Coaching Learners: Third Years

Evidence of Learning Form

<table>
<thead>
<tr>
<th>Student name</th>
<th>Named Practice Assessor</th>
<th>Coach name</th>
<th>Intake and module of study</th>
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</thead>
</table>

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

18.4.2018
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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</thead>
</table>

In modules 5 and 6 of Year 3 the student moves from supervised practitioner to competent practitioner, the learning outcomes for these modules are assessed at competent practitioner level.

**Supervised practitioner → Competent practitioner**

In Year 3 the learning outcomes are constructed to reflect the level of competent practitioner. This recognises that students will be developing and consolidating practice of holistic midwifery care during pregnancy, labour and the early postnatal weeks, providing the full range of skills and knowledge for normal midwifery practice in order to meet the needs of women and their families. They will also be able to provide care for childbearing women with more complex and health and social needs within a multidisciplinary team. Over the course of this year students will attain proficiency in the full range of NMC (2009) pre-registration education standards, becoming competent practitioners capable of developing an autonomous role.

**Competent practitioner** level is defined as: the student is able to actively undertake and initiate appropriate midwifery care and support others in the delivery of care, while being able to clearly demonstrate that there is consistent evidence to practice safely and effectively without the need for direct supervision.

*May revert to earlier role behaviour in new situations.*

**Level of performance in skill development**

The student can perform the skill safely and competently giving the rationale for actions and can identify and manage the impact of this.

18.4.2018