Coaching Learners: Second Years

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>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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In modules 3 and 4 of Year 2 the student moves from supervised participant to supervised practitioner, the learning outcomes for these modules are assessed at supervised practitioner level.

**Supervised participant** → **Supervised practitioner**

In Year 2 the learning outcomes are constructed to reflect the level of supervised practitioner. This recognises that students will be building upon midwifery skills and knowledge acquired in Year 1, while accommodating new skills and knowledge in the provision of more complex aspects of midwifery care.

**Supervised practitioner** level is defined as: the student is able to demonstrate active participation in complex care and able to begin to initiate appropriate midwifery care following clinical assessment.

*In new situations the student may revert to earlier role behaviour, such as observer, participant observer or supervised participant.*

**Level of performance in skill development**

The student has performed the skill on a number of occasions and requires minimal supervision.