

A guide to using the Midwifery Ongoing Record of Achievement (MORA)

Academic year 2020/21

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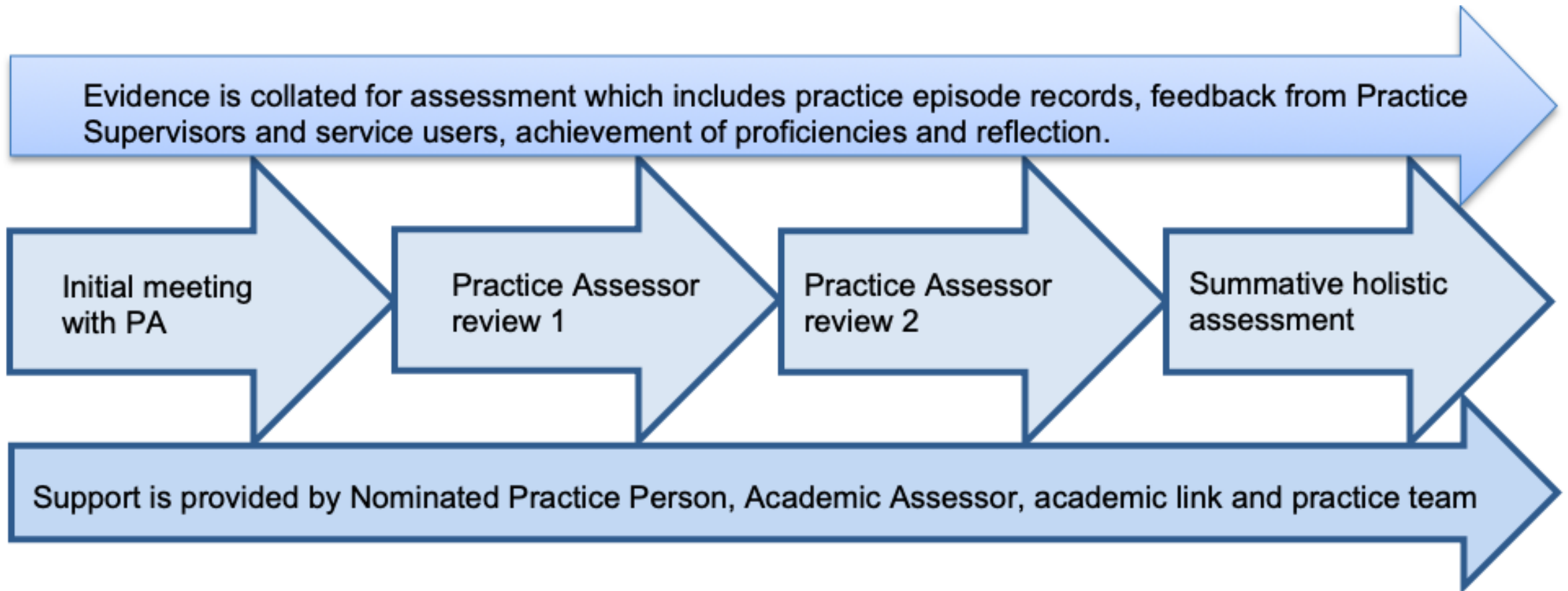
Midwifery
Practice
Assessment
Collaboration

A midwifery education and practice collaboration across England and Northern Ireland

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 within a variety of curriculum models and placement patterns.
- Final assessment completion dates will be determined locally according to programme requirements.
- The assessment planner at the beginning of the MORA should be completed at the start of each year or part of the student's programme.
- This should be initiated by the student and completed in partnership between the Practice Nominated Person (PNP) and Academic Assessor.

	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

There are 5 main elements of evidence within the MORA that contribute to the holistic assessment of the student midwife

- 1. 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
12 06/09/2020	16	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

2. Proficiencies:

The NMC Standards of proficiency for midwives (2019) are incorporated within 4 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	A1	IP1	P1		
Relationship building	A2	IP2	P2		
Infant feeding			P5	N2	
Communication	A3	IP3	P3		
Universal care	A4	IP4	P4	N1	
Public health	A5		P6		
Medicines administration	A6	IP6	P7	N3	
Record keeping	A7	IP7	P8	N4	
Interdisciplinary working	A8	IP8	P9	N5	E1
Additional care	A9	IP9	P10	N6	
Supervision and delegation					E2
Management					E3
Responding to vulnerability					E4

Expectations of MORA completion for University of Cumbria midwifery students

MORA section	Antenatal		Intrapartum		Postnatal		Neonatal		Promoting excellence	
Continuity of care	A1	Achievable by all years in relation to expected participation level	IP1	All years	P1 P2 P3 P4 P5 P6	All years				
Relationship building	A2		IP2							
Infant feeding							N2	All years		
Communication	A3		IP3	All years						
Universal care	A4		IP4	Year 1: IP4.18, 4.17, 4.23, 4.24 completion not expected			N1	Year 1 and Year 2: N1.1 completion not expected		
Public health	A5			Year 2: IP4.23, IP4.24 completion not expected						
Medicines administration	A6		IP6	Years 1 and 2: IP6.11 completion not expected	P7	Years 1 and 2: P7.11 completion not expected	N3 N4 N5 N6	All years		
Record keeping	A7		IP7	All years	P8 P9 P10	All years				
Interdisciplinary working	A8		IP8						E1	Year 1: E1.2 completion not required
Additional care	A9		IP9	All years: IP9.6 completion not expected						
Supervision and delegation									E2	Year 1: E2.1 completion not required
Management									E3	Year 1: E3.1 completion not required
Responding to vulnerability									E4	All years

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.

There will be local requirements, however students must demonstrate proficiency in all skills in the final year or part of the programme.

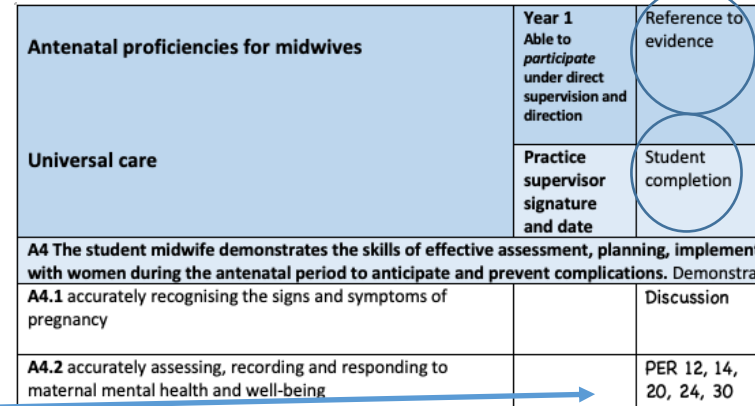
Antenatal proficiencies for midwives	Year 1 Able to participate under direct supervision and direction	Reference to evidence	Year 2 Able to contribute with decreasing supervision and direction	Reference to evidence	Year 3 Able to demonstrate proficiency with appropriate supervision	Reference to evidence
	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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A4.6 accurately recording weight and height including calculation of Body Mass Index (BMI)		Demonstration				



Achievement of proficiency

The skills which contribute to the NMC 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 skills are achieved during year 1 of the programme however, students must pass the summative holistic assessment. Local requirements will be specified.



Achievement of proficiency

Part 1/intermediary years: Contribution

In the intermediary year or years (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 this part of the programme and are documented in the assessment section.

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

Local requirements will be specified.



Achievement of proficiencies

Final year or part of the programme: Demonstrate Proficiency

During the final year or part of their programme, 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 these students and are documented in the assessment section.

NB. It *is* a requirement that students pass the summative holistic assessment and demonstrate proficiency in all skills in the final year or part of the programme.

The MORA elements






3. 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

4. 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**

Year 2

Expectations of student professional behaviour and performance

Example of year 2
(level 5) expectations
of professional
behaviour.

Holistic performance
descriptors are shown
on the following slide.

Professional values	
Commitment	The student has maintained an appropriate professional attitude regarding punctuality and personal presentation that upholds the standard expected of a midwife, in accordance with the organisation and university policies.
Care	The student has made a consistent effort to engage in their learning in order to contribute to high quality, evidence-based, woman-centred maternity care.
Competence	The student has recognised and worked within the limitations of their own knowledge, skills and professional boundaries. The student has demonstrated 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 has demonstrated that they can communicate clearly and consistently with colleagues, women and their families. The student has worked 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 has demonstrated openness, trustworthiness and integrity, ensuring the woman is the focus of care.
Compassion	The student has contributed to the provision of holistic, responsive and compassionate midwifery care with an emphasis on respect, dignity and kindness.

Holistic performance descriptors Level 5					
Outstanding	Excellent	Very good	Good	Satisfactory	Unsatisfactory
<p>The student's behaviour meets the professional conduct criteria and they contribute to care provision in a safe, sensitive and woman focused way.</p> <p>The student has an exceptional level of knowledge & understanding of the evidence and policies that relate to their practice for this level.</p> <p>The student is developing a critical approach to reasoning and reflection and always shows insightful integration of theory and practice.</p> <p>The student is able to identify problems and consistently apply their exceptional knowledge and skills to problem solve in a variety of contexts.</p> <p>The student is always self-directed and highly motivated in identifying their learning needs; seeking and learning from new learning opportunities.</p> <p>The student uses their initiative appropriately at all times.</p> <p>The student is very self-aware and always actively seeks feedback on their performance and responds very positively.</p> <p>The student contributes to very effective team working, proactively communicating and collaborating with a range of professionals.</p>	<p>The student's behaviour meets the professional conduct criteria and they contribute to care provision in a safe, sensitive and woman focused way.</p> <p>The student has an excellent level of knowledge and understanding of the evidence and policies that relate to their practice for this level.</p> <p>The student is developing a critical approach to reasoning and reflection and always shows insightful integration of theory and practice.</p> <p>The student is able to identify problems and apply their knowledge and skills to problem solve in straightforward and some complex scenarios.</p> <p>The student is always self-directed in identifying their learning needs, seeking new learning opportunities.</p> <p>The student uses their initiative appropriately at all times.</p> <p>The student is self-aware and always seeks feedback and responds positively.</p> <p>The student proactively contributes to effective team working.</p>	<p>The student's behaviour meets the professional conduct criteria and they contribute to care provision in a safe, sensitive and woman focused way.</p> <p>The student is able to demonstrate very good knowledge and understanding of the evidence and policies that relate to their practice for this level.</p> <p>The student demonstrates a very good ability to reflect in practice and shows evidence that they can integrate theory and practice.</p> <p>The student is able to identify and solve most straightforward problems.</p> <p>The student is usually self-directed in identifying their learning needs, seeking new learning opportunities.</p> <p>The student uses their initiative in most known and some unknown situations.</p> <p>The student is self-aware and will usually seek feedback, and always respond positively.</p> <p>The student contributes to and works effectively within the team.</p>	<p>The student's behaviour meets the professional conduct criteria and they contribute to care provision in a safe, sensitive and woman focused way.</p> <p>The student is able to demonstrate good knowledge and understanding of the evidence relating to their practice for this level.</p> <p>The student can reflect and apply their knowledge, making the links between theory and practice in order to identify and consider solutions to straightforward problems.</p> <p>The student responds appropriately to occasional prompting to identify their learning needs and seek new learning opportunities.</p> <p>The student uses their initiative in known situations and responds appropriately to feedback.</p> <p>The student demonstrates developing self-awareness and will sometimes seek and always respond to feedback.</p> <p>The student is able to work effectively within the team.</p>	<p>The student's behaviour meets the professional conduct criteria and they contribute to care provision in a safe, sensitive and woman focused way, occasionally requiring guidance.</p> <p>The student is able to demonstrate a satisfactory knowledge and understanding of the evidence relating to their practice, for this level.</p> <p>The student's ability to reflect in practice is developing and the integration of theory and practice is usually made in order to identify straightforward problems.</p> <p>The student responds appropriately to frequent prompting to identify their learning needs and seek new learning opportunities.</p> <p>The student may need to be encouraged to use their initiative in known situations.</p> <p>The student demonstrates developing self-awareness and responds appropriately to feedback.</p> <p>The student is able to work within the team.</p>	<p>The student's behaviour does not meet the professional conduct criteria. Evidence of contributing to the provision of safe, sensitive, woman focused care is limited even when guidance is provided.</p> <p>The student is not able to demonstrate satisfactory knowledge and understanding of the evidence relating to their practice for this level.</p> <p>The student seems unable to demonstrate an application of theory to practice. The student's problem solving ability is limited by their lack of knowledge.</p> <p>The student requires continual prompting to identify their learning needs and seek new learning opportunities. The response is often limited.</p> <p>The student does not demonstrate using their initiative appropriately even in known situations.</p> <p>The student may lack self-awareness does not consistently respond appropriately to feedback.</p> <p>The student's ability to work within a team is limited.</p>

The MORA elements

5. 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?



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 assessment 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 skills and confirmation of professional behavior.

Frequently asked questions/easy reference guide: Who can complete the MORA?

This guidance within the MORA details who can complete each section of it. This should be read in conjunction with the roles and responsibilities of each party on the previous slides.

For full details refer to the NMC (2018) Standards for student supervision and assessment
<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

	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.	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. ¹⁰	No	No	No
Can I complete the end of year summary?	No	No	Yes, after reviewing the MORA during each assessment period	No	No

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 skills and professional behaviour, 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

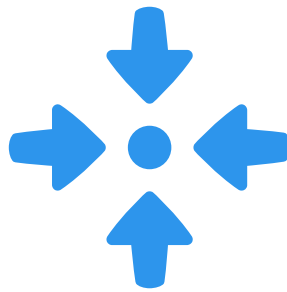
Approved Education Institutions (AEIs) together with practice learning partners must take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities. The purpose of reasonable 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:

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.



- 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

SSSA online open course access

<https://rise.articulate.com/share/kiYTxTBXZR1zWVQaS62guTDchSTQ8sr#/>

or

Full version

<https://forms.healthcare.ac.uk/SSSA/scormcontent/index.html#/>

Update

<https://forms.healthcare.ac.uk/SSSA-SLIM/scormcontent/index.html#/>

When will the MORA be implemented?

- The MORA will be introduced from September 2020 for new student midwives.
- There may be local variations with other cohorts of students, please check.

For local implementation information please contact your midwifery programme lead.

