

Midwifery Ongoing Record of Achievement (MORA)

Introduction

From September 2020 the University of Brighton will be launching the new midwifery curriculum. It will also be replacing the current Practice Assessment Document (PAD) and the ROME (Record of Midwifery Experience) and adopting the new Midwifery Ongoing Record of Achievement (MORA). The student will have just one document that will be used throughout the three-year midwifery programme. It will be a record of episodes of care, achievement of proficiencies and assessment of progress that supports the clinical practice component of the programme, modules MI414 (year one), MI514 (year two) and MI614 (year three). Students will no longer be graded in practice.



The new NMC standards of proficiency for midwives were published in October 2019. They reflect changes in society and healthcare provision that have implications for midwifery services. In addition, the new NMC Standards for Student Supervision and Assessment (SSSA – you will hear this referred to as the "triple S.A.") were introduced in 2018. The MORA embraces both the changes in midwifery proficiencies and the new SSSA. The MORA is a national document, developed in collaboration with multiple midwifery education providers across England and Northern Ireland and is being widely adopted across many universities and NHS Trusts. The University of Brighton are using the MORA as a paper-based document, although some regions will be using an electronic version.

Under the new SSSA, there are marked changes to how we will be assessing students in practice. There will no longer be sign-off mentors or associate mentors. Students will work with Practice Supervisors (PS) on shift and their progress will be overseen and assessed by a Practice Assessor (PA) who does not work with the student but oversees their progress. There is no NMC stipulation of how many hours a student needs to work with a Practice Supervisor, but it is hoped for student development that there will be some continuity where possible.

One or more Practice Assessors will be assigned for each year of the programme by the practice nominated person, usually the PEF or other staff member with responsibility for student placements. The student's nominated PA will meet with them at the beginning, for interim reviews and at end of year and be responsible for the summative assessment. The PA will arrive at the summative assessment in collaboration with the Practice Supervisors and the Academic Assessor, reviewing the proficiencies and the feedback documented in the MORA.

The student will also have an Academic Assessor (AA) appointed each year. The AA will be one of the midwifery lecturers linked to the Trust. Where there are concerns in practice the Academic Assessor will work with the Practice Assessor to formulate a progression plan to meet the learning needs of the student. The Academic Assessor will review the MORA at the summative assessment point each year to collate and confirm achievements.

The MORA – how does it work?

Initially any new large unfamiliar document can seem a bit daunting. However, the MORA is broken down into clearly defined sections and is easy to navigate. There is a very useful opening section on student guidance which will be equally helpful for Practice Assessors and Practice Supervisors. As with previous assessment documents, it is the student's responsibility to be proactive in ensuring that their practice-based learning is documented and that assessments are planned for.

The first half of the document is divided into five sections:

- Antenatal care
- Intrapartum care
- Postnatal care
- Neonatal care
- Promoting excellence.

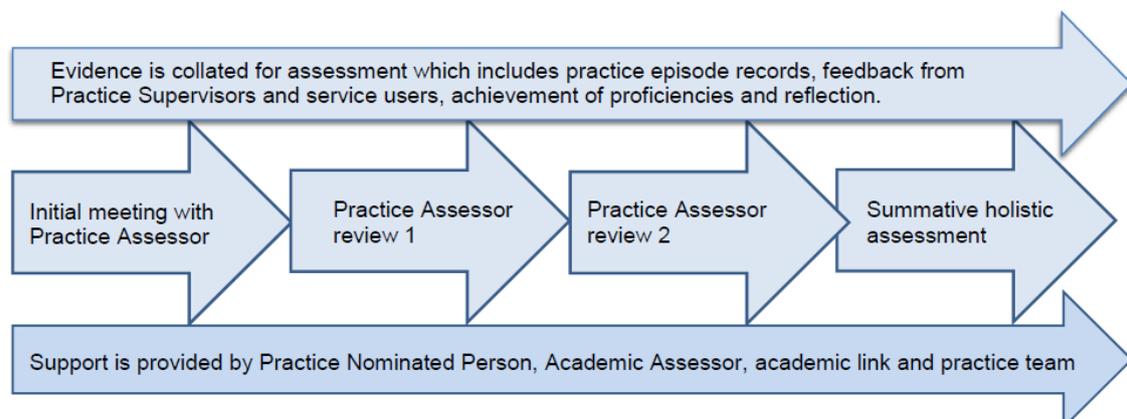
Within each section there is a template for the student to record practice episodes. This will evidence care given and act as a record of the numbers required by the European Directive; eg 100 antenatal checks, 40 births etc. This is followed by a table of proficiencies broken down into succinct competencies and skills which need to be evidenced as achieved, either through practice episodes, discussion, theoretical learning or simulation.

The second half of the document holds templates for feedback, assessments and for recording all meetings, student reflections and for any progression plans if instigated. This is also where students will record their practice hours which must be signed for on each shift. The student will also be required to forward a scanned copy of their hours to the university.

As the MORA spans all three years of the programme, there are separate level descriptors for each year of clinical practice. In summary, the expectation is for the students to move from *participate* in year one, *contribute* in year two and *demonstrate proficiency* in year three.

Practice assessment process

The assessment process follows the same pattern for each year of the programme.



Practice Supervisors – what do they need to do in the MORA?

The student will map the episodes of care to the proficiencies, and when it is agreed that the proficiency has been met the Practice Supervisor will sign and date for the appropriate year 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 |
|--|--|--------------------------------------|--|-----------------------|--|-----------------------|
| | 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 | | | | |

Within the assessment section of the MORA there is space for the Practice Supervisor to comment on the student's performance. Contributions should be made frequently to ensure timely feedback.

Any concerns about a student's practice must be noted and escalated to their nominated Practice Assessor.

Practice Supervisor (PS) feedback on student's performance

| | | | | | |
|---|-----------|------------|---------------|--|-----------------|
| 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 behaviour by referring to page 179 | | | | | |
| Commitment | Care | Competence | Communication | Courage | Compassion |
| Using the descriptors on page 192 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: | |

The document also features a section for service user feedback. This is an opportunity for the Practice Supervisor to gather views from families about the care given by the student. Although this is not compulsory, this is recommended as it contributes to holistic assessment.

Practice Assessors

The student will be nominated one or two Practice Assessors for each year of the programme. This should be a different person each year. The Practice Assessor and Practice Supervisor cannot be the same person. Where service needs dictate that a student work with their named Practice Assessor, the Assessor should not contribute to signing off proficiencies.

The Practice Assessor will meet with the student at the start of each year of the programme. There will be further reviews planned during the year. At the end of the year the PA will meet with the student for their summative assessment. This is undertaken by reviewing all Practice Supervisor feedback, and the evidence for the proficiencies achieved. The PA may also hold professional discussions with Practice Supervisors throughout the year, preferably alongside the student, to discuss progress. The PA will, in addition, ask the student to discuss a case from their clinical experience to confirm their knowledge base and application of knowledge to practice.

If the PA is satisfied that the student meets the expectations for the stage of the programme they can sign the document to say that this has been achieved. Practice is not graded, but the PA will assign an award ranging through outstanding/excellent/very good/good/satisfactory/unsatisfactory in accordance with the holistic performance descriptors for that level.

If they are not satisfied that the student has acquired the appropriate level for this stage they must record this as not achieved, complete a progression plan and contact the Academic Assessor.

Journey through the MORA

Student meets with Practice Assessor at start of clinical practice:

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 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 review.

Planned date for Practice Assessor review 1: _____

Practice Assessor signature: _____

Practice Assessor preferred contact details: _____

Student Signature: _____

Date ___/___/___

Please complete the details on the assessment planner on page 15

Student completes practice episode records:



| Records of pregnant women cared for and births personally facilitated. EC Directives 2005/36/EC Article 40 (training of midwives) Annexe V | | | | | | | | | | |
|--|----------------|--------------------|--------------------|------------------------------|----------------------|--|--|--|--|-------------------|
| Date | Place of birth | Gestation in weeks | Gravida and parity | Coping strategies used IP4.4 | Birth position IP4.6 | Management of third stage of labour IP4.20 | Outcome of perineal examination IP4.21 | Initial neonatal assessment. Skin to skin contact and feeding IP5.1, IP5.2 | Additional care needs identified provided for IP9 and/or other proficiencies practised | Midwife signature |
| 1. 2/2/21 | Home | 41+4 | G2P1 | Hypnobirthing | All fours | Physiological | Intact | All well, <u>skin to skin</u> 1hour+ | | <u>M. Ashkin</u> |
| 2. 4/2/21 | Labour ward | 39+5 | G2P0 | Entonox | Left lateral | Managed | <u>2 dearies</u> suturing observed | All well, mother declined sk2sk, baby held by partner, a/f | | <u>U. Catchet</u> |
| 3. 5/2/21 | Labour ward | 40+2 | G3P2 | Birthing pool | Squatting | Managed | Intact | <u>Appears 8,9</u> skin to skin until transferred, baby breastfed | | <u>U. Catchet</u> |
| 4. 9/2/21 | Labour ward | 41+1 | G2P0 | Epidural | Supine | Managed | Intact | Baby well, b/f, hand expressing discussed | Epidural <u>obs</u> Cord bloods taken (mum Rhesus Neo) IP9-11 | <u>L. Ruff</u> |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |

Student maps evidence to proficiencies. Examples of evidence may include practice episode records (PER), discussions with PS/PA, demonstrations and 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 |
| 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 | | | | |

Practice supervisor periodically completes written feedback:

Practice Supervisor (PS) feedback on student's performance

| | | | | | |
|---|------------------|-------------------|---|---------------------|------------------------|
| 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 behaviour by referring to page 179 | | | | | |
| Commitment | Care | Competence | Communication | Courage | Compassion |
| Using the descriptors on page 192 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: | | |

Practice supervisor may gather family feedback on student performance:

Woman receiving care and/or their family feedback
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? | | | | | |
| • was sympathetic to the way you felt? | | | | | |
| • talked to you? | | | | | |
| • showed you respect? | | | | | |

Practice Assessor meets with student to review progress:

| 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 any 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 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: | |
| Holistic Assessment: Please refer to the holistic descriptor on page 192 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: |

If there are concerns, Practice Assessor informs PEF and Academic Assessor and writes a SMART progression plan:

Progression Plan

A progression plan is required when there is a need to address the student's progress or performance. The Practice Assessor must inform the Academic Assessor and Practice Nominated Person when an action plan is required/generated. The **SMART** principles should be used to construct the plan.

| | | |
|--|---|--|
| Placement area: | Names of those present at meeting: | Date agreed for review: (Timed) |
| What is the issue? Refer to proficiency or Professional value (Specific), state the reason for concern and/or why proficiency has not been achieved. | What are the expectations for achievement? (Measurable) Ensure an appropriate level of expectation – refer to the expectations for the student's academic and professional level (Achievable and Realistic) | |
| | | |
| Practice Assessor name and signature: Date: | Student signature: Date: | Practice Nominated Person informed : Name of Academic Assessor contacted: |
| Review Meeting Date: | Outcome of meeting: ACHIEVED / NOT ACHIEVED | |
| Practice Assessor name and signature: | Student signature: | Academic Assessor name and signature: |

At the end of year summative point Practice Assessor meets with student to review progress:

| 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 Assessment: Please refer to the holistic descriptor on the following page 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 Summative Holistic Assessment: ACHIEVED / NOT ACHIEVED* | |
| *Please complete a progression plan and contact the Academic Assessor | |
| Practice Assessor signature: | Date: |
| Student midwife signature: | Date: |

Following the summative assessment the MORA is reviewed and verified by the Academic Assessor:

| Year 3 summary of progress | | | | |
|---------------------------------|--|----------------------------------|----------------------------------|--|
| Proficiency section | Number of practice episodes (EU requirements) recorded | | Are all proficiencies completed? | Has there been 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 recommended | | Yes / No | | |
| Academic Assessor verification | | | | |
| Comments | | | | |
| | | | | |
| Name | Signature | Date | | |
| | | | | |