russell
Date of birth	02/04/1993		
NHS number	677 234 777		

Baby			
Time		Sex	Female
Date of birth	08/03/21		
NHS Number	332 933 117		
Name of GP	Dr Lee		
Consultant	Mr Dent		

Date	Time	Actions taken	Signature

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA15: Undertake and record physiological measurements in newborn babies and recognising and reporting any deviations from normal expected observations.

Purpose

To assess the knowledge and skills the student has gained in relation to observations and measurements of newborn babies.

Brief

You attend a routine ward round with the midwife. A mother has expressed concern that her baby's breathing appears fast.

Task

You are asked by the midwife to carry out and record the following physiological measurements of the baby:

- respiration rate
- manual heart rate
- body temperature using a tympanic thermometer

Following the recording of the tests, you will be provided with a set of standardised results. Using the standardised results, you should record the results in item G.

Finally, document the actions you undertook when taking the physiological measurements using item H: baby postnatal notes.

(16 marks)

plus marks for underpinning skills – woman-centred care and communication

Supporting information

Mode of assessment

The baby in this practical activity scenario is played by a manikin which is already placed in a cot. The student should demonstrate how to conduct the physiological measurements on the manikin, but no results will be taken.

Following the completion of the physiological measurements, the assessor should provide the student with the following results, which they will then use to record in item G.

Respiration rate	65 breaths per minute
Oxygen saturation (SpO₂)	95%
Heart rate	150bpm
Body temperature (°C)	36.8°C
Neuro	Alert

All of the equipment must be ready on a trolley for the student to take to the manikin to perform the task.

Equipment

This practical activity scenario requires the following equipment:

- a baby manikin
- a chair
- handwashing facilities or hand gel
- stethoscope

- digital tympanic thermometer
- a desk for note taking
- watch with a second hand
- a clock visible on the wall with minute hand

Resources

Students are given a newborn early warning score (NEWS) observation chart (item G) and an extract from baby postnatal notes (item H).

They should also be provided with the simulated results in the table above to complete item G.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

PO3: Assist with the care of newborn babies by undertaking observations and measurements

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Item G: newborn early warning score (NEWS) observation chart

*For the purposes of this assessment, blood pressure has not been included

Newborn Early Warning System Observation Chart									
Name:									
Hospital No:									
		Date							
		Time							
		Initial							
Oxygen Saturation (SpO ₂)		>95%							
		94 %							
		<93%							
Temp°C		>38.1							
		37.6-38							
		37.5							
		36.5-37.4							
		35.5-36.4							
		< 35.4							
	Value								
Respiratory rate		>80							
		61-79							
		30-60							
		<29							
	Value								
Heart rate		> 180							
		161-179							
		100-160							
		99-90							
		<89							
	Value								
Neuro		Alert							
		Irritable							
		Jittery							
		Floppy							
		Seizures							
All observations in white – continue observations. No action.									
1 observation in light grey – inform Dr/ANNP/Shift lead. Repeat observations in 30 minutes									
2 or more observations in light grey – immediately call Dr/ANNP for urgent medical review									
1 or more observations in dark grey – immediately call Dr/ANNP for urgent medical review									

Item H: extract from baby postnatal notes page

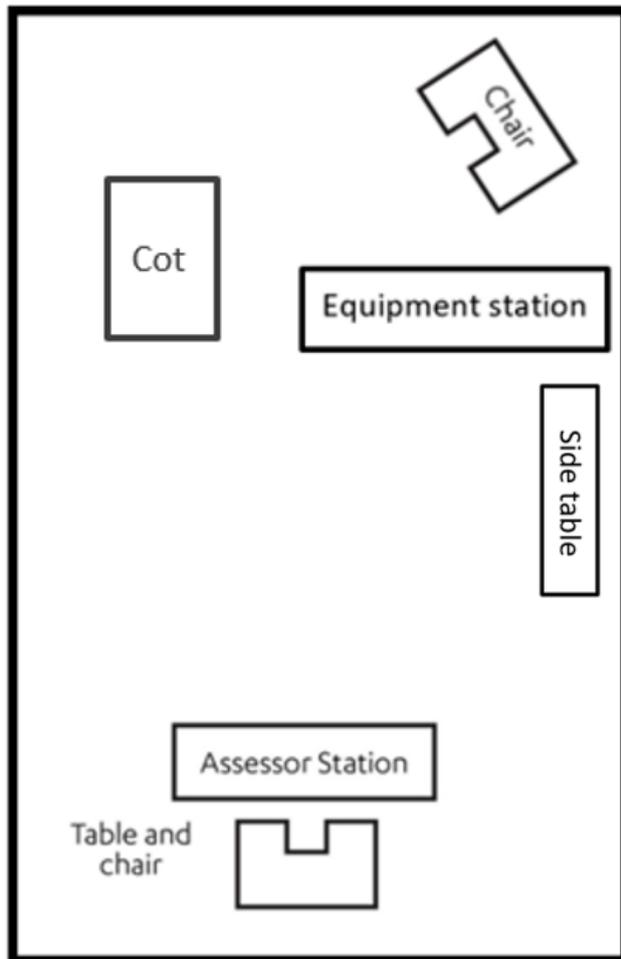
Confidential patient record form

Mother			
Name	Lucy	Surname	Hill
NHS number	232 555 777		

Baby			
Time		Apgar	9/10 10/10 10/10
Date of birth	13.01.21	Weight	3250g
NHS Number	555 123 567	Feeding method	Breast/bottle
Name of GP	Dr Meekin		
Consultant	Dr Hanrat		

Date	Time	Actions taken	Signature

Floor plan scenario 4



PAA mark scheme

The mark scheme for the PAA comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for the scenario-specific skills and underpinning skills. The indicative content for the scenario-specific skills is for the practical activity scenarios set for the (summer 2023) series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found on the NCFE website.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found on the NCFE website.

Marking guidance

Marking grid

The marking grids for the scenario-specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion for example, band 1 = 1 mark and band 4 = 4 marks. There are a total of 16 marks available for the scenario-specific skills and 12 marks available for the underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across all scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios and covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list.

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates excellent knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, which is sustained throughout the student's practice.	4	The student demonstrates highly effective application of the delegated tasks, interventions and/or procedures that are consistently in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is excellent , working in a way that is always within the scope of their role and responsibilities.	4	The student demonstrates highly proficient use of the equipment and/or materials and/or resources, which are always applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a highly effective way and always ensures that equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.	4	The student processes, records, reports and stores data and/or handles information in a highly effective and clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student consistently processes, records, reports, and stores data and/or handles information in line

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
								with local and national policies, keeping all relevant information confidential and supporting others to do so.
3	3	The student demonstrates good knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, which is largely sustained throughout the student's practice.	3	The student demonstrates effective application of the delegated tasks, interventions and/or procedures that are mostly in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is good , working in a way that is usually within the scope of their role and responsibilities.	3	The student demonstrates proficient use of the equipment and/or materials and/or resources, which are usually applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in an effective way and mostly ensures that equipment and/or materials and/or resources are available,	3	The student processes, records, reports and stores data and/or handles information in an effective and mostly clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student generally processes, records, reports and stores data and/or handles information in line

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
						correctly located and calibrated as applicable.		with local and national policies, keeping most relevant information confidential and largely supports others to do so.
2	2	The student demonstrates satisfactory knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, which is partially sustained throughout the student's practice.	2	The student demonstrates a reasonably effective application of the delegated tasks, interventions and/or procedures that are sometimes in line with best practice and ways of working. The student's adherence to the appropriate regulations/legislation is satisfactory , working in a way that is sufficiently	2	The student demonstrates sufficient use of the equipment and/or materials and/or resources, which are sometimes applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a reasonably effective way and sometimes ensures that equipment and/or materials and/or resources are	2	The student processes, records, reports and stores data and/or handles information in a reasonably effective and partially clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student sometimes processes, records, reports

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				within the scope of their role and responsibilities.		available, correctly located and calibrated as applicable.		and stores data and/or handles information in line with local and national policies, keeping some relevant information confidential and sometimes supports others to do so.
1	1	The student demonstrates basic knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, which is fragmented throughout the student's practice.	1	The student demonstrates minimally effective application of the delegated tasks, interventions and/or procedures that are rarely in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is poor , working in a way that	1	The student demonstrates poor use of the equipment and/or materials and/or resources, which are rarely applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources with limited effectiveness and rarely ensures that	1	The student processes, records, reports and stores data and/or handles information in a minimally effective and clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support.

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				is minimally within the scope of their role and responsibilities.		equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.		The student rarely processes, records, reports and stores data and/or handles information in line with local and national policies, keeping little relevant information confidential and rarely supports others to do so.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates highly effective woman-centred care, ensuring that an excellent standard of safe and high-quality care that maintains privacy and dignity, is always provided.</p> <p>The student demonstrates an excellent understanding of and adherence to current standards, policies and frameworks, demonstrating exceptional core values of care when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p>	4	<p>The student demonstrates highly effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student ensures that communication used is always sensitive, compassionate and respectful and responds to verbal and non-verbal cues highly effectively, to enhance the experience and meet the needs of the woman and their partner/families, as appropriate.</p> <p>The student uses technical language with accuracy and always demonstrates active listening.</p>	4	<p>The student's adherence to, and compliance with health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is excellent.</p> <p>The student always ensures a clean and safe environment is maintained, demonstrating highly effective infection prevention and control procedures, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student is fully aware of their own limitations and always works within them to safeguard the woman's wellbeing.</p>
3	3	<p>The student demonstrates effective woman-centred care, ensuring that a good standard of safe and high-quality care that maintains privacy and dignity, is generally provided.</p>	3	<p>The student demonstrates effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p>	3	<p>The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is good.</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		The student demonstrates a good understanding of and adherence to current standards, policies and frameworks demonstrating good core values of care when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.		The student ensures that communication used is mostly sensitive, compassionate and respectful and responds to verbal and non-verbal cues effectively , to enhance the experience and meet the needs of the woman and their partner/families, as appropriate. The student's use of technical language is generally accurate and they mostly demonstrate active listening.		The student mostly ensures a clean and safe environment is maintained, demonstrating effective infection prevention and control procedures when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures. The student is generally aware of their own limitations and mostly works within them to safeguard the woman's wellbeing.
2	2	The student demonstrates reasonably effective woman-centred care, ensuring that a satisfactory standard of safe and high-quality care that maintains privacy and dignity, is sometimes provided. The student demonstrates satisfactory understanding of and adherence to current standards, policies and frameworks, demonstrating sufficient core values of care when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.	2	The student demonstrates reasonably effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures. The student sometimes ensures that communication used is sensitive, compassionate and respectful and responds moderately effectively to verbal and non-verbal cues, to enhance the experience of and meet the needs of the woman and their partner/families, as appropriate.	2	The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is satisfactory . The student sometimes ensures a clean and safe environment is maintained, demonstrating sufficient infection prevention and control procedures when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures. The student shows some awareness of their own limitations and they work

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				The student's use of technical language is partially accurate and they sometimes demonstrate active listening.		sufficiently within them, but this may risk failure to safeguard the woman's wellbeing.
1	1	The student demonstrates basic woman-centred care, meaning that a limited standard of safe and high-quality care that maintains privacy and dignity, is rarely provided. The student demonstrates limited understanding of and adherence to current standards, policies and frameworks, demonstrating poor core values of care assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.	1	The student demonstrates minimally effective communication skills when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures. The student rarely uses communication that is sensitive, compassionate and respectful and is minimally effective at responding to verbal and non-verbal cues to enhance the experience of and to meet the needs of the woman and their partner/families, as appropriate. The student's use of technical language is limited in accuracy and they rarely demonstrate active listening.	1	The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is poor . The student rarely ensures a clean and safe environment is maintained, demonstrating limited infection prevention and control when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures. The student shows limited awareness of their own limitations and they rarely work within them, which risks failure to safeguard the woman's wellbeing.
0	No evidence demonstrated or nothing worthy of credit.					

Indicative content

Practical activity scenario 1

- student introduces themselves to the woman
- student explains that they will be carrying out physiological measurement and gains consent to proceed
- student will also verbally inform woman of results of the measurements and any actions required
- student collects equipment needed to carry out procedure
- student cleans the equipment prior to use as per infection control policy, using the disinfectant wipes
- student washes hands/uses hand gel prior to carrying out the measurements
- student carries out the physiological measurements
- blood pressure monitoring:
 - selects and applies correct cuff size, by measuring arm with tape measure
 - cuff applied correctly in line with artery
 - turn on blood pressure machine and press 'start' – explains that the cuff will become tight and to try and remain still
 - records systolic pressure over diastolic pressure
 - pressures recorded correctly on the MEOWS chart
- temperature monitoring:
 - apply protective cover to thermometer probe
 - place probe in the selected body area – ear, axilla, or oral
 - leave in place according to manufacturer's instructions, normally the thermometer will bleep
 - remove probe
 - dispose of cover in disposal bag
 - record results on MEOWS chart with correct numeric and degree noted
- pulse monitoring:
 - select appropriate pulse point (usually radial artery)
 - commence measuring pulse for one minute – noting rhythm regular/irregular
 - record results on MEOWS chart
- oxygen saturation monitoring and respiration monitoring:
 - probe placed on finger for a minimum of one minute
 - whilst probe in place count breaths for one minute
 - remove probe
 - record results on MEOWS chart

- respiration monitoring:
 - count number of breaths for one minute – counting number of times chest rises
 - accurately records results on MEOWS chart
- student documents their actions in the antenatal notes page: date and time, what observations have been taken, actions and signature
- student washes hands/uses hand gel after procedure and places equipment back on the trolley

Accept other appropriate actions.

Practical activity scenario 2

- student introduces themselves to the woman
- student explains the plan stating what the intention of their support is
- student checks the woman does not feel faint or light-headed
- student encourages the woman to stand upright, offering arm for support and see if she can support her weight
- student repeats checking that the woman does not feel faint or light-headed
- student risk assesses stability while standing – confirms the woman is stable on her feet
- student states the distance to the bathroom
- student prompts slow walking
- student walks alongside woman for support to the bathroom and will advise that at any point if feels unwell to mention
- student encourages the woman not to rush and for her to take her time
- student may offer a supportive arm to aid the woman's balance
- student notifies the woman of any potential trip hazards
- student advises the woman of alert/emergency bell in bathroom if at any time feels unwell to press for further assistance
- student advises the woman of the normal call bell if would need assistance to walk back
- student completes documentation of actions in the woman's postnatal notes: date time actions and signature

Accept other appropriate actions.

Practical activity scenario 3

- student introduces themselves to parent
- student confirms infant feeding choice – bottle feeding

- student discusses the appropriate equipment needed – prior to making up formula feed (for example, previously boiled water, sterilised clean bottle, teat and cover, powdered formula, plastic utensil)
- student explains how to sterilise bottles – methods available, cold water, steam, boiling (will use visual aids – bottle feeding leaflets)
- student discusses minimising risk of infection, such as handwashing, sterilisation method, use within 2 hours, only used boiled water from the tap and follow the manufacturers' instructions correctly
- student signposts reliable current important information such as:
 - websites for example, www.unicef.org.uk and www.nhs.uk (bottle feeding advice)
- student wipes down surface prior to preparation
- student identifies that surface disinfectant wipes should be used to clean area before preparation
- student explains when at home women should clean surface with soap and water or antibacterial/disinfectant surface wipes
- student washes their hands
- student able to demonstrate the accurate method for making up powder formula
- student measures correct amount of previously cooled boiled water (according to manufacturers' instructions)
- student adds cooled boiled water into bottle first
- student uses a clean pre-sterilised bottle placed on the clean surface
- student pours the correct amount of cooled boiled water into the bottle and checks level is correct
- student measures the formula using the equipment supplied with formula, correctly scoops required amount of powder and levels off with tool provided in tin (or similar)
- student adds formula to water
- student attaches the teat and cap and gently shakes bottle to mix
- student notes important to make sure the formula is cooled – methods that can be used, leave to stand in cool water or run under tap
- student advises women to test formula on the back of hand to prevent risk of scalding
- student completes documentation of actions in the woman's postnatal notes: date time actions and signature

Accept other appropriate actions.

Practical activity scenario 4

- student washes hands or sanitisers prior to commencing physiological measurements
- student will be able to demonstrate accurate use of the digital thermometer for temperature monitoring:
 - apply protective cover to thermometer probe
 - place probe in the selected body area – ear, axilla, or oral
 - leave in place according to manufacturer's instructions, normally the thermometer will beep

- remove probe
- dispose of cover
- record results on NEWS chart with correct numeric and degree noted
- student will be able to demonstrate accurately counting respirations when monitoring respiration:
 - opens the babygrow and exposes the chest (maintain warm environment)
 - positions hand gently on baby's stomach or chest
 - counts the number of breaths for one minute – counting the number of times chest rises
 - documents the findings on the NEWS chart
 - identifies that the findings are outside normal range and score one light grey
- student will be able to demonstrate accurate use of the stethoscope:
 - places the stethoscope on the chest
 - support in place with 2 fingers and apply gentle pressure
 - counts the beats heard for one minute
 - re-positions babygrow and maintain baby temperature
 - documents the findings on the NEWS chart
 - washes hands and document in the postnatal note actions
- student will be able to read and record the results on the documentation provided:
 - completes first column on NEWS
 - score one, colour coded light grey and appropriate action is to escalate to midwife

Accept other appropriate actions.

Performance outcome grid

Scenario	O-PO1	O-PO2	O-PO3	Total
1	14	2		16
2	2	14		16
3	4	12		16
4	1		15	16
Underpinning	8	2	2	12
Total	29	30	17	76
% weighting	38	39	23	100%

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