# Midwifery Ongoing Record of Achievement

**Context document**
**King's College London**

**March 2020**

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# 1. Introduction

King's College London (King's) is the fourth oldest University in England and is based in the heart of London. A member of the Russell Group (the top twenty British research-led universities), it is ranked second within QS World University Ranking by Subject in Nursing (2020) and is Europe's largest Centre for medical and professional healthcare education. In 2009 King's College London formed a pioneering global collaboration with three of London's most successful NHS Foundation Trusts to form King's Health Partners, an Academic Health Sciences Centre (AHSC). In September 2014 the Florence Nightingale School of Nursing and Midwifery in line with the College was renamed the Florence Nightingale Faculty of Nursing and Midwifery and as such it's BSc Midwifery programme form an essential component of the Faculty's suite of high-quality nursing and midwifery education.

The Midwifery Ongoing Record of Achievement (MORA) has been designed by the Midwifery Practice Assessment Collaboration (MPAC) in England and Northern Ireland to document student achievement of the skills within Domain 6 of the NMC Standards of proficiency for midwives (2019)[1] as indicated in the accompanying MPAC MORA mapping document.

The MPAC MORA is designed to enable some flexibility in how each Approved Education Institution utilises it within the midwifery programmes being offered. This context document provides the detail regarding local implementation in relation to university regulations and programme structure/requirements of the three-year pre-registration BSc Midwifery with registration as a midwife delivered by King's College London.

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[1] NMC (2019) Standards of proficiency for midwives
https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf

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

The MPAC 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[1] and recognises the local variation in programme structure and practice learning opportunities.

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

**Table 1: MORA Structure**

| MORA section | Antenatal | Intrapartum | Postnatal | Neonatal | Promoting excellence |
|---|---|---|---|---|---|
| Continuity of care (CC) | A1 | IP1 | P1 | | |
| Relationship building (RB) | A2 | IP2 | P2 | | |
| Infant feeding (IF) | | | P5 | N2 | |
| Communication (C) | A3 | IP3 | P3 | | |
| Universal care (UC) | A4 | IP4, IP | P4 | N1 | |
| Public health (PH) | A5 | | P6 | | |
| Medicines administration (MA) | A6 | IP6 | P7 | N3 | |
| Record keeping (RK) | A7 | IP7 | P8 | N4 | |
| Interdisciplinary working (IW) | A8 | IP8 | P9 | N5 | E1 |
| Additional care (AC) | A9 | IP9 | P10 | N6 | |
| Supervision and delegation (S&D) | | | | | E2 |
| Management (M) | | | | | E3 |
| Responding to vulnerability (RtoP) | | | | | E4 |

Within the curriculum the MORA is used to document achievement of proficiencies and assess the student's holistic performance in practice, forming an integral part of the Learning in Practice modules based over each year of the programme, contributing to 50% of each modules overall grade.

To help guide students and those undertaking the NMC standards for student supervision and assessment (SSSA) roles specific MORA proficiencies have been identified for each year of the programme and these are illustrated below in Table.2.

The proficiencies expected for each year reflect the theme for the learning and teaching for the modules undertaken building from the first year where the focus is very much on normality, the second year on complexities, culminating in the midwife's role as a colleague, scholar, and leader.

### Learning in Practice Level 4 - Participation

Universal care, Continuity of care, Relationship building, Infant feeding, Communication, Public health, Medicines administration, Record keeping


### Learning in practice Level 5 – Contribution

Universal care, Continuity of care, Relationship building, Infant feeding, Communication, Public health, Medicines administration, Record keeping.

*In addition*

Interdisciplinary working and Additional care


### Learning in Practice Level 6 – Demonstrate Proficiency

Universal care, Continuity of care, Relationship building, Infant feeding, Communication, Public health, Medicines administration, Record keeping, Interdisciplinary working, Additional care

*In addition*

Supervision and delegation, Management, Responding to vulnerability


It is important to note that if students have the pre-requisite experience in clinical practice, they can have proficiencies delegated for the next year signed off early at the appropriate level for their year on the programme.

Noted concern and/or lack of experience needed in clinical practice to complete the required proficiency will result in a tripartite meeting between student, Practice Assessor (PA) and Academic Assessor (AA) and the development of an appropriate action plan.

Students subject to an action plan related to incomplete proficiencies in any one year (up to a maximum of 10%) would be permitted to progress, subject to satisfactory completion within a negotiated timeframe.

# Table 2: Expected Outcomes for Each Year of Programme

Key:  1st yr = Black    2nd yr = Blue    3rd yr = Green (n=25)

| MORA Section | CC | RB | IF | C | UC | PH | MA | RK | IW | AC | S&D | M | RtoP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Antenatal | A1.1 A1.2 A1.3 | A2.1, A2.2 A2.3, A2.4 A2.5, A2.6 A2.7, A2.8 A2.9 | | A3.1 A3.2 A3.3 A3.4 A3.5 A3.6 | A4.1, A4.2, A4.3 A4.5, A4.6, A4.7 A4.8, A4.9, A4.10 A4.11, A4.12, A4.13 A4.14, A4.15 | A5.1, A5.2 A5.3, A5.4 A5.5, A5.6 A5.7, A5.8 | A6.1, A6.2 A6.3, A6.4 A6.5, A6.6 A6.7 | A7.1 A7.2 A7.3 | A8.1, A8.2 A8.3, A8.4 A8.5, A8.6 A8.7, A8.8 A8.9, A8.10 A8.11 | A9.1 A9.2 A9.3 | | | |
| Intrapartum | IP1.1 IP1.2 | IP2.1, IP2.2 IP2.3, IP2.4 IP2.5, IP2.6 IP2.7, IP2.8 | | IP3.1 IP3.2 IP3.3 IP3.5 IP3.6 | IP4.1, IP4.2, IP4.3 IP4.4, IP4.5, IP4.6 IP4.7, IP4.8, IP4.9 IP4.10, IP4.11, IP4.12 IP4.13, IP4.14, IP4.15 IP4.16, IP4.17, IP4.18, IP4.19, IP4.20, IP4.21, IP4.22, IP4.23, IP4.24 IP4.25 | IP5.1 IP5.2 IP5.3 IP5.4 | IP6.1, IP6.2, IP6.3 IP6.4, IP6.5 IP6.6a, IP6.6b IP6.6c, IP6.7 IP6.8 IP6.9, IP6.10, IP6.11 | IP7.1 IP7.2 IP7.3 | IP8.1, IP8.2, IP8.3, IP8.4 IP8.5, IP8.6 IP8.7 | IP9.I, IP9.2, IP9.3 IP9.4, IP9.5 IP9.6, IP9.7 IP9.8, IP9.9 IP9.10 IP9.11 IP9.12 | | | |
| Postnatal | P1.1 P1.2 | P2.1, P2.2, P2.3, P2.4 P2.5, P2.6 P2.7, P2.8 P2.9, P2.10 | P5.1, P5.2 P5.3 P5.4 P5.5 P5.6 | P3.1, P3.2, P3.3, P3.4 P3.5 P3.6 | P4.1, P4.2, P4.3 P4.4, P4.5, P4.6 | P6.1, P6.2 P6.3, P6.4 P6.5, P6.6 P6.7, P6.8 P6.9, P6.10 | P7.1, P7.2, P7.3, P7.4, P7.5, P7.6 P7.7, P7.8a P7.8b, P7.8c P7.8d, p7.8e P7.8f, P7.9, P7.10, P7.11 | P8.1 P8.2 P8.3 P8.4 | P9.1, P9.2, P9.3, P9.4, P9.5, P9.6, P9.7 | P10.1 P10.2 P10.3 P10.4 P10.5 P10.6 P10.7 P10.8 P10.9 P10.10 P10.11 P10.12 P10.13 P10.14 P10.15 P10.16 P10.17 P10.18 P10.19 P10.20 | | | |
| Neonatal | | | N2.1, N2.2 N2.3, N2.4 N2.5, N2.6 N2.7 | | N1.1, N1.2, N1.3, N1.4, N1.5, N1.6 N1.7, N1.8 | | N3.1, N3.2, N3.3, N3.4, N3.5, N3.6 | N4.1, N4.2 N4.3 | N5.1, N5.2 N5.3 | N6.1, N6.2 N6.3, N6.4 N6.5, N6.6 N6.7, N6.8 | | | |
| Promoting Excellence | | | | | | | | | E1.1, E1.2 E1.3 | | E2.1, E2.2 E2.3 | E3.1 E3.2 E3.3 | E4.1 E4.2 |

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## 3. Student progression

The student's progress will be reviewed by the Practice Assessor (PA) in clinical practice and by the Academic Assessor (AA) twice formatively (end of term 1 and 2) and then summatively at the end of each year (Table.3).

**Table 3: BSc Midwifery with Registration as a Midwife**

| Year or part of programme | Initial meeting | Practice/Academic Assessor Review 1 | Practice/Academic Assessor Review 2 | Summative holistic assessment |
|---|---|---|---|---|
| Year 1 | Within first two weeks | End of Term 1 | End of Term 2 | End of Term 3 |
| Year 2 | Within first two weeks | End of Term 1 | End of Term 2 | End of Term 3 |
| Year 3 | Within first two weeks | End of Term 1 | End of Term 2 | End of Term 3 |

Within King's regulatory framework students have two opportunities to meet the practice outcomes relevant to the progression point.

## 4. Grading of practice

The grading of practice occurs within one 30 credit, Learning in Practice, module per year with the grade from the MORA contributing to 50% of the module mark.

Assessment of practice contributes to the module result through the application of the appropriate percentage for the descriptor awarded in practice.

The following grades are allocated based on the holistic performance descriptors in the MORA:

**BSc Midwifery with Registration as a Midwife**

| Outstanding | Excellent | Very Good | Good | Satisfactory | Unsatisfactory |
|---|---|---|---|---|---|
| 85 | 75 | 65 | 55 | 45 | 35 |

The grade and level descriptors within the holistic assessment in the MORA have been developed in line with the University descriptors and are set at the mid-point of the degree classification boundaries.