**Summative Holistic Tripartite Assessment Information for Practice Assessors – September cohort students**

Dear Practice Assessor,

Many thanks for your continued support with students in practice.

Your allocated student will be contacting you in order to arrange the **Summative Holistic Tripartite Assessment.**

This usually takes place **w/c 29/05/2023 to w/c 05/06/2022**, but can be scheduled any time before submission date.

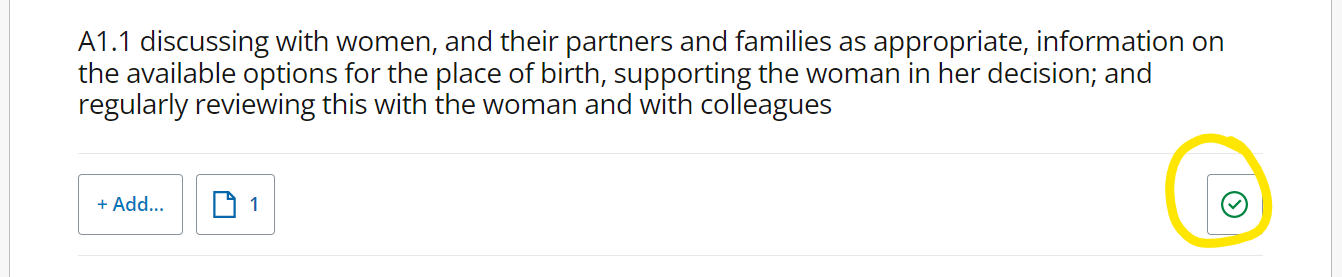
The assessment is attended by yourself as **Practice Assessor (PA**), the student and the **Academic Assessor (AA)** and it typically takes around 1 hour.

Before the Review takes place please access your Student’s MORA to review their learning journey (this should have been shared prior to the Initial Meeting you had at the beginning of the academic year).

Please be aware that students can only be summatively assessed if **they have attended at least 80% of allocated hours in practice and also completed any progression plans (if applicable)** by the time of the Summative Holistic Tripartite Assessment. This is the responsibility of the Student and the Academic Assessor to confirm.

On the day of the Assessment please review that the student has:

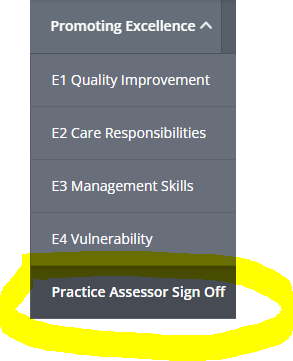
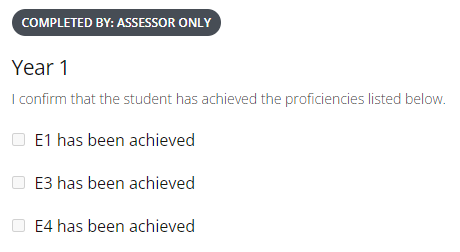
1. **Achieved all year 1 Proficiencies**
   * All achieved Proficiencies will have a green tick next to them, signalling they have been approved (all proficiencies should have been approved by the summative meeting date) (see picture below).



1. Uploaded at least **4 Service User Feedback Forms,** minimum of one for each area of practice (antenatal, intrapartum, postnatal and neonatal care)
2. Uploaded a screen shot for each completed page of the **Practice Episode Record** document relevant to the area of practice:
   * antenatal examinations
   * births witnessed, births facilitated and record of women cared for in labour
   * postnatal examinations
   * assessments of the newborn
3. Completed both Element 1 and Element 2 of the 4 chosen **Medicines Managements**. All descriptors of Element 2 have been signed by the Practice Supervisor who witnessed administration of the medication
4. Completed all 10 Breastfeeding Assessments (in the Neonatal Care drop down menu)
5. Uploaded all completed **Practice Supervisors Forms**. There is no set number of forms that students need to provide; however, these feedback forms will inform you, as PA, of the achievements and progression of the student through the year, as well as their professional behaviour and values. This will facilitate your evaluation of the Student’s performance in practice
6. Completed the **Student Reflection** at the Holistic Assessment point
7. Completed the **Student Self-Assessment** of practice

The following actions are the responsibility of the PA. Please:

1. **Confirm the Proficiencies** the student has achieved
   1. This is the *Practice Assessor Sign Off* tab at the bottom of each area of practice. For example, for the *‘Promoting Excellence’* proficiencies, select Practice Assessor Sign Off, then select each proficiency achieved

1. Refer to the holistic assessment descriptors and select which **descriptor** most closely describes the Student’s practice (see Appendix for all three years descriptors)
2. Complete the **Practice Assessor Assessment**, inclusive of the following boxes:
   1. Skills
   2. Knowledge
   3. Attitude
   4. Student Reflection Comments

If you are satisfied with the progress the student has made throughout the year, **and progression is recommended**, please select the ‘achieved’ option button

1. Please remember to **sign and save** the document before exiting the page

More information on the Summative Holistic Tripartite Assessment, in the form of a short video (10 mins), is available here: <https://uwe.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=69079866-0033-47da-83a4-ae8d00df9f04>

The **Student Assessment Escalator** infographic (see Appendicies) is also included as a useful tool to facilitate students’ support in practice.

If you are experiencing any technical issues with the MORA please get in contact with the Pebblepad Team by writing an email to [HASPebblepad@uwe.ac.uk](mailto:HASPebblepad@uwe.ac.uk)

A drop-in session to support Practice Assessors navigating the MORA has taken place at the end of March 2022 and the recording is available on request.

Many thanks,

The UWE Midwifery Lecturing Team

Appendices

Holistic Assessment Descriptors for Year 1 students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outstanding | Excellent | Very Good | Good | Satisfactory | Unsatisfactory |
| The student’s behaviour meets the professional conduct criteria and they demonstrate excellent insight about why this is important.  The student’s participation in midwifery care provision is safe, sensitive and woman focused.  The student demonstrates an exceptional knowledge base for this level & demonstrates an in-depth understanding of how the evidence and concepts relate to their practice.  The student consistently shows insightful application of theory to practice and uses this effectively to explain the rationale for midwifery care.  The student is insightful about their learning needs, is highly motivated in seeking new learning opportunities and consistently works to apply new learning to their practice.  The student demonstrates exceptional initiative at all times.  The student actively seeks feedback and responds very positively to enhance their self-awareness and skill development. | The student’s behaviour meets the professional conduct criteria and they demonstrate good insight about why this is important.  The student’s participation in midwifery care provision is safe, sensitive and woman focused.  The student demonstrates an excellent knowledge base & demonstrates in-depth understanding of how the evidence and concepts relate to their practice.  The student consistently makes clear links in the application of theory to practice and uses this effectively to explain the rationale for midwifery care.  The student is very aware of their learning needs and is consistently self-directed and effective in seeking new learning opportunities.  The student uses their initiative appropriately at all times.  The student actively seeks feedback and responds very positively to recommendations. | The student’s behaviour meets the professional conduct criteria and they demonstrate a developing insight about their professional responsibilities.  The student’s participation in midwifery care provision is safe, sensitive and woman focused.  The student demonstrates a very good knowledge base and understands how the evidence and concepts relate to their practice.  The student usually makes clear links in the application of theory to practice and is able to identify the rationale for most aspects of midwifery care.  The student is aware of their learning needs and is usually self-directed and effective in seeking new learning opportunities.  The student uses their initiative appropriately in most situations  The student sometimes seeks feedback and responds positively to recommendations. | The student’s behaviour meets the professional conduct criteria and they demonstrate some insight into their professional responsibilities.  The student’s participation in midwifery care provision is safe, sensitive and woman focused.  The student is able to demonstrate a good knowledge base and can relate some of the evidence to their practice.  The student often makes links in the application of theory to practice and can usually identify the rationale for midwifery care but seeks some help with this process.  The student is developing their awareness of their learning needs but sometimes requires prompting to seek new learning opportunities.  The student shows initiative but also seeks some prompts for actions.  The student responds positively to feedback but does not often seek it. | The student’s behaviour meets the professional conduct criteria and they are developing a professional approach although guidance is needed at times.  The student’s participation in midwifery care provision is safe, sensitive and woman focused.  The student is able to demonstrate an adequate knowledge base and can identify evidence relating to their practice that is generally accurate.  The student is developing their ability in the application of theory to practice but needs support to do this.  The student responds to regular prompting to consider their learning needs and to seek new learning opportunities.  The student requires frequent prompts for actions but is beginning to show some appropriate initiative in known situations.  The student does not tend to seek feedback but responds appropriately when it is given. | The student’s behaviour has not met the professional conduct criteria and they lack insight into why this is important.  Evidence participation in safe, sensitive, woman focused care is limited.  The student does not demonstrate an adequate knowledge base at this level, and therefore cannot demonstrate the application of theory to practice or identify the rationale for midwifery care.  The student requires regular prompting to consider their learning needs and to seek new learning opportunities but does not always respond appropriately.  The student does not demonstrate initiative even in known situations and requires continual prompts for actions that they should be aware of and be able to undertake.  The student does respond appropriately or consistently to feedback. |

Holistic Assessment Descriptors for Year 2 students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outstanding | Excellent | Very Good | Good | Satisfactory | Unsatisfactory |
| The student’s behaviour meets the professional conduct criteria and  they contribute to care provision in a safe, sensitive and woman  focused way.  The student has an exceptional level of knowledge & understanding of the evidence and policies that  relate to their practice for this level.  The student is developing a critical approach to reasoning and reflection and always shows insightful integration of theory and practice.  The student is able to identify problems and consistently apply their exceptional knowledge and skills to problem solve in a variety of contexts.  The student is always self-directed and highly motivated in identifying  their learning needs; seeking and learning from new learning opportunities.  The student uses their initiative appropriately at all times.  The student is very self-aware and always actively seeks feedback on their performance and responds very positively.  The student contributes to very effective team working, proactively  communicating and collaborating with a range of professionals. | The student’s behaviour meets the professional conduct criteria and they contribute to care provision in a safe,  sensitive and woman focused way.  The student has an excellent level of knowledge and  understanding of the evidence and policies that relate to their practice for this level.  The student is developing a critical approach to reasoning and reflection and always shows insightful integration of  theory and practice.  The student is able to identify problems and apply their knowledge and skills to problem solve in straightforward and some complex scenarios.  The student is always self-directed in identifying their learning needs, seeking new learning opportunities.  The student uses their  initiative appropriately at all times.  The student is self-aware and always seeks feedback and responds positively.  The student proactively  contributes to effective team working. | The student’s behaviour  meets the professional  conduct criteria and they  contribute to care provision in a safe, sensitive and woman focused way.  The student is able to  demonstrate very good  knowledge and understanding of the  evidence and policies that  relate to their practice for this level.  The student demonstrates a very good ability to reflect in practice and shows evidence that they can integrate theory and practice.  The student is able to  identify and solve most  straightforward problems.  The student is usually self-directed in identifying their learning needs, seeking new learning opportunities.  The student uses their  initiative in most known and some unknown situations.  The student is self-aware  and will usually seek  feedback, and always  respond positively.  The student contributes to and works effectively within the team. | The student’s behaviour  meets the professional  conduct criteria and they  contribute to care provision in a safe, sensitive and woman focused way.  The student is able to  demonstrate good  knowledge and  understanding of the  evidence relating to their  practice for this level.  The student can reflect and apply their knowledge, making the links between theory and practice in order  to identify and consider  solutions to straightforward  problems.  The student responds  appropriately to occasional prompting to identify their learning needs and seek new learning opportunities.  The student uses their  initiative in known  situations and responds  appropriately to feedback.  The student demonstrates  developing self-awareness and will sometimes seek and always respond to  feedback.  The student is able to work effectively within the team. | The student’s behaviour  meets the professional  conduct criteria and they  contribute to care provision in a safe, sensitive and woman focused way,  occasionally requiring  guidance.  The student is able to  demonstrate a satisfactory  knowledge and  understanding of the  evidence relating to their  practice, for this level.    The student’s ability to  reflect in practice is  developing and the  integration of theory and  practice is usually made in  order to identify  straightforward problems.  The student responds  appropriately to frequent  prompting to identify their learning needs and seek new learning opportunities.  The student may need to  be encouraged to use their initiative in known  situations.  The student demonstrates  developing self-awareness and responds appropriately to feedback.  The student is able to work within the team. | The student’s behaviour does not meet the professional conduct criteria.  Evidence of  contributing to the provision of safe, sensitive, woman  focused care is limited even when guidance is provided.  The student is not able to  demonstrate satisfactory  knowledge and understanding of the evidence relating to their  practice for this level.  The student seems unable to  demonstrate an application of theory to practice.  The student’s problem solving ability is limited by their lack of knowledge.  The student requires continual prompting to identify their learning needs and seek new  learning opportunities.  The response is often limited.  The student does not  demonstrate using their  initiative appropriately even in known situations.    The student may lack self-awareness does not  consistently respond  appropriately to feedback.  The student’s ability to work within a team is limited. |

Holistic Assessment Descriptors for Year 3 students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outstanding | Excellent | Very Good | Good | Satisfactory | Unsatisfactory |
| The student’s behaviour meets the professional conduct criteria required of a registrant and safe,  sensitive, woman focused care is consistently provided to an  exceptional standard.  The student demonstrates  exceptional knowledge and understanding of the theories, evidence, and policies that relate to their practice and always  shows self-direction, being highly motivated to seek new knowledge.  The student has a critical  approach and the ability to debate and challenge appropriately.  The student motivates others to enhance their knowledge and  understanding.  The student consistently shows insightful application of theory to  practice, even in complex or unpredictable situations.  The student discusses new questions and connections relating to theory and practice.  The student always uses their initiative appropriately, is very  self-aware, always actively seeks feedback and takes clear actions  to enhance their performance and  enhances the work of the team.  The student uses a range of skills to effectively teach, coach and support junior members of the  team. | The student’s behaviour meets the professional conduct criteria required of a registrant and safe, sensitive, woman-focused care is consistently  provided to an excellent  standard.  The student demonstrates  detailed and comprehensive  knowledge of the theories, evidence, and policies that relate to their practice and  always shows self-direction, being motivated to seek new  knowledge.  The student has a critical  approach and the ability to debate and challenge  appropriately.  The student demonstrates  insightful application of theory to practice, even in complex or unpredictable situations.  The student always uses their initiative appropriately, is self-aware, actively seeks and  responds positively to  feedback.  The student can facilitate  effective team working.  The student makes excellent efforts to teach, coach and support junior members of the team. | The student’s behaviour meets the professional conduct criteria required of a registrant and safe, sensitive, woman-focused care is consistently  provided to a very good  standard.  The student demonstrates  very good knowledge of the theories, evidence and policies that relate to their practice and is usually motivated, showing self-direction in seeking new knowledge.  The student is developing a critical approach and engages in professional debate.  The student demonstrates good evidence of applying the  underpinning theory to their practice in known situations and in some more complex  scenarios.  The student uses their  initiative appropriately in most situations, is self-aware, seeks and responds positively to  feedback.  The student contributes well to effective team working.  The student makes very good efforts to teach and support junior members of the team. | The student’s behaviour  meets the professional  conduct criteria required of a registrant and safe,  sensitive, woman- focused care is consistently provided to a good standard.  The student demonstrates good knowledge of the  evidence and policies that  relate to their practice, with some evidence of critical appraisal.  The student may need occasional prompts  to seek new knowledge  and responds appropriately.  The student demonstrates  an understanding of the  theory that underpins their practice in known  situations.  The student uses their  initiative appropriately in  known situations, is self-aware and responds  positively to feedback.  The student demonstrates self-awareness and  contributes appropriately  within the team.  The student makes good  efforts to teach, coach and support junior members of the team. | The student’s behaviour  meets the professional  conduct criteria required  of a registrant and safe,  sensitive, woman-focused care is provided to an acceptable standard.  The student  demonstrates a  satisfactory knowledge of  the evidence and policies  relating to their practice.  They sometimes require  prompting to be analytical and to seek new knowledge but respond appropriately to this.  The student can make  links between the  underpinning theory and  their practice in known  situations.  The student  may occasionally seek  prompts or direction.  The student uses their  initiative appropriately in  known situations and  responds to feedback.  The student is aware of  their own behaviours and  can work within the team.  The student makes  sufficient efforts to teach,  coach and support junior  members of the team. | The student’s behaviour does not meet the professional conduct  expected of a registrant and evidence of the provision of safe,  sensitive, woman- focused care is limited.  The student does not demonstrate the required knowledge of the  evidence and policies relating to their practice.  They require constant prompting to seek new  knowledge and may not always respond appropriately.  The student seems unable to make the link between theory and  practice due to limited knowledge and is therefore unable to  problem-solve even in known situations.  The student does not always use their initiative even in known and  predictable situations.    The student does not seek feedback. When feedback is given, a lack of or negative response may be shown.  The student lacks self-awareness, which may be detrimental to care  provision or to effective team working.  The student does not make appropriate efforts to teach, coach or support junior members of the team. |

