

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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Supporting the Midwifery Team

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Assignment 2

Practical activities Part 2

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SAMPLE

Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the 2 day OS PAA assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

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

(paper number)

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) 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.

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialist component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). 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 (insert year)
- 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 one and moved to station 2, the next student will be admitted to station one 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

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 been used during teaching and learning delivery of the qualification.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient 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 (SP) 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 or
- 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 assessors marking, in either approach, is in line with the agreed standard.

SAMPLE

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.

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students to:

OPA16: Identify individual babies following local procedure

Purpose

To assess the knowledge and skills the student has around newborn baby identification.

Brief

A woman is in the delivery suite and the midwife has just delivered her baby.

Task

You are asked to prepare and apply the newborn baby identification labels to the baby, prior to the woman's transfer to the postnatal ward.

You should explain to the woman what to do in the event of a lost or detached identification label.

An extract of the woman's notes is given in item A. Use the woman's notes to document 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 involves role play. The woman will be played by a member of staff. The newborn baby is played by a baby manikin.

The simulated station should be set up as a delivery suite.

Equipment

This practical activity scenario requires the following equipment:

- a simulated delivery suite
- a baby manikin
- two newborn baby identification labels
- a pen
- handwashing facilities
- gloves and an apron

Resources

Students are given an extract from the woman's notes (item A).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is **15** 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

SAMPLE

Item A: extract from woman's notes

Confidential patient record form

Health simulation centre

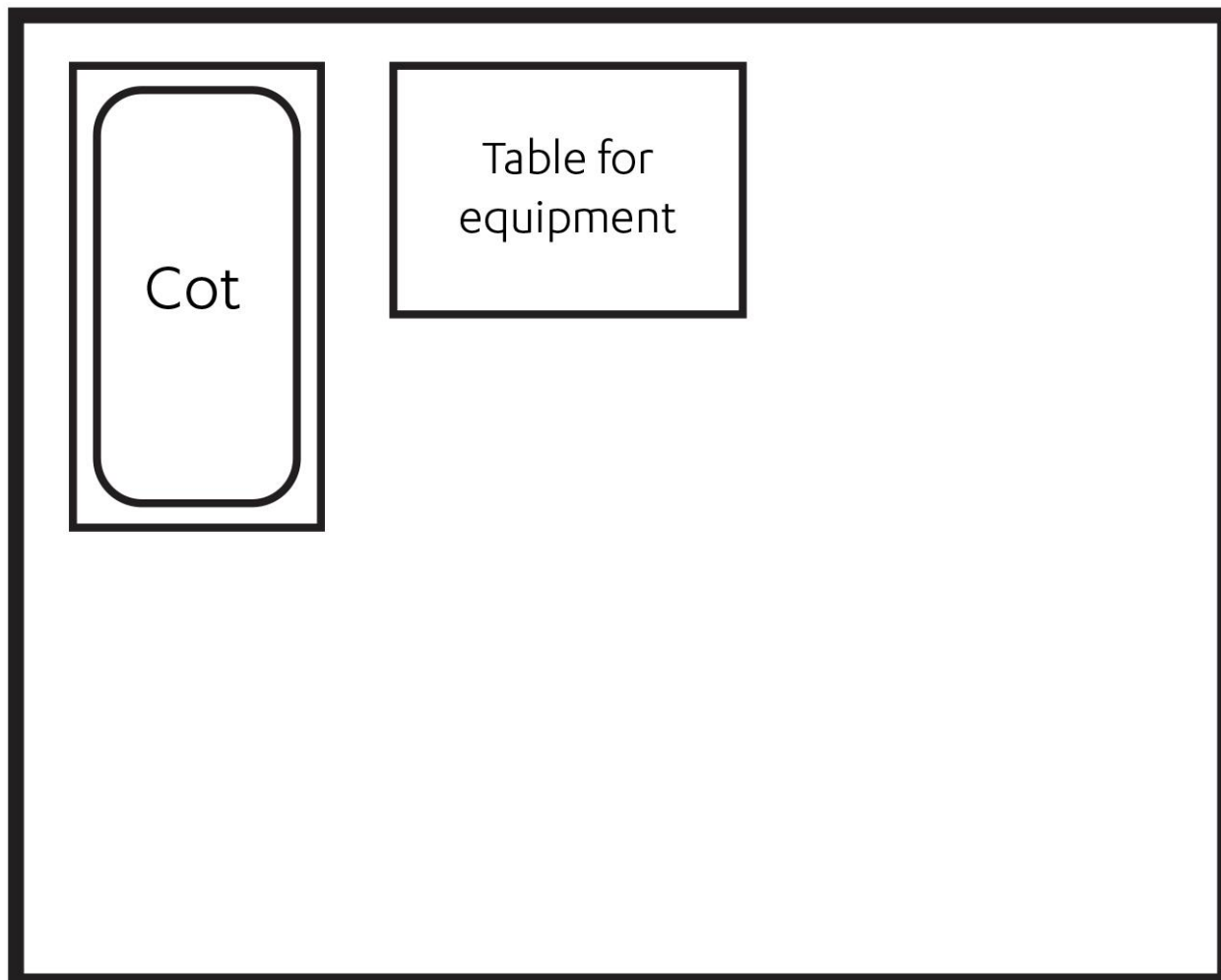
Mother			
Name	Jessica	Surname	Clark
Date of birth	10/03/89		
NHS number	367 4567 4367		

Baby			
Time	14:45	Sex	Boy
Date of birth	28/09/2020		
NHS number	675 3876 2561		
Name of GP	Dr Jones		
Consultant	Mr Kennedy		

Baby identification labels check			
Applied right ankle – please tick (✓)	<input type="checkbox"/>	Applied left ankle – please tick (✓)	<input type="checkbox"/>

Date	Time	Actions taken	Signature

Floor plan scenario 1



SK

Practical activity scenario 2

This practical activity scenario requires students to:

OPA5: Support the midwife to prepare women and other individuals (partner, family member, friend) for interventions and procedures.

Purpose

To assess the knowledge and skills the student has in preparing a woman for an abdominal ultrasound scan, explaining the procedure and why it is carried out.

Brief

A woman has arrived at the antenatal clinic reception desk for her first scan.

Task

You are asked by the midwife to greet the woman at the reception desk and take her to the ultrasound room to prepare her for her first scan.

You should explain the procedure and why it is carried out.

You should then position the woman ready for the sonographer to carry out the scan.

You should document your actions in the woman's notes (item B).

(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.

Students must have access to a simulated ultrasound room and a reception desk/area.

This scenario is to prepare the woman for the scan by explaining the purpose and procedure and is NOT to support the woman throughout the ultrasound scan. The student will need to collect the woman from the reception desk and take her to a room simulating an ultrasound room. In the room there will be a jug of water and a glass.

The couch should be too low for the woman to safely lie on and will need to be raised by the student.

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 comfortable? Yes, that is comfortable, for example.

Equipment

This practical activity scenario requires the following equipment:

- a jug of water and glass
- a chair for woman to sit on whilst the student is explaining the procedure
- a suitable surface for the woman to lay on

- a blanket/sheet to cover the woman to promote dignity

Resources

Students are given the woman's notes (item B).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

SAMPLE

Item B: woman's notes

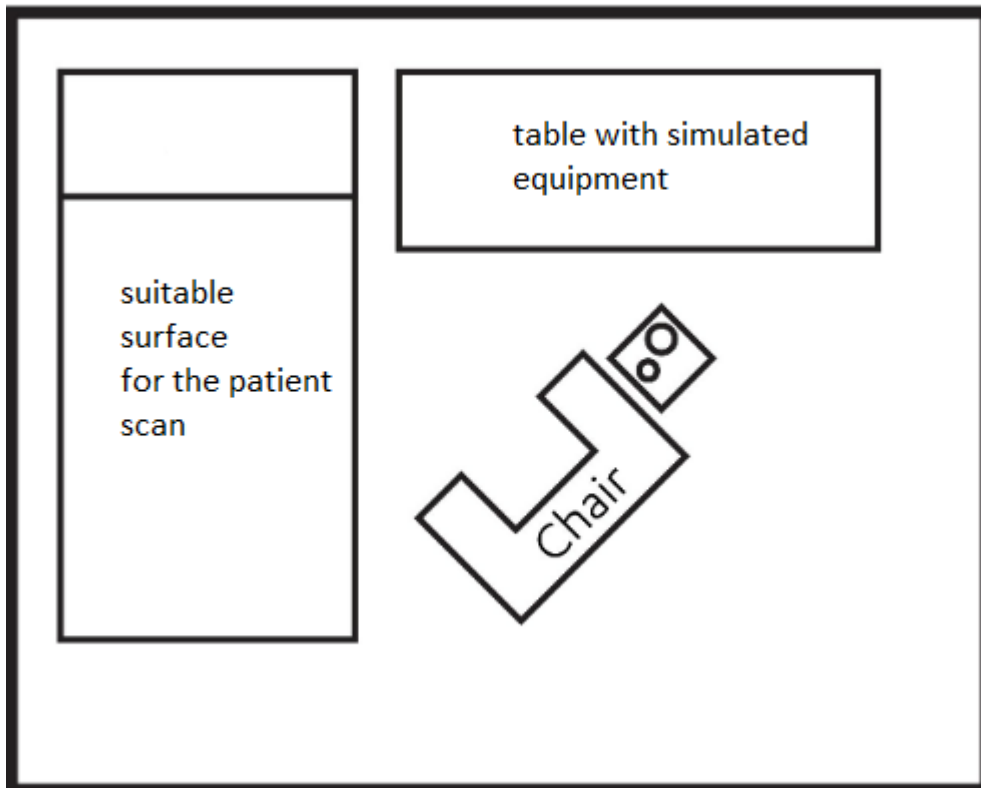
Confidential patient record form

Health simulation centre

Mother			
Name	Zara	Surname	Shah
Date of birth	11/04/90		
NHS number	362 4564 4363		

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 safely bathe her baby.

Brief

A woman who is a primigravida has not bathed her newborn baby before.

Task

You are working on a postnatal ward and have been asked by the midwife to demonstrate to the woman the safe bathing of her baby.

You should document your actions in the daily care log (item C).

(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. The baby will be played by a baby manikin.

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

- baby bath (with a stand if available or safe area suitable for positioning of a baby bath)
- access to hot and cold water
- a cupboard stocked with towels, nappies, cotton wool balls and a thermometer to be able to test the water temperature
- clinical waste bin
- a locked cupboard stocked with non-abrasive detergent and paper towels
- a thermometer on the wall
- trolleys

The woman must have clean clothes (a baby grow) with her that she requires the baby to be dressed in and have the baby in her arms.

The baby must be wearing identification/security tags and have a simulated urine filled nappy.

Equipment

This practical activity scenario requires the following equipment:

- a baby manikin in a cot
- a simulated hospital ward nursery
- a cupboard
- a locked cupboard
- a baby bath (with a stand if available or safe area suitable for positioning of a baby bath)
- a towel
- cotton wool balls
- a nappy
- a baby grow – the woman will have this with her
- a thermometer suitable for measuring the temperature of water
- a room thermometer
- non-abrasive detergent
- paper towels
- access to hot and cold water
- a jug
- trolley for student to place equipment on
- baby changing area/stand if available

Resources

Students are given a daily care log (item C).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

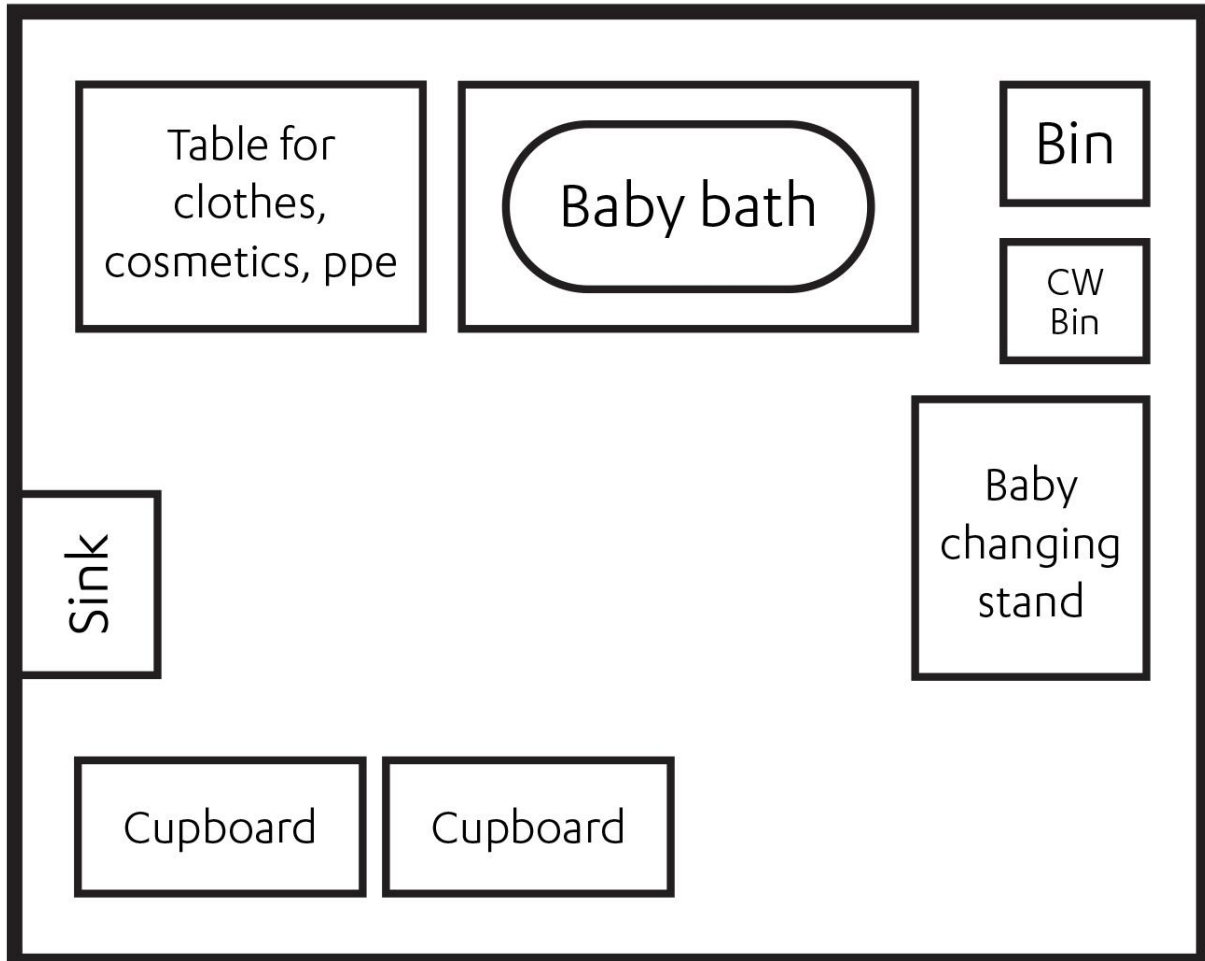
PO2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal and postnatal

Item C: daily care log

Date	Time	Actions taken	Signature

SAMPLE

Floor plan scenario 3



SA

Practical activity scenario 4

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 gained in relation to undertaking, interpreting and recording physiological measurements.

Brief

A woman has arrived into hospital for an elective caesarean section.

Task

You are asked by the midwifery team to complete the following set of physiological measurements:

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

You can use the physiological measurement form (item D) to make notes before recording the observations on the modified early obstetric warning score (MEOWS) chart (item E) and calculating the woman's MEOWS score.

Report the results to the midwife in charge using the information in item F.

(16 marks)

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

Supporting information

Mode of assessment

The woman in this practical activity scenario is played by a manikin. Once the student has correctly demonstrated the skill, they should be given the readings below to continue the task:

- respiratory rate – 16 breaths per minute
- oxygen saturation (SpO₂) – 99%
- blood pressure – 122/68 mmHg
- heart rate – 128 bpm
- body temperature – 36.8°C

The midwife in charge in this practical activity will be played by a member of staff.

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 manikin
- handwashing facilities or hand gel
- a tape measure (if available)
- a small/medium/large adult blood pressure cuff
- an electronic blood pressure recording machine
- a tympanic thermometer and disposable covers
- a pulse oximeter
- a watch with second hand
- stainless steel trolley

Resources

Students are given a physiological measurements form (item D), MEOWS observation chart (item E) and the MEOWS escalation protocol (item F).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 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

Item D: physiological measurements form

Use this form to make notes. This will not be marked as part of your assessment.

Physiological measurements			
Blood pressure (mmHg)			
Heart rate			
Respirations			
Oxygen saturation (SpO ₂)			
Body temperature (°C)			

Item E: modified Early Obstetric Warning Score (MEOWS) observation chart

MODIFIED EARLY OBSTETRIC WARNING SCORING SYSTEM Document actual reading unless otherwise stated

Contact Doctor for Early Intervention if patient triggers one red or two yellow score at any one time

Baseline BP in this pregnancy (at booking): _____

	Date:											Score	Notes
		Time:											
RESP (write rate in corresponding box)	>25											2	>25
	21-24											1	21-24
	11-20												11-20
	9-10											2	9-10
Saturations	≥96 - 100%												≥96 - 100%
	94-95%											1	94-95%
	<94%											2	<94%
O ₂ therapy											1		
Temp °C	≥ 39											2	≥ 39
	37.5 - 37											2	37.5 - 37
	36 - 35											1	36 - 35
												2	
HEART RATE (bpm)	≥ 170											2	≥ 170
	160											2	160
	150											2	150
	140											2	140
	130											2	130
	120											1	120
	110											1	110
	100												100
	90												90
	80												80
	70												70
	60												60
Systemic blood pressure (mmHg)	≥ 200											2	≥ 200
	190											2	190
	180											2	180
	170											2	170
	160											2	160
	150											1	150
	140												140
	130												130
	120												120
	110											1	110
	100											2	100
	90											2	90
Diastolic blood pressure (mmHg)	≥ 130											2	≥ 130
	120											2	120
	110											2	110
	100											2	100
	90											1	90
	80												80
	70												70
	60												60
	50												50
	40											2	40
	MAP											2	
	Passed Urine	Nil passed over 1 hour										2	Nil passed over 1 hour
	<25ml/hr										1	<25ml/hr	
Proteinuria	Protein ++										1	Protein ++	
	Protein >=++										2	Protein >=++	
Neuro Response	Alert											Alert	
	V / P / U										2	Voice / Pain / Unresponsive	
Blood Sugar													
Pain score	0 - 1											0-1 No / Slight Pain	
	2 - 3										1	2-3 Moderate / Severe Pain	
Lochia	Normal												
	Heavy/Profuse										1		
Reflexes												If on magnesium sulphate protocol only	
TOTAL SCORE													
RECORDER INITIALS													

Physiological parameters	Normal values	Yellow alert	Red 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	150 – 180 or 90 – 100 mmHg	>180 or < 90 mmHg
Diastolic blood pressure	50-89 mmHg	90–100 mmHg	>100 mmHg
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, pain

SAMPLE

Item F: MEOWS escalation protocol

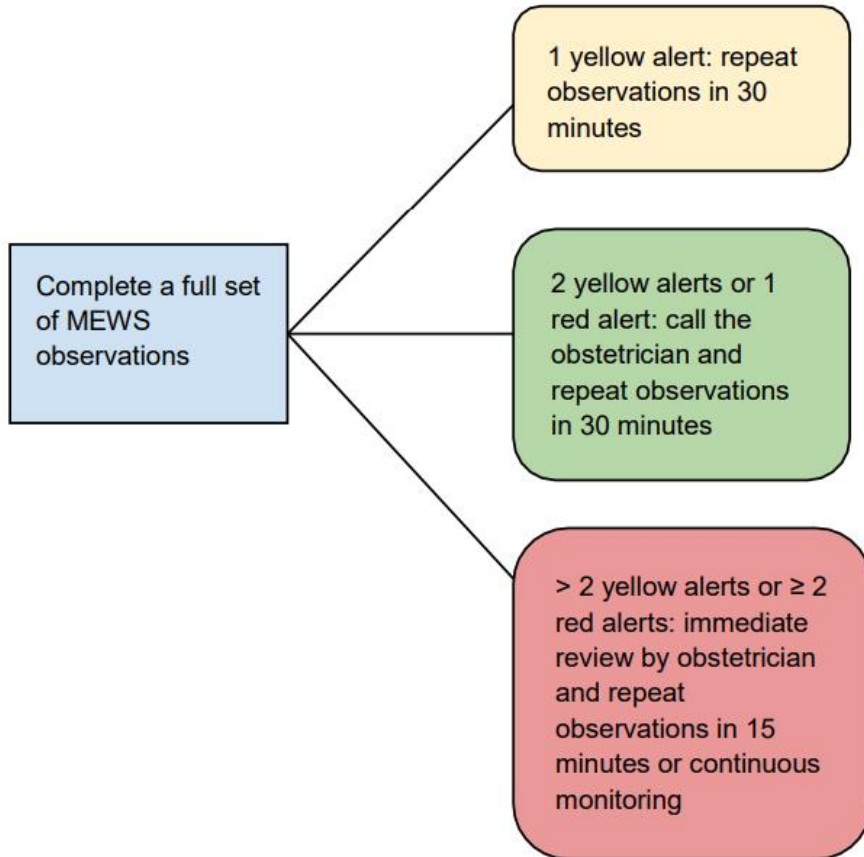
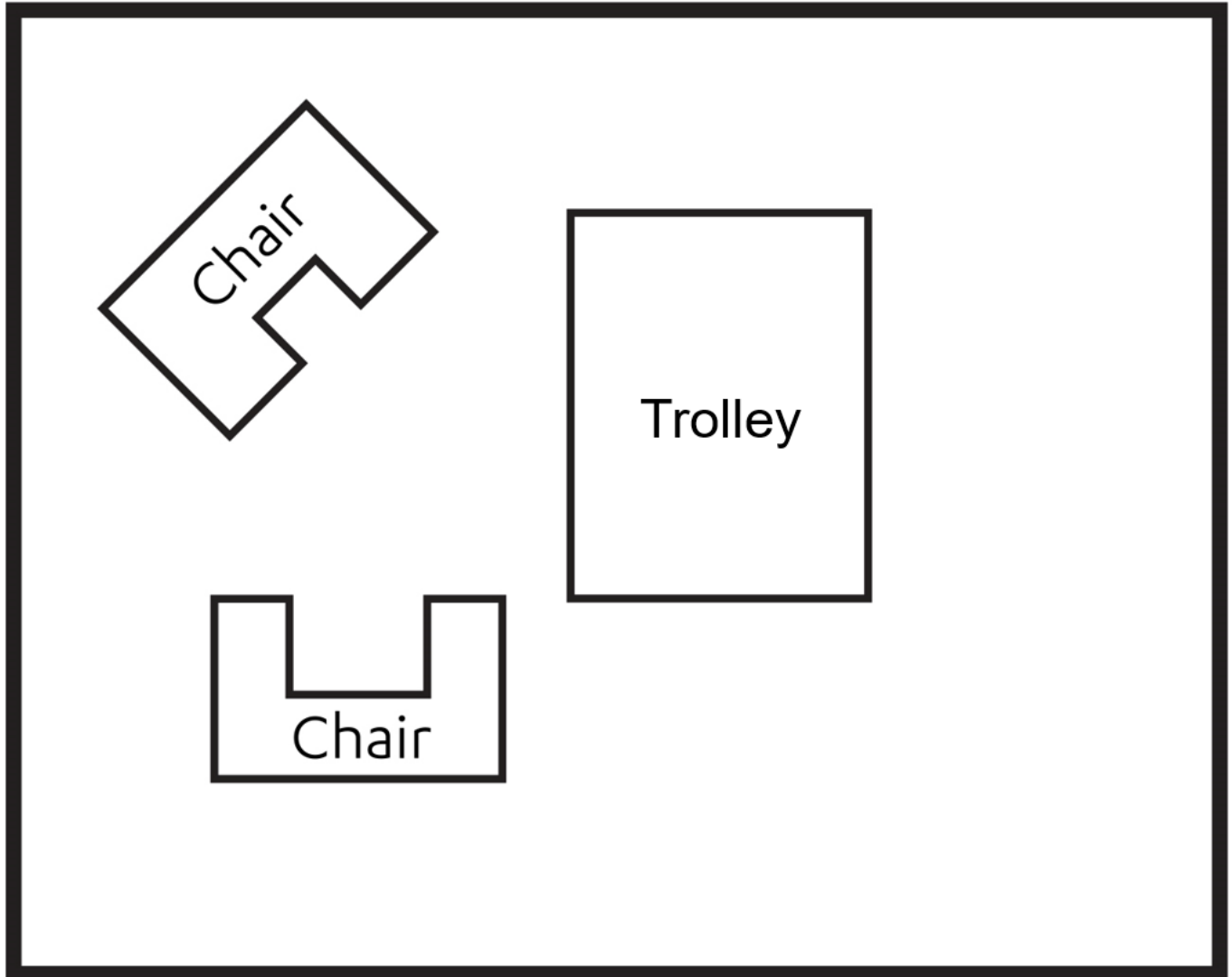


Figure 1: Obstetric Early Warning Score Escalation Protocol

SA

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 (insert series) 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 is 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, that is sustained throughout the student's practice.	4	The student demonstrates highly effective application of the delegated tasks, interventions and/or procedures that is 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 effectively 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 with local and national policies, keeping all relevant

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
								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, that is largely sustained throughout the student's practice.	3	The student demonstrates effective application of the delegated tasks, interventions and/or procedures that is 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, correctly located and calibrated as applicable.	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 with local and national policies, keeping most relevant information

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
								confidential and largely supports others to do so.

SAMPLE

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
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, that 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 is 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 within the scope of their role and responsibilities.	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 available, correctly located and calibrated as applicable.	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 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.

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
1	1	The student p demonstrates basic knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, that is fragmented throughout the student's practice.	1	The student demonstrates minimally effective application of the delegated tasks, interventions and/or procedures that is 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 is minimally within the scope of their role and responsibilities.	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 equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.	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. 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>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
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> <p>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.</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> <p>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.</p> <p>The student's use of technical language is generally accurate and they mostly demonstrate active listening.</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> <p>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.</p> <p>The student is generally aware of their own limitations and mostly works within them to safeguard the woman's wellbeing.</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>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.</p> <p>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.</p>	2	<p>The student demonstrates reasonably effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>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.</p> <p>The student's use of technical language is partially accurate and they sometimes demonstrate active listening.</p>	2	<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 satisfactory.</p> <p>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.</p> <p>The student shows some awareness of their own limitations and they work sufficiently within them, but this may risk failure to safeguard the woman's wellbeing.</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>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.</p> <p>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.</p>	1	<p>The student demonstrates minimally effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>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.</p> <p>The student's use of technical language is limited in accuracy and they rarely demonstrate active listening.</p>	1	<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 poor.</p> <p>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.</p> <p>The student shows limited awareness of their own limitations and they rarely work within them, which risks failure to safeguard the woman's wellbeing.</p>
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 are writing the identification labels for the baby
- student explains that this is a safety and security measure to protect the baby
- student will complete the 2 baby identification labels:
 - baby girl or boy of
 - mothers name – Jessica Clark
 - date and time of birth – 28/09/2020 at 14:45
 - NHS number checking against the woman's notes
- student will check these details with the mother for spelling and accuracy of her name
- student washes hands and applies gloves and apron
- student gains consent from the woman and applies the identification labels to the baby manikin – one identification label on each of the newborn's, ankles ensuring it is not too tight to compromise circulation and not too loose that it will fall off
- student explains to the mother in the event of an identification label becoming detached that she must immediately inform a member of staff who will check the information on the remaining label with the mother and against the mother's identification bracelet. A new label is made and checked with the mother and placed securely onto the baby. The event is recorded in the mother's notes
- student documents in the notes baby identification labels attached and secure

Accept other appropriate actions.

Practical activity scenario 2

- student introduces themselves and greets the mother
- student escorts the woman to the clinical area
- student invites the woman to sit down whilst she explains the procedure and purpose
- explanation of why the cannulation is performed:
 - woman has low blood pressure and dehydration is the expected cause of this to allow delivery of IV fluids to improve blood pressure
- student gives explanation of how the cannulation will be performed:
 - Midwife will insert a small plastic cannula into a vein which will allow for the administration of fluids
- first the midwife will determine best area for the cannula to be inserted, midwife will then clean the skin with an alcohol wipe
- midwife will insert the needle into the vein to position the cannula
- there will be a small amount of blood appear, this is normal
- cannula will be fully inserted into vein and secured in place by tape

- the room will be light to ensure the cannulation is able to be performed
- the woman will be asked to sit on a chair and position her arm on the table to allow for access of the cannulation insertion by the midwife.
- because the woman has low blood pressure the student should remind the woman to ask for help if she starts to feel dizzy or faint
- the student will complete the assessment by completing the woman's notes detailing that an explanation of the procedure has been given and the woman has consented

Accept other appropriate actions.

Practical activity scenario 3

- student will introduce themselves to the woman and explain what they are going to do
- all equipment required to bathe the baby is collected and placed on a trolley which will be taken to place by the baby bath and stand, highlighting the importance of having all equipment ready as the baby must not be left unattended:
 - baby bath and stand
 - towel
 - cotton wool balls
 - nappy
 - baby grow/clothes of mother's choice
 - jug to add water to the bath
 - thermometer to measure the temperature of the water
 - room thermometer
 - non-abrasive detergent and paper towels to clean the bath
 - trolley to put equipment on and place by the baby bath to create a workstation
- student will disinfect bath and stand as per local policy
- discusses with the mother how warm the room should be and free from draughts
- bath is filled with water and mother instructed as to the correct temperature the water should be either using a bath thermometer or using her elbow
- student obtains consent from woman to demonstrate bathing her baby
- baby undressed leaving nappy on and "swaddled" in a towel
- face washed using cotton wool balls and then dried
- baby placed over bath and water scooped on to baby's head to wash hair/head, head dried
- baby's nappy removed – explaining that the baby's bottom would need cleaning with cotton wool balls if nappy was soiled
- baby bathed in the bath showing mother the correct way to support the baby, place one hand behind baby's shoulder and neck and the other hand supporting baby's bottom
- baby removed from bath and dried paying attention to all creases, information given to mother that babies can be very slippery when removed from the bath

- nappy replaced, identity tags checked that they are in place and comfortable, baby dressed in clothes of mother's choice and laid in cot
- safety measures discussed throughout the procedure and woman given advice that best time to bathe the baby is before a feed not after the feed
- student disposes of water, disinfects the bath, disposes of waste and tidies the environment
- student will document the care given using the daily care log form – dating, timing and signing the log

Accept other appropriate actions.

Practical activity scenario 4

- student washes hands/uses hand gel prior to the procedure
- student explains the procedure to the woman and obtains consent
- blood pressure monitoring:
 - selects and applies correct cuff size, by trial and error or measuring arm with tape measure
 - cuff applied correctly in line with artery
 - turn on blood pressure machine and press 'start'
 - 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 beep
 - remove probe
 - dispose of cover
 - record results on MEOWS chart with correct numeric and degree noted
- pulse monitoring:
 - select appropriate pulse point (usually radial artery)
 - commence to measure 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
 - record results on MEOWS chart

- student washes hands/use hand gel after procedure and places equipment back on to the trolley
- notifies midwife in charge the escalated pulse rate

Accept other appropriate actions.

SAMPLE

Performance outcome grid

Scenario	O-PO1	O-PO2	O-PO3	Total
1	1		15	16
2	16			16
3	1	15		16
4	8	8		16
Underpinning	8	2	2	12
Total	34	25	17	76
% weighting	45	33	22	100%

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v2.0	Annual review 2023 Amend to equipment list wording for clarity - 'obs trolley' to 'stainless steel trolley'.	June 2023	19 June 2023
v2.1	Sample added as a watermark	November 2023	21 November 2023
v2.2	Removal of responsive manikin as a resource	December 2023	09 February 2024