

EXEMPLAR COMPETENCY PORTFOLIO

Section 1: Introduction

This section should include a:

- x 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.
- x 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

A SWOT analysis produced at the end of the course

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

Section 2: Action Plan

This section should include:

- x 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		

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Section 3: 2 RCS Reflections

This section should include:

- x **Two** reflective accounts following RCS sessions that you have undertaken.
- x 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



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Section 4: Completed Competency document

This section should include your completed competency document

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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	This must be included	This must be included
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	This must be included	This must be included
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	This must be included	This must be included
b. Demonstrate the ability to think critically, apply knowledge and utilise evidence and experience to facilitate effective reflective discussions			

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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 L O O X V W U D W H K R Z 3 0 \$ ¶ \ change, in addition to considering the support they require, with the suggestion being to utilise RCS</p>	<p>This must be included</p>	<p>This must be included</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>This must be included</p>	<p>This must be included</p>
<p>Care quality Commission Line of Enquiry 4: Responsive</p>			
<p>PMA's must demonstrate how they:</p>	<p>How achieved</p>	<p>Date of Completion</p>	<p>PMA Supervisor Signature</p>

- a. Use understanding of the role of the PMA within the context of local governance policies and procedures;

Discussion with PMA Supervisor

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healthcare environment, contributing to quality improvement.	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.		
Care quality Commission Line of Enquiry 5: Well -Led			
PMAs must demonstrate how they act as a role model:	How achieved	Date of Completion	PMA Supervisor

