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| University of Southampton |
| Clinical skills in the Bachelor of Midwifery 2011 programme |
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# 1.0 Introduction

The skills presented within this document are based on feedback from stakeholders, South Central Strategic Health Authority Statutory and Mandatory Framework\* and the NMC Standards for pre-registration midwifery.

These skills are included explicitly within the 2011 curriculum linked to specific theoretical modules and/or practice experience modules. Part 1of this document presents the statutory and mandatory skills in relation to the modules within years 1 and 2. Our midwifery practice partners have been involved in identifying skills and considering their delivery throughout the three practice years in either the skills log or module content. The additional skills were identified in conjunction with the essential skills cluster, to form the skills log. Part 2 of this document presents the skills log with relation to the theory, skills rehearsal in academia and skills carried out in practice settings.

The programme calendar is currently being developed to complete the third year of the curriculum. The three years comprise the following modules;

**Year 1**

* NPMS 1012: Midwifery Care in Pregnancy and Childbirth
* NPMS 1016: Foundations of Health Sciences
* NPMS 1013: Postnatal mother, baby and family
* NPCG 1016: Applied Health Sciences
* NPMS 1014: Practice experience 1 (PE1)
* NPMS 1015: Practice experience 2 (PE2)

**Year 2**

* NPMS 2014: Responding to complex need during the antenatal period
* NPMS 2015: Responding to complex needs during the Intrapartum period
* NPMS 2028: Partnerships
* NPMS 2016: Responding to complex needs during the postpartum and neonatal period
* NPMS 2017: Practice experience 3 (PE3)
* NPMS 2018: Practice experience 4 (PE4)

**Year 3 *Module codes to be confirmed***

* The contemporary midwife practitioner
* Research
* Leadership and management
* Practice experience 5 (PE5)
* Practice experience 6 (PE6)

In summary, this means that students will have achieved all of the skills marked by \* prior to practice experience 1 and will receive yearly updates of these skills as appropriate and as indicated in the part 1.

This information will be made available on the ALPS website to support mentors and students in practice. These skills are for information only and may be subject to change. There will be the opportunity in the near future that these will be linked with the electronic AOP.

A principle to be agreed is that students can access Trust training for certain skills if their mentor believes that this would be a useful addition to the student’s portfolio. Unlike the NMC standards for nursing, the midwifery programme cannot use simulated practice as part of practice hours therefore skills are being taught in practice with the support from academic tutors with Technology Enhanced Learning facilities and theory within the taught component of the programme (this will be indicated below).

# 2.0 Part 1

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| **Year 1 –prior to practice experience 1** | | |  |
| **Skill** | **Theory taught (in Faculty)** *some skills are attached to practice modules although the theory will be taught within the students theory blocks* | **Skills rehearsal** *an initial skills rehearsal will be undertaken within the students theory time or during first week in practice whereby the midwifery teaching team will accompany students in practice for teaching purposes. Skills will also be required throughout the practice placements* |  |
| **Infection prevention and control\*** | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) | **These are mandatory and will be revisited yearly** |
| **Health and safety\*** | Programme induction | As part of the initial induction to practice on the clinical induction days PE1, 3 and 5 |
| **Moving and handling\*** | NPMS 1014: Practice experience 1 (PE1)  NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) and PAH Trust induction |
| **Equality, human rights and diversity\*** | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NA |
| **Conflict resolution\*** | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NA |
| **Resuscitation\* to include neonatal resuscitation** | NPMS 1014: Practice experience 1 (PE1)  NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) |
| **Safeguarding\*** | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NA |
| MEOWS, BP, Temp, Pulse, urinalysis, ANTT, putting on gloves | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) | |
| Abdominal palpation, placenta, fundus/involution, equipment for birth, completion of partogram and normal birth pathway | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) | |
| Venesection | NPMS 1014: Practice experience 1 (PE1) | NPMS 1014: Practice experience 1 (PE1) | |
| Resuscitaire and home birth bags/equipment | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1) | |

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| **Year 1 –prior to practice experience 2** | | |
| **Skill** | **Theory taught (in Faculty)** *some skills are attached to practice modules although the theory will be taught within the students theory blocks* | **Skills rehearsal** *an initial skills rehearsal will be undertaken within the students theory time but they will be expected to practice within the practice modules* |
| Aseptic technique | NPMS 1013: Postnatal mother, baby and family | NPMS 1015: Practice experience 2 (PE2)  As part of ANTT |
| Intermittent auscultation and CTG interpretation | NPMS 1012: Midwifery Care in Pregnancy and Childbirth  Input from the supervisors of midwives | NPMS 1014: Practice experience 1 (PE1)  NPMS 1015: Practice experience 2 (PE2)  Includes practice update from the SoM team |
| Birth planning | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1)  NPMS 1015: Practice experience 2 (PE2) |
| Record keeping | NPMS 1012: Midwifery Care in Pregnancy and Childbirth | NPMS 1014: Practice experience 1 (PE1)  NPMS 1015: Practice experience 2 (PE2)  Includes practice update from the SoM team |
| Injection technique | NPMS 1015: Practice experience 2 (PE2) | NPMS 1015: Practice experience 2 (PE2) |
| Drug calculations – covered with an invigilated exam where the pass mark is 100% | NPMS 1012: Midwifery Care in Pregnancy and Childbirth / NPCG 1016: Applied Health Sciences | NPMS 1012: Midwifery Care in Pregnancy and Childbirth  NPCG 1016: Applied Health Sciences |
| Medicines management – needs further definition – progression needs to be evidenced in terms of student responsibility and achievement | NPMS 1012: Midwifery Care in Pregnancy and Childbirth / NPCG 1016: Applied Health Sciences | NPMS 1015: Practice experience 2 (PE2) |

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| **Midwifery students – year 2 PE3** | | | |
| **Skill** | **Theory taught (in Faculty)** *some skills are attached to practice modules although the theory will be taught within the students theory blocks* | **Skills rehearsal** *an initial skills rehearsal will be undertaken within the students theory time but they will be expected to practice within the practice modules* | |
| **Mandatory skills** | | | |
| **Infection prevention and control\*** | NPMS 2017: Practice experience 3 (PE3)  NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3) | **These are mandatory and will be revisited yearly** |
| **Health and safety\*** | NPMS 2017: Practice experience 3 (PE3) | NPMS 2017: Practice experience 3 (PE3) |
| **Moving and handling\*** | NPMS 2017: Practice experience 3 (PE3)  NPMS 2017: Practice experience 3 (PE3) | NPMS 2017: Practice experience 3 (PE3) and PAH Trust induction |
| **Equality, human rights and diversity\*** | NPMS 2017: Practice experience 3 (PE3) | NA |
| **Conflict resolution\*** | NPMS 2017: Practice experience 3 (PE3) | NA |
| **Resuscitation\* to include neonatal resuscitation** | NPMS 2017: Practice experience 3 (PE3)  NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3) |
| **Safeguarding\*** | NPMS 2028: Partnerships | NPMS 2017: Practice experience 3 (PE3) |
| Recognising the deteriorating patient | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2015: Responding to complex needs during the Intrapartum period  NPMS 2018: Practice experience 4 (PE4) | |
| Acuity skills/MEOWS | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2018: Practice experience 4 (PE4) | |
| Medicines administration and management including intravenous infusions and blood transfusions | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2018: Practice experience 4 (PE4) | |
| Drug calculations | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2018: Practice experience 4 (PE4) | |
| Naso gastric feeding | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2016: Responding to complex needs during the postpartum and neonatal period  NPMS 2018: Practice experience 4 (PE4) | |
| Bi-PAP and CPAP – observation as part of NN unit placement | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2016: Responding to complex needs during the postpartum and neonatal period  NPMS 2018: Practice experience 4 (PE4) | |
| Record keeping – as part of module content | NPMS 2014: Responding to complex need during the antenatal period  NPMS 2015: Responding to complex needs during the Intrapartum period  NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Drug round, workshop, drug charts and booklet | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Partograms – action and alert lines | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Risk assessment – as part of module content | NPMS 2014: Responding to complex need during the antenatal period  NPMS 2015: Responding to complex needs during the Intrapartum period  NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Oedema | NPMS 2014: Responding to complex need during the antenatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Catheterisation and catheter care/fluid balance | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |
| Injection technique | NPMS 2017: Practice experience 3 (PE3) | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) | |

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| **Midwifery students – year 2 PE4** | | |
| **Skill** | **Theory taught (in Faculty)** *some skills are attached to practice modules although the theory will be taught within the students theory blocks* | **Skills rehearsal** *an initial skills rehearsal will be undertaken within the students theory time but they will be expected to practice within the practice modules. PE 3 and 4 are high risk placements. Half the cohort are on delivery suite whilst the other half are in the antenatal and postnatal wards. They then swap.* |
| CTG and IA | NPMS 2015: Responding to complex needs during the Intrapartum period  Input from the supervisors of midwives | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4)  Includes practice update from the SoM team |
| Sepsis | NPMS 2014: Responding to complex need during the antenatal period  NPMS 2015: Responding to complex needs during the Intrapartum period  NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Glucose monitoring | NPMS 2015: Responding to complex needs during the Intrapartum period  NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Vaginal examination | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| DVT/PE = VTE | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Passing urine | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Jaundice baby assessment | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| The unwell woman | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Pressure area care | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Perineal assessment/checking | NPMS 2015: Responding to complex needs during the Intrapartum period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |
| Wound care | NPMS 2016: Responding to complex needs during the postpartum and neonatal period | NPMS 2017: Practice experience 3 (PE3)  NPMS 2018: Practice experience 4 (PE4) |

## 2.1 At a glance skills taught in practice by midwifery teaching team

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| Year 1 | Year 2 |
| NN resuscitation  **Skills for PE1**   * MEOWS * Bp * Temp * Pulse * Resp * ANTT * Abdominal palpation * Placenta * Fundus/involution * Risk assessment * Equipment for birth * Gloves * Urinalysis * Partogram – normal birth pathways * Venesection * Lucky dip bag * Neonatal resuscitation – introduction to resuscitaire   **Skills for PE2**   * MEOWS * Risk assessment * Drugs – terminology / community * Intermittent auscultation and CTG interpretation – differences * Birth planning * Record keeping | **Skills for PE3**   * Documentation * Drug round * Drugs form/booklet * Drug round workshop * Partograms – action and alert lines * Risk assessment * Oedema * Drug charts * Catheterisation * Injection technique   **Skills for PE4**   * CTG and intermittent auscultation * Sepsis * ANTT * Glucose monitoring * VE * DVT/PE =VTE * Passing urine * Assessment jaundiced baby * Neonatal resuscitation * Unwell woman * Pressure area care * Perineal assessment/checking |

# 3.0 Part 2

Record of training and updates taken from the AoP. For the purposes of this section of the document, year three considers the final year of the outgoing curriculum and may alter with the new 2011 curriculum

## Fire Lectures

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | On line Statutory and mandatory | n/a | PAH Trust mandatory training for students |
| Year 2 | On line Statutory and mandatory | n/a | PAH Trust mandatory training for students |
| Year 3 |  | n/a | PAH Trust mandatory training for students |

## \*Infection prevention and control/Standard precautions (including handwashing)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | NPMS 1014 – PE1 | n/a | ANTT PAH Trust mandatory training for students |
| Year 2 | NPMS 2017 – PE3 | n/a | ANTT PAH Trust mandatory training for students |
| Year 3 | n/a | n/a | PE 5 ANTT PAH Trust mandatory training for students |

## Drug Calculation Tests

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | NPMS 1012 | Online self test | n/a |
| Year 2 | NPMS 2016 | Online self test | n/a |
| Year 3 | NPMS 3016 | Online self test | n/a |

## Drug assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 2 | n/a | n/a | NPMS 2018 – PE4 |
| Year 3 | n/a | n/a | PE 6 |

## CTG Sessions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Lecture/training** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | Interpretation of normal CTGs | NPMS 1012 | n/a | NPMS 1014/1015 –PE1 and 2 |
| Year 2 | Interpretation of abnormal CTGs | NPMS 2015 | n/a | NPMS 2017/2018 – PE 3 and 4 |
| Year 3 | K2 | n/a | Via Trust K2 access | PE 5 and 6 |

## Blood transfusion updates

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 2 | n/a | NPMS 2014 online National Blood transfusion – module 1 | Observation |
| Year 3 | n/a | NPMS 3015 online National Blood transfusion – module 1 | Observation |

## Moving and Handling Training

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Lecture 1  Complications of Immobility | On line Statutory and mandatory | n/a | n/a |
| Lecture 2  Moving and Handling in Daily Life | On line Statutory and mandatory | n/a | n/a |
| Lecture 3  Law and Legislation | On line PAH Trust mandatory training for students | n/a | n/a |
| Interactive Video | n/a | On line Statutory and mandatory | n/a |
| Practice Session | n/a | Statutory and mandatory | PAH Trust mandatory training for students PE 1 |

## Manual Handling Updates

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 2 | PAH Trust mandatory training for students | n/a | PAH Trust mandatory training for students PE3 |
| Year 3 | PAH Trust mandatory training for students | n/a | PAH Trust mandatory training for students PE5 |

## Neonatal Resuscitation

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | n/a | NPMS 1014 – PE1 | n/a |
| Year 2 | n/a | NPMS 2016 | n/a |
| Year 3 | n/a | NPMS 3015 | n/a |

## Infant Basic Life Support

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | n/a | NPMS 1014 – PE1 | n/a |
| Year 2 | n/a | NPMS 2014 | n/a |
| Year 3 | n/a | NPMS 3015 | n/a |

## Child Basic Life Support

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | n/a | NPMS 1014 – PE1 | n/a |
| Year 2 | n/a | NPMS 2014 | n/a |
| Year 3 | n/a | NPMS 3015 | n/a |

## Adult Basic Life Support/Maternal Resuscitation

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Theory** | **Skills rehearsal - academic** | **Practice only** |
| Year 1 | n/a | NPMS 1014 – PE1 | n/a |
| Year 2 | n/a | NPMS 2014 | n/a |
| Year 3 | n/a | NPMS 3015 including maternal resus | n/a |

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| Nursing skills | **Year 1** | | |
|  | Theory | Skills academic | Theory and practise | | Practice only | Theory | Skills academic | Theory and practise | Practice only | Theory | Skills academic | Theory and practise | Practice only |
| Prevention of cross infection |  |  | √ | |  |  |  | √ |  |  |  | √ |  |
| Disposal of sharps |  |  | √ | |  |  |  |  | √ |  |  | √ |  |
| Temperature |  | √ |  | |  |  |  |  | √ |  |  |  | √ |
| Pulse |  | √ |  | |  |  |  |  | √ |  |  |  | √ |
| Respiration |  | √ |  | |  |  |  |  | √ |  |  |  | √ |
| Blood pressure |  | √ |  | |  |  |  |  | √ |  |  |  | √ |
| Bed making |  |  |  | | √ |  |  |  | √ |  |  |  | √ |
| Urinalysis |  |  | √ | |  |  |  |  | √ |  |  |  | √ |
| Collection of urine sample including mid stream sample |  |  |  | | √ |  |  |  | √ |  |  |  | √ |
| Aseptic technique |  |  | √ | |  |  |  |  | √ |  |  |  | √ |
| Vulval care |  |  | √ | |  |  |  |  | √ |  |  | √ |  |
| Use of bidet |  |  |  | | √ |  |  |  | √ |  |  |  | √ |
| Comfort during period of immobility |  |  |  | | √ |  |  |  | √ |  |  |  | √ |
| Observation of skin colour |  |  |  | |  |  |  | √ |  |  |  | √ |  |
| Assessment of oedema |  |  |  | |  |  |  | √ |  |  |  | √ |  |
| Collection of stool sample |  |  |  | |  |  |  |  | √ |  |  | √ |  |
| Collection of wound swab |  |  |  | |  |  |  |  | √ |  |  |  | √ |
| Pressure sore prevention |  |  |  | |  |  |  | √ |  |  |  |  | √ |
| Oral care |  |  |  | |  |  |  |  | √ |  |  |  | √ |

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| **Nursing Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Personal hygiene needs i.e. blanket bath, care of hair etc |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Maternal blood sugar measurement |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Examination of stools |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Examination of vomit |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Examination of discharge (PV, wound etc) |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Recognition of signs of infection (e.g.pyrexia, tachycardia, tachypnoea, vomiting diarrhoea) |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Examination of wound healing |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Catheter care |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Care of blood transfusion |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Catheterisation |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Removal of wound drains |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Removal of wound sutures/clips |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Pre-operative preparation/care |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Immediate post operative recovery |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Post-operative care |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of the unconscious/semi-conscious patient |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Escort duties e.g. X-ray/Ultrasound |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Nursing Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Administer intramuscular injections |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Administer subcutaneous injections |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Administration of insulin |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Maintenance of fluid balance charts |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |
| Administration of oral medicine |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Administration of medicine per rectum |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Role of second practitioner in relation to drug administration |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Conduct a drug round |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Principles of record keeping in relation to drug administration |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Drug policy and drug use in the community |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Order, receive, store and dispose of medicinal products safely, including controlled drugs |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |
| Prompt action and reporting of adverse incidents, near misses and adverse drug reactions |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| Assess signs and symptoms of shock |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |

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| **Antenatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Diagnosis of pregnancy |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Calculate estimated date of delivery (EDD) |  | √ | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Initial consultation (Booking interview) |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Calculation of body mass index (Weight (Kg)/Height (m)2) |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Assessment of weight gain in pregnancy |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Assessment of psychological needs |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Assessment of risk |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Provision of opportunities for disclosure of domestic violence/sexual abuse |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Abdominal examination in pregnancy |  | √ | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Assessment of fundal height |  | √ | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Auscultation of fetal heart with Pinard stethoscope |  | √ | √ |  |  |  | √ | √ |  |  |  | √ | √ |  |  |
| Auscultation of fetal heart with sonic aid |  | √ | √ |  |  |  | √ | √ |  |  |  | √ | √ |  |  |
| Provide advice on nutrition |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Antenatal Skills** | **Year One** | | | | | **Year Two** | | | | | | **Year Three** | | | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | | Skills academic | Theory and practise | Practice only |  | Theory | | Skills academic | Theory and practise | Practice only |  | |
| Shares information and facilitates choice on examinations for diagnosis of pregnancy at risk |  |  | √ |  |  |  | |  | √ |  |  |  | |  |  | √ |  | |
| Antenatal blood tests |  |  | √ |  |  |  | |  | √ |  |  |  | |  |  | √ |  | |
| Interpretation of test results, including sensitive sharing and discussion with women |  |  |  | √ |  |  | |  |  | √ |  |  | |  |  | √ |  | |
| Monitor Rhesus negative women |  |  |  |  |  |  | |  | √ |  |  |  | |  |  | √ |  | |
| Administer Anti-D immunoglobulin |  |  |  |  |  |  | |  | √ |  |  |  | |  |  | √ |  | |
| Venepuncture |  | √ | √ |  |  |  | |  |  | √ |  |  | |  |  | √ |  | |
| Plan a care pathway in partnership with women |  |  | √ |  |  |  | |  |  | √ |  |  | |  |  | √ |  | |
| Support women in determining place of birth |  |  |  |  |  |  | |  |  |  |  |  | |  | √ |  |  | |
| Devise a birth plan in conjunction with women |  |  |  |  |  | |  |  |  | √ |  | |  |  |  | √ |  |
| Give advice over the telephone (inc about medicinal products) |  |  |  |  |  | |  |  |  |  |  | |  |  |  | √ |  |
| Appropriate referral to specialist services if necessary |  |  |  |  |  | |  |  | √ |  |  | |  |  |  | √ |  |

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| **Antenatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Admission to antenatal ward |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Emotional support to women and families during hospital admission |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Care of women undergoing prostin induction of labour |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Insertion of prostin |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Amniotomy |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Describe the rationale for referral to the social worker, safeguarding team, social services, primary care team, voluntary agencies etc |  |  |  | √ |  |  |  | √ |  |  |  |  |  | √ |  |
| Keep accurate, legible and continuous records |  |  | √ |  |  |  |  | √ |  |  |  | √ | √ |  |  |
| Detail the reasoning behind any actions taken and provide plans of care |  |  |  | √ |  |  |  |  | √ |  |  |  | √ |  |  |
| Take and record a history |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Admission of women in labour |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Observation of women (verbal & non verbal cues, active listening) |  | √ | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Identification and management of risk |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Identification of onset of labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Discussion of information and plans with women |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Care of women in latent phase of labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Support women’s individual wishes/needs |  |  | √ |  |  |  |  |  | √ |  |  |  | √ |  |  |
| Monitor progress of labour |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Assessment of maternal wellbeing in labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Use of partogram |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Recognition of signs of deteriorating adults (inc MEOWS) |  | √ | √ |  |  |  |  | √ |  |  |  | √ | √ |  |  |
| Assessment of fetal wellbeing in labour |  | √ | √ |  |  |  | √ | √ |  |  |  | √ | √ |  |  |
| Provision of sensitive feedback of progress in relation to birth plan |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Perform a CTG |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Interpretation of normal CTG recording |  | √ | √ |  |  |  | √ | √ |  |  |  | √ | √ |  |  |
| Interpretation of abnormal CTG recording |  |  |  |  |  |  | √ | √ |  |  |  | √ | √ |  |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Care of women in active labour |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Abdominal examination in labour |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Nutrition/hydration of women in labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Setting up and care of IV infusion |  |  |  | √ |  |  |  | √ |  |  |  |  |  | √ |  |
| Bladder care in labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Bowel care in labour |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Emotional support of women |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Emotional support of birthing partners |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Facilitate spontaneous vaginal birth in hospital |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Facilitate planned spontaneous vaginal birth at home |  |  | √ |  |  |  |  |  |  |  |  |  | √ |  |  |
| Care of women using water immersion during labour and/or birth |  |  |  | √ |  |  |  | √ |  |  |  |  | √ |  |  |
| Manage spontaneous rupture of membranes |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Monitor liquor |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Physiological management of third stage of labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Active management of third stage of labour |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Examination of placenta and membranes |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Manage unplanned birth in the community (e.g. BBA) |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ |  |
| Transfer of women in labour from home/birthing centre to hospital |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  |  |
| Induction/augmentation of labour with syntocinon |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Maintenance of fluid balance charts |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Episiotomy |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Apply a fetal scalp electrode |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Assist with fetal blood sampling |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Obtain cord blood sample |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Care of women undergoing an instrumental birth |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of women undergoing elective Caesarean Section |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of women undergoing emergency Caesarean Section |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Care of women in pre-term labour |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of women with severe pregnancy-induced hypertension |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Knowledge of drugs carried by midwives in the community |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ |  |
| Uses prescription charts correctly and maintains accurate records |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Involve women in administration and/or self administration of medicinal products |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Midwives exemption orders (utilisation & legislation) |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Use of non-pharmacological methods of pain relief (e.g. TENS, water, massage, positioning) |  | √ | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Safely administer oral analgesia in labour |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Safely administer controlled drugs |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Safely administer inhalational analgesia |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Assist with insertion of epidurals |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Care of women with epidurals/spinals |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Creates an environment protective of maternal infant attachment process (e.g. skin to skin contact) |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Assessment of maternal condition (including fundus) |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Estimation of blood loss |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Examination of genital tract for trauma |  |  |  |  |  |  |  | √ |  |  |  | √ | √ |  |  |
| Perineal suturing |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Take and record a history |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Keep accurate, contemporaneous, legible and continuous records |  |  |  | √ |  |  |  |  | √ |  |  | √ | √ |  |  |
| Detail the reasoning behind any actions taken |  |  | √ |  |  |  |  |  | √ |  |  | √ | √ |  |  |
| Understand the process for retrospective documentation if necessary |  |  |  | √ |  |  |  |  | √ |  |  |  | √ |  |  |
| Locate notes within a hospital setting |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Labour Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Initiates and sustains emergency measures until help arrives |  |  |  | √ |  |  |  | √ |  |  |  |  | √ |  |  |
| Maternal resuscitation |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Neonatal resuscitation |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Antepartum haemorrhage |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Postpartum haemorrhage |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Shoulder dystocia |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Cord prolapse |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Manual removal of placenta |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Undiagnosed breech |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Eclampsia |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| Shock, including anaphylaxis |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |

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| **Postnatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Admission of mother and baby to postnatal ward |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Ensures that needs of women are met in developing a clear care pathway |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Assessment of maternal wellbeing, including perineum |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Examination of lochia |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Measurement of postnatal haemoglobin (e.g. haemacue) |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Postnatal exercises |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Advice on bladder care and control |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Applies in-depth knowledge of the physiology of lactation to practical situations |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Empowers mothers to be successful with breast feeding for the first 6 months of life |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Effective positioning, attachment, suckling and milk transfer |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |

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| **Postnatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Support of baby-led feeding |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Expression of breast milk by hand |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Expression of breast milk by pump |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Advise women over the telephone on breast feeding issues |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Supports women who are separated from their babies to initiate and maintain their lactation |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Successfully support mother with formula feeding |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Sterilisation of feeding equipment |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Nappy changing |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Bathing a baby |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| ‘Top and tail’ |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Advice on safety of baby in hospital and at home. |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Postnatal discharge of mother |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Postnatal discharge of baby |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Postnatal liaison to other agencies |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |

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| **Postnatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Works with other agencies to promote breastfeeding and support women in their choice to breastfeed |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Facilitate discussion about future reproductive choices |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Appropriate referral if deviations from normal occur (including infant growth) |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Supports parents whose baby is in the neonatal unit |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Monitor, support and refer if appropriate, women who have postnatal depression or other mental health issues |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Provide care for women who have suffered pregnancy loss, stillbirth or neonatal death |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Post operative care for women who have had caesarean and operative deliveries |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Provision of pain relief |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Promotion of would healing |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |

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| **Postnatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Keep accurate, legible and continuous records |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Detail the reasoning behind any actions taken |  |  | √ |  |  |  |  |  | √ |  |  | √ | √ |  |  |
| Keep accurate records of the woman and her baby relating to breastfeeding |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Recording practice in consistent formats in IT systems for wider-scale analysis (HICSS) |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |

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| **Neonatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Skin to skin contact |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Temperature measurement |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Heart rate |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Respiration rate |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Head circumference |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Weight |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Determine Apgar score |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Initial examination of newborn |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Labelling babies |  |  |  | √ |  |  |  |  | √ |  |  |  |  | √ |  |
| Thermoregulation |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Daily check of the neonate |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Assess appropriate growth and development of neonate |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Cord care |  |  | √ |  |  |  |  |  | √ |  |  |  |  | √ |  |
| Recognition of neonatal jaundice |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |

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| **Neonatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Care of a baby with physiological jaundice |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Check, use and restock resuscitaire |  |  |  |  |  |  | √ | √ |  |  |  |  |  | √ |  |
| Appropriate referral to paediatrician/GP |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |
| Assist with admission of baby to neonatal unit |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Recognition of signs of respiratory distress |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Blood pressure monitoring |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of baby with pathological/ prolonged jaundice |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Care of baby undergoing phototherapy |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| Monitor neonatal blood glucose |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Administer oral drugs to neonates |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Administer intramuscular drugs to neonates |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Pass a nasogastric tube (inc confirmation of placement) |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Tube feeding |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |

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| **Neonatal Skills** | **Year One** | | | | | **Year Two** | | | | | **Year Three** | | | | |
|  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  | Theory | Skills academic | Theory and practise | Practice only |  |
| Feeds expressed breast milk to a baby, using a cup and/or syringe |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Calculations of feed requirements |  |  | √ |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of a neonate nursed in an incubator |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of a neonate receiving an intravenous infusion |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| Care of a neonate with a congenital disorder or birth defect |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |

**Successful completion of simulation workstations (to be assessed in year 3)**

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| **Workstation** | Theory | Skills academic | Theory and practise | Practice only |
| Breech |  | √ | √ |  |
| Cord prolapse |  | √ | √ |  |
| Eclampsia |  | √ | √ |  |
| Manual removal of placenta |  | √ | √ |  |
| Perineal suturing |  | √ | √ |  |
| Post partum haemorrhage |  | √ | √ |  |
| Shoulder dystocia |  | √ | √ |  |
| Shock/anaphylaxis |  | √ | √ |  |