Evidence of Learning Form

<table>
<thead>
<tr>
<th>Student name</th>
<th>Named mentor</th>
<th>Coach name</th>
<th>Intake and module of study</th>
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This form is for use by students and coaches. It is designed to help students identify their learning based upon the learning opportunities and practice learning outcomes. It should be used every shift when a student works with a coach and will provide evidence of how the student is progressing towards meeting identified learning outcomes. Evidence forms should be presented to the named mentor, as part of the formative review discussion and summative interview. Each evidence form should be retained in the student’s portfolio alongside other written evidence of learning and achievement and the Practice Assessment Document (PAD).

Advice for students
At the beginning of each shift you need to identify your learning needs and which learning outcome(s) (contained in your PAD) you would like to focus on. Depending on the clinical area, you may want to identify specific skills, procedures or learning opportunities you want to concentrate on. Your learning needs and activities can then be agreed with the supervising coach.

Advice for coaches
Have you accessed the coaching booklet for your clinical area? Please discuss identified learning outcome(s) and learning opportunities with the student you will be coaching and agree the relevant activities and ‘evidence of achievement’ to be generated. On completion of the shift please review the evidence recorded by the student and please comment upon the student’s achievements and abilities.

Identified Learning Outcome(s) and/or Identified Learning Opportunities.

Student Summary of Evidence: please note here evidence of achievement relating to the learning outcome(s) and/or learning opportunities identified above
Feedback from Coach: please provide an evaluation of student progress in relation to the identified learning outcome(s) and student abilities.

Student Signature: 
Date: 

Coach Signature: 
Date: 

As part of formative feedback, please tick the category that best describes the student’s level of ability. The information below gives guidance on the required level of ability and skill development.

<table>
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<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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In modules 1 and 2 of Year 1 the student moves from observer to participant observer to supervised participant, the learning outcomes for these modules are assessed at supervised participant level.

Observer → Participant observer → Supervised participant

In Year 1 the learning outcomes are constructed to reflect the students’ assessment at level of supervised participant at the end of the module. This recognises the initial progression from observer to participant observer in the earlier part of the module.

Participant observer level is defined as: the student being closely guided by the mentor who will ensure the student is able to firstly observe care delivery before beginning to participate

Supervised participant level is defined as: the student being able to actively participate in the delivery of normal midwifery care under direct supervision with evidence of their knowledge being relevantly applied.

May revert to earlier role behaviour in new situations.

Level of performance in skill development

The student has received instruction underpinning the skill, observed the procedure in the practice setting and participated in the skill under direct supervision.