

A guide to using the Midwifery Ongoing Record of Achievement (MORA) for students and midwives

Academic year 2020/21

This Guide is developed from the original MORA guide (MPAC
and Lindsey Gillman 2020)

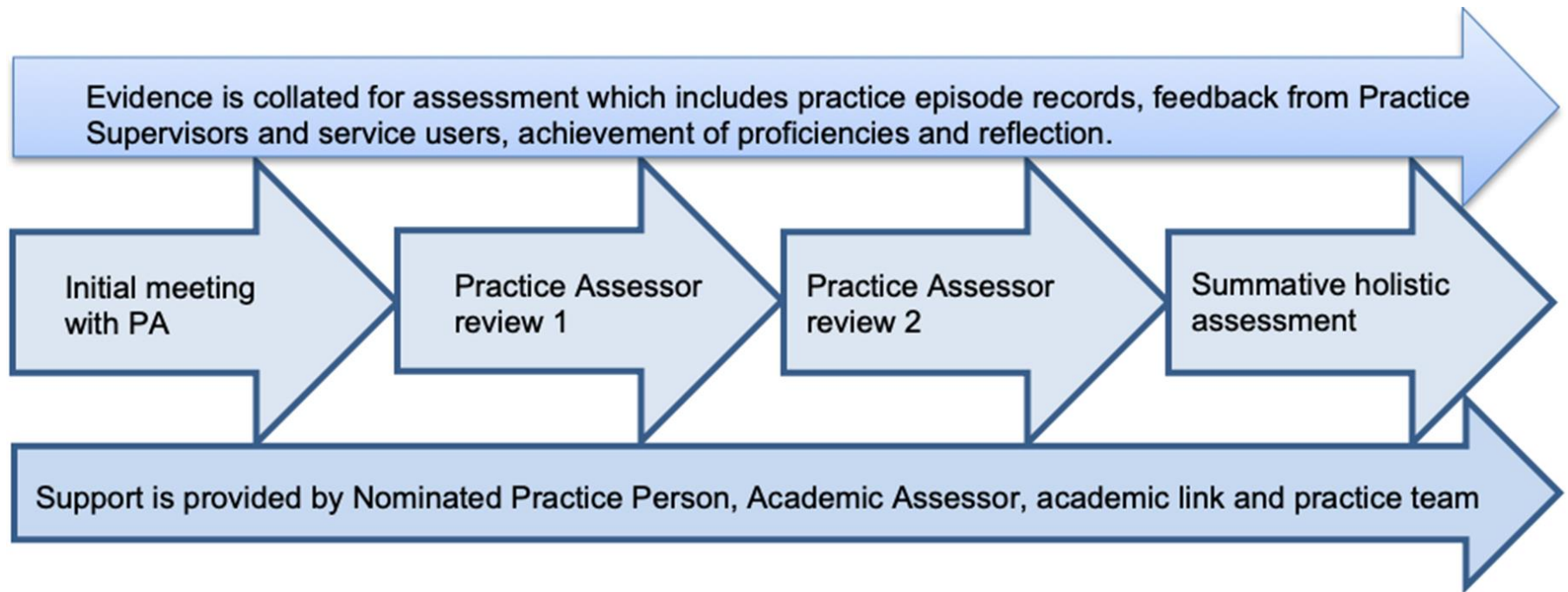


Midwifery Ongoing Record of Achievement

- **The Pan London Midwifery Practice Education Advisory Group (MPLPEAG) has expanded to include all the universities in England and Northern Ireland that provide midwifery pre-registration education.**
- The new collaboration is called the Midwifery Practice Assessment Collaboration (MPAC). Members of this group have collaborated to create the new midwifery practice assessment document.
- The midwifery practice assessment document for new students from September 2020 is called the Midwifery Ongoing Record of Achievement (MORA).
- The student will have a single MORA for the duration of their midwifery programme which will provide the evidence of achievement of the NMC Proficiencies for midwives (2019)



MORA practice assessment process



The process is repeated for each year or part of the programme



Planning for assessments

- The MORA is designed to be used flexibly
- The assessment planner at the beginning of the MORA should be completed at the start of each year
- This should be initiated by the student


	Initial meeting	Practice Assessor Review 1	Practice Assessor Review 2	Summative holistic assessment
Year 1 Dates for planned meetings				
Name of Practice Assessor				
Year 2 Dates for planned meetings				
Name of Practice Assessor				
Year 3 Dates for planned meetings				
Name of Practice Assessor				



The MORA elements

Practice episode records: these records allow the student to document the care they have provided for women and their newborn infants. The activities that students undertake during the practice episode are mapped to the NMC proficiencies and enable students to also demonstrate that they meet the EU requirements

Records of antenatal examinations personally undertaken. *EC Directives 2005/36/EC Article 40 (training of midwives) Annexe V*

Date	Gestation in weeks	Findings from maternal mental health assessment A4.2	Findings from maternal physical health assessment A4.4	Findings from abdominal examination A4.7	Findings from fetal wellbeing assessment A4.8	Public health information provided A5	Additional care needs identified A1.2, A9	Investigations undertaken A4.5	Outcome of place of birth discussion A1.1	Midwife signature
06/09/2020	12	History of anxiety and depression	BP 122/64 Urinalysis NAD	Laparoscopy scar R side	NA	Dietary information & screening pathway details	Referred to MMH Midwife	None	MLU	Jayne Higgins RM 

The MORA elements

Proficiencies:

- The NMC Standards of proficiency for midwives (2019) are incorporated within four care delivery sections: Antenatal care, Intrapartum care, Postnatal care and Neonatal care and a leadership category Promoting Excellence. Each section is subdivided for ease of navigation.

MORA section	Antenatal	Intrapartum	Postnatal	Neonatal	Promoting excellence
Continuity of care All years	A1	IP1	P1		
Relationship building All years	A2	IP2	P2		
Infant feeding All years			P5	N2	
Communication All years	A3	IP3	P3		
Universal care All years	A4	IP4, IP	P4	N1	
Public health All years	A5		P6		
Medicines administration All years	A6	IP6	P7	N3	
Record keeping All years	A7	IP7	P8	N4	
Interdisciplinary working Year 2 and 3	A8	IP8	P9	N5	E1
Additional care Year 2 and 3	A9	IP9	P10	N6	
Supervision and delegation Year 3					E2
Management Year 3					E3
Responding to vulnerability All years					E4



The MORA elements

2. Proficiencies: The expected level of engagement is indicated at the top of each column. There is no expectation that students will experience situations that enable them to participate (year 1) or contribute (year 2) to care as described in all the proficiencies.

Students must achieve all the proficiencies in the final year or part of the programme.

Antenatal proficiencies for midwives	Year 1 Able to participate under direct supervision and direction	Reference to evidence	Year 2 Able to contribute with decreasing supervision and direction	Reference to evidence	Year 3 Able to demonstrate proficiency with appropriate supervision	Reference to evidence
Universal care	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion
A4 The student midwife demonstrates the skills of effective assessment, planning, implementation and evaluation to provide universal care in partnership with women during the antenatal period to anticipate and prevent complications. Demonstrated by:						
A4.1 accurately recognising the signs and symptoms of pregnancy		Discussion				
A4.2 accurately assessing, recording and responding to maternal mental health and well-being		PER 12, 14, 20, 24, 30 Discussion				
A4.3 providing evidence based information which supports women and their partners/family to make individualised choices and decisions about screening and diagnostic tests		PER 12, 13, 15, 19				
A4.4 measuring and recording the woman's vital signs using manual and technological aids where appropriate, accurately recording findings and implementing appropriate responses and decisions		PER 12, 13, 14, 15, 16				
A4.5 undertaking venepuncture and appropriate blood sampling, interpreting the results of routine tests		PER 11, 14, 19, 21				
A4.6 accurately recording weight and height including calculation of Body Mass Index (BMI)		Demonstration				



The MORA elements

2. Proficiencies: In the proficiencies sections there are columns headed 'Reference to evidence' 'Student completion'.

Against each proficiency, students should insert the method by which they can demonstrate that they have achieved the required outcome. For example, students could reference the practice episode records (PER) here or might evidence achievement in another way such as through discussion, demonstration, reflection or simulation.

Antenatal proficiencies for midwives	Year 1 Able to participate under direct supervision and direction	Reference to evidence	Year 2 Able to contribute with decreasing supervision and direction	Reference to evidence	Year 3 Able to demonstrate proficiency with appropriate supervision	Reference to evidence
	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion
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A4.5 undertaking venepuncture and appropriate blood sampling, interpreting the results of routine tests		PER 11, 14, 19, 21				
A4.6 accurately recording weight and height including calculation of Body Mass Index (BMI)		Demonstration				





Achievement of proficiencies

The proficiencies can be assessed in a range of placements as part of a continuous assessment process and should not be viewed as separate elements but reflect the continuum of care provided in partnership with women and their families. During each year of the programme, students are expected to engage at varying levels appropriate to their knowledge and understanding.

Year 1: Participation

During the first year students are expected to work closely with midwives and other health and social care practitioners and take part in the activities that are undertaken under direct supervision and direction. The expectations of professional behaviour and academic knowledge and skill are specific to year 1 and are documented in the assessment section.

NB. It is not normally a requirement that all proficiencies are achieved during year 1 of the programme however, students must pass the summative holistic assessment.





Achievement of proficiencies

Year 2/Part 1: Contribution

In the year two (or Part 1 for shortened programme students), students are expected to contribute to providing care for women, their babies and their families. This means that they work in partnership with midwives and other health and social care practitioners, under close supervision and direction, appropriate to their knowledge and skills. The expectations of professional behaviour and academic knowledge and skill are specific to year 2/part 1 and are documented in the assessment section.

NB. It is not normally a requirement that all proficiencies are achieved during year 2/part 1 of the programme however, students must pass the summative holistic assessment.





Achievement of proficiencies

Year 3/Part 2: Demonstrate Proficiency

During the final year students are expected to provide care for women, their babies and their families in partnership with midwives and other health and social care practitioners, with appropriate supervision and direction as their knowledge and skill increases. The expectations of professional behaviour and academic knowledge and skill are specific to year 3/part 2 and are documented in the assessment section.

NB. Students must pass the summative holistic assessment and achieve all proficiencies at the required level in Year 3/Part 2.



The MORA elements






2. Service user feedback:

Practice supervisors seek feedback on behalf of student midwives when it is appropriate to do so. There are feedback forms within each MORA section to enable feedback to be gathered across the maternity care continuum.

Antenatal care

Practice supervisors should obtain consent from women/their families

- Your views about the way the student midwife has looked after you are important
- Your feedback will help the student midwife's learning

Tick if you are:	Woman receiving care	<input type="checkbox"/>	Family member/partner	<input type="checkbox"/>	
How happy were you with the way the student midwife...	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
					
• cared for you?					
• listened to your needs?					
• understood the way you felt?					
• talked to you?					
• showed you respect?					



The MORA elements

2. Practice supervisor feedback:

Practice supervisors provide written feedback on the student's performance at regular intervals using defined criteria. The professional values and performance descriptors are specific to the student's programme and level of study.

Practice area:	Date:	Number of hours worked with the student:			
In relation to the expected knowledge, attitude and skills, what does the student do well?					
In relation to the expected knowledge, attitude and skills what does the student need to develop further?					
Please indicate whether the student has met the expected professional values by referring to page 195					
Commitment	Care	Competence	Communication	Courage	Compassion
Using the descriptors on page 208 please indicate the level you consider the student has achieved whilst working with you by circling the most accurate descriptor.					
Outstanding	Excellent	Very good	Good	Satisfactory	Unsatisfactory*
Name and signature:				Contact details:	

*If you have indicated that the student's performance is unsatisfactory, please contact the student's PA immediately



The MORA elements

2. Student reflection:

- Students should be encouraged and facilitated to take responsibility for their learning.
- Students are required to complete a reflection and self-assessment prior to each practice assessor review and the summative holistic assessment

Practice Assessor Review 2
Student reflection (to be completed prior to meeting with Practice Assessor)
Review the feedback that you have had from Practice Supervisors and women that you have cared for.
What do you do well?
Which aspects of your practice do you need to develop further?
Reflect on one of the proficiencies that you have achieved but found difficult or challenging. Reflecting on what happened can help you to develop your practice and prepare to manage a similar situation in a different way.
Which proficiency are you reflecting on? Describe what happened:
What were you thinking and feeling at the time?
What did you do well?
What went less well?
If you were in a similar situation again, what would you do differently?



The holistic assessment process



Practice supervisor



Practice assessor



Academic assessor





Practice Supervisors

All NMC registrants are capable of supervising students, serving as role models for safe and effective practice. Students may also be supervised by other registered health and social care professionals.



Practice Assessors

Students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements. Practice Assessors must be Registered Midwives prepared for the role.



Student Midwives

Student midwives will be supported in clinical practice by appropriately qualified and skilled registrants who contribute to an holistic assessment. Assessment decisions will be made in partnership between Practice and Academic Assessors.



Academic Assessors

The nominated academic assessor, who is a Registered Midwife, works in partnership with the nominated practice assessor to evaluate and recommend the student for progression for each part of the programme.



The helicopter view informs objective, holistic assessment



The practice assessor has the overview (helicopter view) of the student's achievement and progress to enable objective, holistic and evidence-based judgements to be made.



Feedback on student performance is sought from service-users.



The student midwife provides reflective accounts and self-assessment.



Practice supervisors provide evidence to support the judgement made by the practice assessor through verification of the practice episode records, achievement of proficiency and professional behavior



	Practice Supervisor (PS) (registered healthcare professional)	Practice Assessor (PA) (nominated and prepared for role)	Academic Assessor (AA) (nominated by the university, different for each part)	Non-registered healthcare worker e.g. nursery nurse, support worker	Client or family member
Can I undertake student orientation?	Yes	Yes	If appropriate but this is unlikely.	If it is appropriate to do so.	No
Can I complete the initial planning meeting with the student?	No	Yes. You must complete this section at the start of each year / part of the programme.	No	No	No
Can I record my observations regarding the student's achievement of a proficiency statement?	Yes. The role of the PS is to contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising. ¹⁰	No as this is the role of the PS. The role of the PA is to conduct objective evidence-based assessments to confirm student achievement of proficiencies, informed by feedback from PS. You cannot act as the PS and PA for the same student.	No, you cannot act as the AA and PS for the same student.	No	No
Can I contribute to the student's assessment and inform progression decisions?	Yes, this is a really important role of the PS. Please complete the PS feedback template.	Yes, please complete the record of meetings/ periodic observation page at the back of the document.	No, see above	Yes, please use the record of meetings page at the back of the document.	Yes, please complete the service user feedback form.
Should I write a progression plan if I am concerned about the student's performance?	No, if you have concerns please record them in the feedback section and contact the PA and practice nominated person	Yes, in partnership with the AA	Yes, in partnership with the PA	No, if you have concerns please record them in the feedback section and contact the PA	No, please complete the service user feedback form and speak to the student's PS
Can I complete the PA reviews or final summative holistic assessment?	No	Yes. The role of the PA is to confirm student achievement by undertaking objective reviews and completing the summative holistic assessment.	No	No	No
Can I complete the end of year summary?	No	No	Yes, after reviewing the MORA during each assessment period	No	No



Use of evidence to support the achievement of proficiencies

- This MORA is designed to enable you to document evidence that you have achieved the required skills documented within Domain 6 of the NMC (2019) Standards of proficiency for midwives and the requirements of the EU Directive on the recognition of professional qualifications.
- In the proficiencies sections there are columns headed 'Reference to evidence' 'Student completion'. Against each proficiency, you should insert the method by which you can demonstrate that you have achieved the required outcome. For example, you could reference the practice episode records (PER) here, or you might have evidenced achievement in another way such as through discussion, demonstration, reflection or simulation. You may also have had experience of participating or contributing to care which enables you to demonstrate skills and achievement of proficiency in a complementary placement area; if this is the case you could refer to these records by using the page number.



The learning hour (University of Worcester)

- The learning hour is a space for all students to identify a learning opportunity during a clinical shift. Once an opportunity has been identified the student should create a learning objective in partnership with the practice supervisor or assessor, and then use this hour to fulfil the set objective. This hour may be away from the clinical setting to allow quiet time to study and research the subject. The student may wish to use the onsite library or computers.
- The learning hour provides students with an opportunity to contribute to the demonstration of their practice proficiencies and the PS to identify clearly to the student where additional evidence is required to support achievement of proficiencies. The students have a template to complete for each learning objective and they will retain these as evidence of their work and to refer to during assessment.
- ***All students are expected to participate in the learning hour three times a week whilst in clinical practice. Only in exceptional circumstances should students not complete this during their clinical shift. The best time for conducting the learning hour should be decided through student, PS or PA discussion.***



Role and responsibility of students

- Student midwives are expected to actively participate in their education and will engage with and learn from a range of people across a variety of settings.
- Students will take responsibility for their practice assessment, ensuring that assessments are planned and that there is sufficient evidence to enable the Practice Assessor to make an objective judgement on achievement and progress.
- Student midwives will ensure that documentation and reflections are complete before meeting with the Practice Assessor.
- The student's Midwifery Ongoing Record of Achievement (MORA) should always be available to Practice Supervisors and Assessors whilst in practice.



Supervision of students

- All students on an NMC approved programme must be supervised while learning in practice by NMC registered nurses and midwives and other registered health and social care professionals.
- The level of supervision provided to students must reflect their learning needs and stage of learning.
- There must be sufficient co-ordination and continuity of support and supervision of students to ensure safe and effective learning experiences.
- All health and social care registrants can undertake the role of practice supervisor.



Role and Responsibilities of Practice Supervisors

- Serve as role models for safe and effective practice
- Have current knowledge and experience in the area
- Support learning and enable the student to meet their proficiencies
- Contribute to assessment and progression
- Support, supervise students and provide feedback on progress, which includes verifying the practice episode records, confirming achievement of proficiencies and providing verbal and written feedback.
- Receive ongoing support



What this means for the MORA process

- The MORA process employs a holistic assessment process
- All healthcare registrants can undertake the role of Practice Supervisor if they meet the minimum standards
- Practice Supervisors do not need formal preparation or admission to a register.
- There is information in the MORA to inform Practice Supervisors about the expected programme outcomes and proficiencies.



Role and Responsibilities of the Practice Assessor

- Conduct assessments and ensure assessment decisions are informed by feedback from Practice Supervisors
- Make and record objective, evidence-based assessments on conduct, proficiency and achievement, drawing on records, own judgements and observations, student reflection and other appropriate resources
- Maintain current knowledge and expertise relevant for proficiencies and programme outcomes
- Work in partnership with Academic Assessors to evaluate and recommend progression
- Have sufficient opportunities to periodically observe the student across environments



Role and Responsibilities of the Practice Assessor

- Have sufficient opportunities to gather and co-ordinate feedback from Practice Supervisors and other relevant people to be assured about decisions for assessment and progression
- Have an understanding of the student's learning and achievement
- Schedule communication and collaboration between Practice and Academic Assessors at relevant points in the programme
- Must not act as the Practice Supervisor and Practice Assessor for the same student



Practice Assessors undertake the initial meeting

Year 1 Initial meeting

This should be completed by the Practice Assessor, ideally during the first placement week of the year or part of the programme.

Name of Practice Assessor _____

Student completion: Please comment on your learning needs in relation to the proficiencies you are required to complete during this part of your programme.

--

Practice Assessor completion: Please briefly document the points raised during this meeting, particularly in relation to the evidence you will expect to review at the first interim review.

--

Please review and discuss the professional conduct criteria that the student is required to achieve for this part of the programme and explain that this must be met by the first interim review.

Planned date for Practice Assessor review 1: _____

Practice Assessor signature: _____

Practice Assessor preferred contact details: _____

Student Signature: _____





About me

- There is a section within the MORA that facilitates students to share information about themselves that they feel will enable Practice Supervisors and Assessors to support their learning.
- Students may decide to share details about any reasonable adjustments that have been determined, although they are not obliged to do so.
- Please review this section to see how the student can best be supported to achieve their potential and meet the programme outcomes and proficiencies.

About me

This section of the MORA is designed for you to document any information that you feel would be helpful to share with those who support your practice learning. You can update it during the programme to reflect your ongoing personal development and any changing practice learning requirements.

My transferable skills

As you begin your midwifery education, you may like to think about how you can draw on your previous experiences to support your clinical learning. What transferable skills have you developed and how can you apply these to your midwifery practice?

Reasonable adjustments for practice learning⁷

Approved Education Institutions (AEIs) together with practice learning partners must take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities. The purpose of reasonable adjustments is to prevent students with disabilities from being at a substantial disadvantage, and requires changes to be made to accommodate disability or learning differences as set out in equalities and human rights legislation (NMC Standards for pre-registration midwifery programmes 2019, p.11-12)



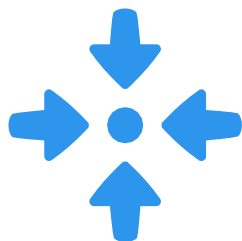
Practice Assessors may also record periodic observations

Records of meetings between the student and Practice Supervisors, Practice Assessors, Academic representative, Academic Assessor or Nominated Practice Person. This page can also be used to record periodic observations.

Records of meetings		
Date	Summary of meeting or periodic observation	Name, signature and designation



Practice Assessors undertake the reviews and summative holistic assessments



Practice Assessor Review 1	
To be completed by the Practice Assessor with the student	
Please review the records completed by the student's Practice Supervisors. What does the student consistently do well?	
Does the student appear to have acted on the areas highlighted for development?	
If a progression plan has been written since the previous meeting, has this now been completed? Yes / No* / Not applicable	
*Please contact the Academic Assessor for advice. The outcome of this review must be recorded as NOT ACHIEVED.	
Skills: please review the student's progress of completion of the proficiencies and practice episode records Comments:	
Knowledge: ascertain the student's knowledge base Ask the student to discuss one case from their practice episode records to confirm their knowledge base and application of knowledge through discussion. Does the student demonstrate the expected knowledge at this point in their programme? Yes / No* *Please complete a progression plan and contact the Academic Assessor. The outcome of this review must be recorded as NOT ACHIEVED.	
Attitude: review feedback on professional behaviour Please review the records from the student's Practice Supervisors. Has the student maintained the expected professional values? Yes / No* *Please complete a progression plan and contact the Academic Assessor. The outcome of this review must be recorded as NOT ACHIEVED.	
Please review the student's reflection and provide constructive feedback to support the student's development:	
Holistic Assessment: Please refer to the holistic descriptor on page 193 and identify which description most closely matches the student's performance.	
Descriptor awarded: I confirm that we have reviewed the available evidence and discussed current achievement and progress.	
Outcome of Practice Assessor Review 1: ACHIEVED / NOT ACHIEVED* *Please complete a progression plan and contact the Academic Assessor	
Date for Practice Assessor Review 2:	
Practice Assessor signature:	Date:
Student midwife signature:	Date:



Assessment Year 1

Professional behaviour	
Commitment	The student maintains an appropriate professional attitude regarding punctuality and personal presentation that upholds the standard expected of a midwife, in accordance with the organisational and university policies.
Care	The student makes a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.
Competence	The student recognises and works within the limitations of their own knowledge, skills and professional boundaries. The student demonstrates the ability to listen, seek clarification and carry out instructions safely in order to contribute to positive health outcomes for women and the best start in life for babies.
Communication	The student demonstrates that they can communicate clearly and consistently with colleagues, women and their families. The student works effectively within the multi-disciplinary team with the intent of building professional caring relationships. The student avoids any form of discriminatory language or behaviour.
Courage	The student demonstrates openness, trustworthiness and integrity, ensuring the woman is the focus of care.
Compassion	The student contributes to the provision of holistic, responsive and compassionate midwifery care with an emphasis on respect, dignity and kindness.



Level 4: Summary credit level descriptors

(adapted from SEEC Credit Descriptors for Higher Education 2016)

Operational context	The student is able to adapt to a range of varied but predictable contexts that require the use of knowledge, proficiencies and professional behaviour as stated in this document. They are able to work effectively with others and recognise the factors that affect team performance.
Autonomy and responsibility for actions	The student recognises the limits of their knowledge and competence, and always practises under direction or supervision and takes responsibility for the nature and quality of their own practice.
Knowledge and understanding	The student has a basic understanding of the knowledge base and its terminology or discourse. The student appreciates that areas of this knowledge base are open to ongoing debate and reformulation.
Ethical awareness and application	The student demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. The student practises in accordance with The Code.
Personal evaluation and development	The student is aware of their own capabilities in key areas and engages in continuous development activity through guided self-direction and reflection.
Interpersonal and communication skills	The student uses their interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts.



Practice Assessor Summative Holistic Assessment

To be completed by the Practice Assessor with the student

Please review the records completed by the student's Practice Supervisors.

What does the student consistently do well?

Does the student appear to have acted on the areas highlighted for development?

If a progression plan has been written since the previous meeting, has this now been completed?

Yes / No* / Not applicable

***Please contact the Academic Assessor for advice.**

The outcome of this review must be recorded as NOT ACHIEVED.

Skills: please review the student's progress of completion of the proficiencies and practice episode records

Comments:

Knowledge: ascertain the student's knowledge base

Ask the student to discuss one case from their practice episode records to confirm their knowledge base and application of knowledge through discussion.

Does the student demonstrate the expected knowledge at the summative holistic assessment point in their programme? Yes / No*

*Please complete a progression plan and contact the Academic Assessor.

The outcome of this review must be recorded as NOT ACHIEVED.

Attitude: review feedback on professional behaviour

Please review the records from the student's Practice Supervisors.

Has the student maintained the expected professional behaviour? Yes / No*

*Please complete a progression plan and contact the Academic Assessor.

The outcome of this review must be recorded as NOT ACHIEVED.

Please review the student's reflection and provide constructive feedback to support the student's development to the next year/part of the programme:



Holistic performance descriptors Level 4					
Outstanding	Excellent	Very good	Good	Satisfactory	Unsatisfactory
<p>The student's behaviour meets the professional conduct criteria and they demonstrate excellent insight about why this is important.</p> <p>The student's participation in midwifery care provision is safe, sensitive and woman focused.</p> <p>The student demonstrates an exceptional knowledge base for this level & demonstrates an in-depth understanding of how the evidence and concepts relate to their practice.</p> <p>The student consistently shows insightful application of theory to practice and uses this effectively to explain the rationale for midwifery care.</p> <p>The student is insightful about their learning needs, is highly motivated in seeking new learning opportunities and consistently works to apply new learning to their practice.</p> <p>The student demonstrates exceptional initiative at all times.</p> <p>The student actively seeks feedback and responds very positively to enhance their self-awareness and skill development.</p>	<p>The student's behaviour meets the professional conduct criteria and they demonstrate good insight about why this is important.</p> <p>The student's participation in midwifery care provision is safe, sensitive and woman focused.</p> <p>The student demonstrates an excellent knowledge base & demonstrates in-depth understanding of how the evidence and concepts relate to their practice.</p> <p>The student consistently makes clear links in the application of theory to practice and uses this effectively to explain the rationale for midwifery care.</p> <p>The student is very aware of their learning needs and is consistently self-directed and effective in seeking new learning opportunities.</p> <p>The student uses their initiative appropriately at all times.</p> <p>The student actively seeks feedback and responds very positively to recommendations.</p>	<p>The student's behaviour meets the professional conduct criteria and they demonstrate a developing insight about their professional responsibilities.</p> <p>The student's participation in midwifery care provision is safe, sensitive and woman focused.</p> <p>The student demonstrates a very good knowledge base and understands how the evidence and concepts relate to their practice.</p> <p>The student usually makes clear links in the application of theory to practice and is able to identify the rationale for most aspects of midwifery care.</p> <p>The student is aware of their learning needs and is usually self-directed and effective in seeking new learning opportunities.</p> <p>The student uses their initiative appropriately in most situations.</p> <p>The student sometimes seeks feedback and responds positively to recommendations.</p>	<p>The student's behaviour meets the professional conduct criteria and they demonstrate some insight into their professional responsibilities.</p> <p>The student's participation in midwifery care provision is safe, sensitive and woman focused.</p> <p>The student is able to demonstrate a good knowledge base and can relate some of the evidence to their practice.</p> <p>The student often makes links in the application of theory to practice and can usually identify the rationale for midwifery care but seeks some help with this process.</p> <p>The student is developing their awareness of their learning needs but sometimes requires prompting to seek new learning opportunities.</p> <p>The student shows initiative but also seeks some prompts for actions.</p> <p>The student responds positively to feedback but does not often seek it.</p>	<p>The student's behaviour meets the professional conduct criteria and they are developing a professional approach although guidance is needed at times.</p> <p>The student's participation in midwifery care provision is safe, sensitive and woman focused.</p> <p>The student is able to demonstrate an adequate knowledge base and can identify evidence relating to their practice that is generally accurate.</p> <p>The student is developing their ability in the application of theory to practice but needs support to do this.</p> <p>The student responds to regular prompting to consider their learning needs and to seek new learning opportunities.</p> <p>The student requires frequent prompts for actions but is beginning to show some appropriate initiative in known situations.</p> <p>The student does not tend to seek feedback but responds appropriately when it is given.</p>	<p>The student's behaviour has not met the professional conduct criteria and they lack insight into why this is important.</p> <p>Evidence participation in safe, sensitive, woman focused care is limited.</p> <p>The student does not demonstrate an adequate knowledge base at this level, and therefore cannot demonstrate the application of theory to practice or identify the rationale for midwifery care.</p> <p>The student requires regular prompting to consider their learning needs and to seek new learning opportunities but does not always respond appropriately.</p> <p>The student does not demonstrate initiative even in known situations and requires continual prompts for actions that they should be aware of and be able to undertake.</p> <p>The student does not respond appropriately or consistently to feedback.</p>



Role and Responsibilities of the Academic Assessor

- Collate and confirm student achievement of proficiencies and programme outcomes in the academic environment
- Make and record objective evidence-based decisions on conduct, proficiency and achievements and makes recommendations for progression
- Work in partnership with a Practice Assessor to evaluate and recommend the student for progression for each part of the programme
- Have an understanding of the student's learning and achievement in practice
- Enable scheduled communication and collaboration with Practice Assessors



The Academic Assessor perspective



The Academic Assessor has an understanding of the student's performance in both theory and practice and is able to make an informed decision regarding progression.



The Practice Assessor and Academic Assessor communicate at defined points (or additionally if there are concerns raised) to make decisions in partnership, based on the evidence.





End of year/part progression summary

- At the end of each year or part of the programme, the Academic Assessor reviews the MORA and completes the progression summary.
- This informs the progression decisions at the appropriate assessment board.

Year 2 summary of progress				
Proficiency section	Number of practice episodes (EU requirements) recorded		Any concerns identified regarding proficiency completion?	Any concerns identified regarding professional behaviour?
Antenatal care	Universal care	Additional care	Yes / No	Yes / No
Intrapartum care	Universal care	Additional care	Yes / No	Yes / No
Postnatal care	Universal care	Additional care	Yes / No	Yes / No
Neonatal care	Universal care	Additional care	Yes / No	Yes / No
Promoting excellence			Yes / No	Yes / No
Summative holistic assessment				
Date of assessment	Descriptor awarded	Equivalent grade (if applicable)	Comments/plan	
Summary of practice hours				
Hours required	Hours recorded	Hours outstanding	Comments/plan	
Progression				
Student progression to year 3		Yes / No		
Academic Assessor verification				
Comments				
Name	Signature	Date		



INTRODUCTION TO THE UW ASSESSMENT OF PRACTICE

- Student midwives must successfully complete a Nursing and Midwifery Council (NMC) approved pre- registration midwifery programme in order to meet the Standards of proficiency for midwives (NMC 2019a p.3) and be eligible to apply for entry to the NMC register. The role of the midwife is to provide skilled, knowledgeable, respectful and compassionate care for all women, newborn infants and their families.
- The NMC (2019b p.3) Standards of proficiency for midwives specify the knowledge, understanding and skills that midwives must demonstrate at the point of qualification, when caring for women, their families and newborn infants across the childbirth continuum. An essential aspect of those skills is acquired in clinical practice and student must be adequately supported to achieve those proficiencies and join the NMC register as an accountable midwife. The Midwifery Ongoing Record of Achievement (MORA) is employed to assist and document acquisition of those proficiencies under the supervision of practice assessors and practice supervisors.



- The pre-registration midwifery programme has an equal balance of 50 percent theory and 50 percent practice learning. Practice modules are mandatory and students are required to complete three practice modules, one for each year of the programme.
- During each year of the programme, student midwives will complete one 30 credit practice module; BMID 1005 (Foundation Midwifery Practice), BMID 2005 (Developing Midwifery Practice) and BMID 3005 (Consolidating Midwifery Practice). The MORA will be used within the practice modules to document achievement of proficiencies and assess the student's holistic performance in practice
- The NMC Standards of proficiency for midwives (2019) have been incorporated to develop the practice module learning outcomes.



PRACTICE LEARNING MODULES

Expectation of proficiency completion for each year or part of the programme and flexibilities permitted by the programme

The MORA does not indicate specific proficiencies that should be achieved for each stage of the programme. This is in line with the NMC outcomes focused approach and recognises the local variation in programme structure and practice learning opportunities. However, to ensure that students are making sufficient progress towards meeting the proficiencies by the end of the programme, there are programme specific guidelines in place. These are outlined in Table 1 below.

YEAR ONE	YEAR TWO	YEAR THREE
FOUNDATION	DEVELOPING	CONSOLIDATING
MIDWIFERY	MIDWIFERY	MIDWIFERY
PRACTICE	PRACTICE	PRACTICE
BMID1005	BMID2005	BMID3005



- Table 1** provides a matrix of the 5 sections within the MORA, the categories within each section and the related proficiencies. The left hand column outlines which proficiencies should be signed within each section each year. It is possible that due to lack of exposure to some skills in practice, some students in Year 1 may not have gained the skill of some of these proficiencies, though they should have the basic knowledge base associated with the proficiency. This may lead to the proficiency not being signed.
- Should a student not achieve a proficiency through lack of lack of basic understanding of knowledge base or skill using Summary Level Descriptors relevant to Year 1 (see page 31), rather than a lack of opportunity, a progression plan should be commenced.

Table 1 Proficiency mapping across the programme

MORA section	Antenatal	Intrapartum	Postnatal	Neonatal	Promoting excellence
Continuity of care All years	A1	IP1	P1		
Relationship building All years	A2	IP2	P2		
Infant feeding All years			P5	N2	
Communication All years	A3	IP3	P3		
Universal care All years	A4	IP4, IP	P4	N1	
Public health All years	A5		P6		
Medicines administration All years	A6	IP6	P7	N3	
Record keeping All years	A7	IP7	P8	N4	
Interdisciplinary working Year 2 and 3	A8	IP8	P9	N5	E1
Additional care Year 2 and 3	A9	IP9	P10	N6	
Supervision and delegation Year 3					E2
Management Year 3					E3
Responding to vulnerability All years					E4



Antenatal proficiencies for midwives	Year 1 Able to <i>participate</i> under direct supervision and direction	Reference to evidence	Year 2 Able to <i>contribute</i> with decreasing supervision and direction	Reference to evidence	Year 3 Able to <i>demonstrate proficiency</i> with appropriate supervision	Reference to evidence
Interdisciplinary collaboration (cont.)	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion
A8 The student midwife can work effectively with interdisciplinary and multiagency teams and colleagues; recognise, assess, plan, and respond to pre-existing and emerging complications and additional care needs acting as the woman’s advocate supporting her needs, views, preferences, and decisions in the antenatal period. Demonstrated by:						
A8.3 informing and updating interdisciplinary and multiagency colleagues about the social, physical or psychological well-being of the woman or her unborn baby, escalating any concerns						
A8.4 collaborating effectively to support women with complex social circumstances including lack of family and community support, poverty, homelessness, those in the criminal justice system, refugees, asylum seekers and victims of trafficking and modern slavery						
A8.5 collaborating effectively to support women with complex psychological circumstances and mental illness including alcohol, drug and substance misuse/withdrawal, stress, depression and anxiety						
A8.6 collaborating effectively to support women who have had traumatic experiences including tocophobia, birth trauma and its sequelae including post-traumatic stress disorder, pre-term birth, perinatal loss and bereavement						



Antenatal proficiencies for midwives	Year 1 Able to <i>participate</i> under direct supervision and direction	Reference to evidence	Year 2 Able to <i>contribute</i> with decreasing supervision and direction	Reference to evidence	Year 3 Able to <i>demonstrate proficiency</i> with appropriate supervision	Reference to evidence
Interdisciplinary collaboration (cont.)	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion
A8 The student midwife can work effectively with interdisciplinary and multiagency teams and colleagues; recognise, assess, plan, and respond to pre-existing and emerging complications and additional care needs acting as the woman's advocate supporting her needs, views, preferences, and decisions in the antenatal period. Demonstrated by:						
A8.7 remaining calm, demonstrating effective de-escalation skills considering and taking account of the views and decisions made by others						
A8.8 appropriately challenging the views and decisions made by others that compromise women's needs, views or preferences, escalating concerns regarding the behaviour or vulnerability of colleagues						
A8.9 recognising and responding to signs of discriminatory behaviour and unconscious bias in self and others						
A8.10 recognising and responding to signs of all forms of abuse and exploitation, including female genital mutilation and the subsequent need for safeguarding						
A8.11 arranging a safe environment and appropriate support if acute mental illness, violence or abuse is identified						



Antenatal proficiencies for midwives	Year 1 Able to participate under direct supervision and direction	Reference to evidence	Year 2 Able to contribute with decreasing supervision and direction	Reference to evidence	Year 3 Able to demonstrate proficiency with appropriate supervision	Reference to evidence
	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion	Practice supervisor signature and date	Student completion
A9 The student midwife is able to implement some first-line emergency management of complications and/or additional care needs for the woman and/or fetus when signs of compromise and deterioration or emergencies occur until other help is available. Demonstrated by:						
A9.1 recognising the signs of infection, premature labour, blood loss including haemorrhage and meconium stained liquor, promptly calling for assistance and escalation as necessary						
A9.2 participating in first line management and immediate life support for the woman until help is available, monitoring the woman's condition						
A9.3 undertaking tasks for the woman as delegated in emergency situations						



University of Worcester assessment of practice/progression

- Practice supervisors will provide periodic feedback on your performance which is documented in the MORA. This feedback asks where you are doing well in relation to expected knowledge, attitude and skills and where you need to develop these further. You are expected to meet professional behaviour relating to your year of study. The practice supervisor is asked to indicate the level you have achieved by circling the most accurate descriptor. If your performance is considered to be unsatisfactory, the practice supervisor will contact your named practice assessor and a progression plan will be commenced. There are several opportunities for this feedback throughout placement.
- Practice assessors will undertake an initial meeting with you and two formal reviews throughout the year. The final summative holistic assessment will be undertaken by a named practice assessor at the appropriate time within the programme. Each review requires your contribution prior to the meeting, and it is very important that you complete this section of the MORA.



- The practice assessor will review the records completed by the practice supervisors, assessing where you have consistently done well and if there are any areas of development. The practice assessor will also review any progression plan to ensure it has been completed. If the progression plan is incomplete, the outcome of the review is NOT ACHIEVED.
- The practice assessor will review your progress of completion of the proficiencies and practice episode records, ascertain your current knowledge base by asking you to discuss one case from your practice episode records and confirm your knowledge base and application of knowledge through discussion. The practice assessor will determine whether a proficiency cannot be signed due to a basic lack of knowledge rather than the opportunity to gain the skill in practice. Even if you have not had the exposure to the skill in practice, you should have the basic understanding and knowledge base associated with the Year 1 proficiency. Should the practice assessor consider that you do not demonstrate the expected knowledge at the point of your programme, the outcome of the review is NOT ACHIEVED. A progression plan will be commenced, and your named academic assessor will be contacted.



- The practice assessor will review feedback on your professional behaviour and if you have not maintained expected professional behaviour, the outcome of the review will be NOT ACHIEVED. A progression plan will be commenced, and your named academic assessor will be contacted.
- Finally, the practice assessor will refer to the relevant holistic descriptor and identify which description most closely matches your performance. You will be matched with one descriptor. The outcome of the review is ACHIEVED/NOT ACHIEVED. If not achieved, a progression plan will be commenced, and your named academic assessor will be contacted.



Awarding a grade in practice

- When the review outcome is ACHIEVED and the practice assessor has identified the most appropriate descriptor, the academic assessor will complete the Year 1 summary of progress. The equivalent grade linked to the identified holistic descriptor will be awarded by the academic assessor with grades. Progression will be recommended to the Board of Examiners.
- Progression is only allowed with successful completion of 120 credits, i.e. successful completion of all modules in each year.



Moderation of practice by Academic Assessors

- The University Assessment Policy requires moderation process to assure assessment criteria, and thus academic standards, have been applied consistently and that assessment outcomes are fair and reliable. Summative assessment is subject to internal and external moderation. Internal moderation will be undertaken by the academic assessor by reviewing each MORA on submission, to ensure that the assessment process has been followed and that the appropriate grade is applied to the holistic descriptor identified by the practice assessor. The academic assessor will attend all summative holistic assessments for students who have a progression plan in place at the time of the review, thereby providing greater support for the student and the practice assessor.
- The academic assessor will evidence moderation by completion of the Year summary of progress, ensuring that all required proficiencies are completed; the summative holistic assessment has been completed; summary of hours collated; practice episodes are recorded, and progression recommended/not recommended.



Re-assessment in practice

- If the outcome of the review is NOT ACHIEVED, you cannot progress to Year 2 and a progression plan will be organised to address the issues raised at the review. The non-progression will be discussed at a Practice Panel and agreement sought for a minimum of 4 weeks re-assessment period. If you feel you had any mitigating circumstances linked to this, you should follow the University process.
- If you fail the original and re-assessment opportunity, you will be required to leave the programme.
- It is important to note that the Programme Specification outlines that a student cannot be re-assessed in practice more than two times in the programme.



Any questions?

- <https://www.worcester.ac.uk/about/academic-schools/school-of-nursing-and-midwifery/practice-support/>

