



Three Counties School of Nursing and Midwifery

**Professional Advocate Programme
MACP 4010**

COMPETENCY EVIDENCE PORTFOLIO

EXEMPLAR PORTFOLIO

Name: ***This must be included***

Student Number: ***This must be included***

Trust/Institution: University of Worcester

Date of start of PMA course: ***This must be included***

Date of evidence portfolio submission: ***This must be included***

Signature of Candidate: ***This must be included***

Signature of Supervisor: ***This must be included***

Section 1: Introduction

This section should include a:

- A 150 word rationale as to why you wish to undertake this course; what you wish to achieve during the course and what you hope to achieved by the end of the course.
- It could also include how you wish to use the PA role in the future

A SWOT analysis produced at the beginning of the course

STRENGTHS	WEAKNESSES
	This may form part of your action plan
OPPORTUNITIES	THREATS
<p>This example has been created in this SWOT and the following one to show progression</p> <ul style="list-style-type: none"> • Working more closely with clinical colleagues as fellow participants on the programme • Study time to read and reflect on the theory and current issues in midwifery pertinent to A-EQUIP • Meeting midwives from surrounding trusts • To really impact upon the movement by midwives to 'buy in' to A-EQUIP • To utilise my understanding of evaluation to gain a true perspective on how midwives feel following my RCS 	This may form part of your action plan

A SWOT analysis produced at the end of the course

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Working more closely with clinical colleagues as fellow participants on the programme • Enhanced perspective on working within the clinical setting • Promoting RCS as a support mechanism for students • Promoting the A-EQUIP model within its entirety to enhance future midwife provision • Raise the profile of the A-EQUIP model going forward as a unique • Use of the concepts of QI and action for personal improvement for staff and student learning 	

Section 2: Action Plan

This section should include:

- An action plan with SMART goals to support your learning during the programme. Please see template below to support you in creating SMART goals:

This SMART action plan should evolve from your 1st SWOT analysis and have short goals which could be addressed within the programme and longer goals for your plans as PA

Specific	What do you want to achieve? Who needs to be involved to accomplish this goal? When do you want to have your goal finished? Why should you achieve this goal?	
Measurable	How can you measure progress and know if you have successfully met your goal?	
Achievable	Are you capable of achieving the goal? Do you have the necessary skills? If you don't, how can you build them?	
Relevant	Why should you achieve this goal What is the impact?	
Time-bound	What is the due date of your goal? Can the goal be achieved until this date?	
SMART Goal		

Section 3: 2 RCS Reflections

This section should include:

- **Two** reflective accounts following RCS sessions that you have undertaken.
- It is recommended that you use the NMC revalidation reflection template below, but this is not mandatory. Use of an alternative reflective model is acceptable.

Do not breach confidentiality

Reflective account:

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?

This is provided as an example

As a PMA student it is important to seek out RCS opportunities to experience it as a supervisor prior to commencing as a PMA. I was offered the opportunity to practice RCS with a colleague who is experienced in and fully understands the principles of RCS.

What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

Points to consider:

- Was this your first RCS?
- Was it planned or ad-hoc?
- How did you prepare?
- How did you manage the 'contract' re time, privacy, setting boundaries, active listening, not providing solution, ending the session in a timely manner?
- How did you feel about the session?

How did you change or improve your practice as a result?

What would you do differently if the session did not proceed as you wished?

What learning did you gain?

What will you discuss with your PA Supervisor?

Could this affect your SMART action plan?

Feedback from the recipient of RCS is not a requirement but is very helpful for the student if provided

How is this relevant to the Code?

Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust

References are not required in the reflections.

Section 4: Completed Competency document

This section should include your completed competency document

PMA Competency Grid

Name of PMA Supervisor: *This must be included*

NMC Pin Number: *This must be included*

Care Quality Commission Line of Enquiry 1: Safety and Quality Improvement			
PMAs must demonstrate how they:	How achieved	Date of Completion	PMA Supervisor Signature
a. Articulate and apply the principles of quality improvement techniques, facilitating others to develop these skills;	Evidence 9. Notes of Meeting with other members of PMA team drawing attention to ways in which the PMA group can enhance operationalisation to improve provision going forward	<i>This must be included</i>	<i>This must be included</i>
b. Have an understanding of the use, interpretation and analysis of relevant data to promote personal action for quality improvement and influence strategy and service development;	Evidence 7. Following student feedback on their placement a Resilience and support session was developed and presented to prepare students for the placement	<i>This must be included</i>	<i>This must be included</i>
c. Portray an understanding of personal and professional resilience and support others to develop this attribute.	Evidence 3 - reflection on a discussion with a student midwife related to stillbirth	<i>This must be included</i>	<i>This must be included</i>
Care Quality Commission Line of Enquiry 2: Effective			
PMAs must demonstrate how they:	How achieved	Date of Completion	PMA Supervisor Signature
a. Use effective communication strategies and influencing skills to achieve desired outcomes and make referrals for advocacy, mediation or arbitration;	Evidence 4 – Lesson prepared in response to student midwives request for an assertiveness session. It was designed to support students in recognising barriers to assertiveness within a female dominated profession and how valuable effective	<i>This must be included</i>	<i>This must be included</i>

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	assertiveness is in advocating for woman and for their own learning in clinical practice. There was an emphasis on Emotional Intelligence		
b. Support other midwives to work in partnership with women to develop plans of care which meet their individual needs, to listen to them and to advocate for them when required;	Evidence 4 – as above, with emphasis on advocacy Discussion with PMA Supervisor on support for service users to present on NIPE and pre-registration teaching sessions	<i>This must be included</i>	<i>This must be included</i>
c. Demonstrate a managerial focus on monitoring, evaluation and the quality control aspects of professional practice.	Evidence 6 – A piece on monitoring, evaluation and quality control during tripartite interviews Evidence 11 – Safe medicate evaluation presentation	<i>This must be included</i>	<i>This must be included</i>
Care quality Commission Line of Enquiry 3: Caring			
PMA's must demonstrate how they:	How achieved	Date of Completion	PMA Supervisor Signature
a. contribute to the education and development of student midwives to ensure they understand the role of the PMA;	Evidence 5 – This power point slide set was used to teach a group of third year student midwives on the background and purpose of the PMA role/A-EQUIP. It incorporated the history of supervision as well as a breakdown of the 4 functions of A-EQUIP deployed by the PMA	<i>This must be included</i>	<i>This must be included</i>
b. Demonstrate the ability to think critically, apply knowledge and utilise evidence and experience to facilitate effective reflective discussions;	Evidence 3 – Reflection on a discussion with a student midwife to facilitate reflective practice	<i>This must be included</i>	<i>This must be included</i>

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<p>c. Use appropriate strategies to support midwives to maximise their potential in practice, linked to the professional re-validation process, implement the principles of restorative clinical supervision;</p>	<p>Evidence 8 – This piece was submitted to a journal following a PMA event. One of the themes of the article is to illustrate how PMA’s can influence the change, in addition to considering the support they require, with the suggestion being to utilise RCS</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>d. Demonstrate the ability to think critically, apply knowledge and utilise evidence and experience to facilitate effective reflective discussions.</p>	<p>Evidence 3 and 7 – These two pieces demonstrate use of the evidence to support reflective discussions with students as individuals or within a group.</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>Care quality Commission Line of Enquiry 4: Responsive</p>			
<p>PMAs must demonstrate how they:</p>	<p>How achieved</p>	<p>Date of Completion</p>	<p>PMA Supervisor Signature</p>
<p>a. Use understanding of the role of the PMA within the context of local governance policies and procedures;</p>	<p>Discussion with PMA Supervisor</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>b. Use agreed metrics to demonstrate on-going value of the PMA role;</p>	<p>Evidence 9 – The notes highlight the metrics acknowledged by the PMA team that need to be captured to highlight the value added impact of PMA for student midwives going forward</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>c. In collaboration with the existing organisational processes support improvement in practice, demonstrating responsiveness to the needs of the</p>	<p>Evidence 10. Following commissioning by a local trust myself and a colleague produced a report highlighting the</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>

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<p>healthcare environment, contributing to quality improvement.</p>	<p>impression of the literature in relation to 2 aspects of the SBL bundle. The 35 page report was submitted with the executive summary presented for this piece of evidence.</p>		
<p>Care quality Commission Line of Enquiry 5: Well-Led</p>			
<p>PMA's must demonstrate how they act as a role model:</p>	<p>How achieved</p>	<p>Date of Completion</p>	<p>PMA Supervisor Signature</p>
<p>a. Demonstrating inspiration, motivation and visible leadership in the workplace;</p>	<p>Evidence 8 – A copy of a commentary sent to a midwifery journal for publication. In my role as a PMA event facilitator I recognised that in it would be valuable to reflect on what the group were highlighting and share this as an area of learning.</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>b. By applying continuous personal improvement by using positive learning approaches and encourage others to adopt this culture;</p>	<p>Evidence 3 Reflection on a discussion with a student midwife to facilitate reflective practice</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>
<p>c. Working within existing healthcare systems, actively contribute to service development using quality improvement methodology.</p>	<p>Evidence 9 – Following the completion of the PMA study days, myself and a colleague considered how the PMA role could be enhanced within our work setting. The evidence provides information on our role in prompting the change. This links closely with my overarching SMART Goal</p>	<p><i>This must be included</i></p>	<p><i>This must be included</i></p>

Appendix One Examples for Evidence Portfolio

Domain 1: Restorative

Clinical Supervision

Examples of evidence- this is only a small sample and is for guidance:

- A minimum of 2 reflections from the three RCS meetings you will undertake
- Feedback from Midwives or student midwives with whom you have met
- Evidence of group discussions during the course

Competencies linked to these examples: 1c, 2b, 3a, 3b, 3c, 3d, 5a, 5b

Domain 2: Personal Action for quality improvement

Examples of evidence - this is only a small sample and is for guidance:

- Comparison of C/S data and discussion on how midwifery practice can impact on this
- Trust MBBRACE report- ward/team/departmental meeting discussions on midwifery practice implications
- Trust CQC report – ward/team/departmental meeting discussions on midwifery practice implications
- Review of Labour Ward environment with user
- Monitoring waiting times in ANC
- An aspect of clinical care, using an audit/review/PDSA model and how this can be improved; who have you influenced;

Competencies linked to these examples: 1a, 1b, 2c, 4a, 4b, 4c, 5a, 5b, 5c

Domain 3: Normative

Examples of evidence - this is only a small sample and is for guidance

- Involvement in guideline development or amendment
- Involvement in audit
- Reflections on the process of RCS or involvement in audit
- Development of action plans from RCS
- Assistance with re-validation

Competencies linked to these examples: 1a, 1b, 2b, 2c, 3a, 3c, 4a, 4b, 4c, 5b, 5c

Domain 4: Education and Development

Examples of evidence - this is only a small sample and is for guidance

- Involvement in guideline development or amendment
- How you facilitated learning around personal action for improvement
- Development of action plans from RCS
- Supporting the development of an advocacy plan for a woman
- RCS reflections
- Evidence of signposting to education development
- Facilitating student learning

Competencies linked to these examples: 1a, 1b, 1c, 2a, 2c, 3c, 3d, 5