

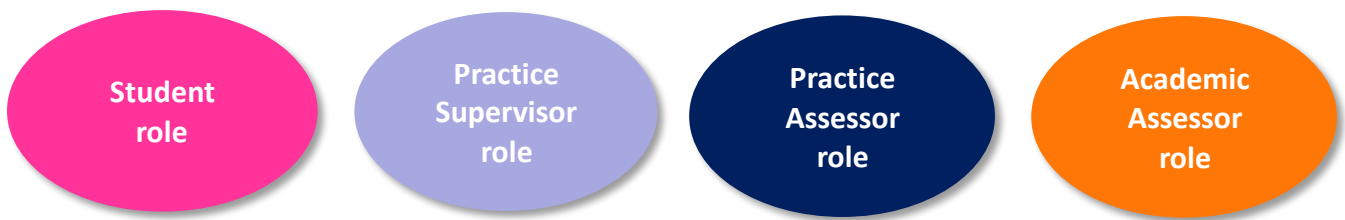


OPAL2 and the MORA Midwifery Ongoing Record of Achievement

User Guide

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1. Basic Guide to OPAL2 and the MORA



What is MORA? MORA is the new NMC approved Midwifery Ongoing Record of Achievement for student midwives in England and Northern Ireland.

Who will use MORA? BU Student midwives enrolled from 2021, Practice Supervisors, Practice Assessors and Academic Assessors.

How are OPAL2 and MORA related? OPAL is Bournemouth University's online assessment system. The new version of OPAL is called OPAL2, and will host MORA.

How do I access OPAL2? Search for www.opalbu.com in your search engine. You might want to make the site one of your 'favourites' for easy future access. You can then register for OPAL (see registration guide)

How does OPAL2 work? Each student, Practice Supervisor, Practice Assessor and Academic Assessor has a unique profile in OPAL2. A student can generate a 'relationship' between their profile and the profiles of practice staff. Although the webpages that you can see when in your own profile may look similar to that of your student, your pages have a different level of access depending on your role FOR THAT SPECIFIC STUDENT.

What about students from previous years? For the next 2 years OPAL will run the previous midwifery practice assessment document and OPAL2 will run MORA. The system will provide the correct version of OPAL is needed depending on which student you are working with.

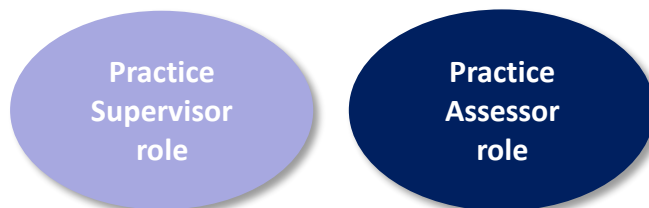
What happens if I have a problem? OPAL2 is designed to be an intuitive system and we would suggest you simply explore the webpages to gain familiarity.

There are a number of videos and Guide Sheets like this one. Each one shows who it is aimed at in the top ovals.

OPAL dedicated helpdesk can correct errors if notified by the person who has the 'rights' to request the correction (ie not the student if it relates to signing proficiencies off):

opalsupport@bournemouth.ac.uk

2. Health Professionals - registering as OPAL user



- **If you are registered in OPAL already you do not need to register again.**
- Search online for www.opalbu.com and click on opalBU.com – Home.
- You may want to save this site in your 'favourites' for future use.
- Once in OPAL click on 'Mentor/PPE registration' in the left hand margin (Mentor is used as a generic term as many professional programmes are using OPAL at BU).
- Complete the registration form as follows:
- Please always register using your NHS email address if you have one (if you need to register a non NHS email address please be aware that we will audit this and email non NHS emails to confirm user identify)
- Your username should be your preferred first and last name together (for example jeanjones). It is not upper or lower case specific.
- You can choose whatever password you would like, providing it is not easily guessable and your students do not know what it is.
- Please register in the Midwifery section as a:

Practice Supervisor

- For those Registered Midwives who have done the short Practice Supervisor course.

Practice Assessor

- For those Registered Midwives who have done a Practice Assessor course or are previous Sign-Off Mentors who have done a short SSSA update session.
- Your Trust may not need you to undertake this role currently, but you should still register at this higher level, as a Practice Assessor, if eligible.
- This will also automatically include the ability to work as a Practice Supervisor in OPAL.

Other information	
Type of professional	<p>Midwifery</p> <p><input type="checkbox"/> I am a Registered Midwife. I am a Practice Assessor (PA) with current knowledge and expertise and I am appropriately prepared for this role. I am also a Practice Supervisor (PS). I recognise that I may work in either role but cannot perform both roles simultaneously for the same student.</p> <p><input type="checkbox"/> I am a Registered Midwife. I am a Practice Supervisor (PS) with current knowledge and experience and I am appropriately prepared for the role</p> <p><input type="checkbox"/> I am a registered health or social care professional (non midwife) and Practice Supervisor (PS) with current knowledge and expertise and I am appropriately prepared for the role.</p>

- The option chosen should match the level of qualification recorded by your Trust. Your level of access will vary depending on the status you enter at registration. If you subsequently undertake/pass a qualification your status can be changed.
- You need to enter your NMC number, because signing students work, skills or competencies requires you to be an RM in order to do so. You do not need to add your staff number.
- Your 'Location' is your Trust's name
- You can now work with any student midwife in your Trust who creates a 'relationship' with you so you will not need to register again.
- Next time you enter OPAL you can log-in from the top right corner of the screen.



Important note: OPAL will only run one profile on any device at the same time. It is essential to log out of one profile (eg Student) before logging into another (eg Practice Supervisor)

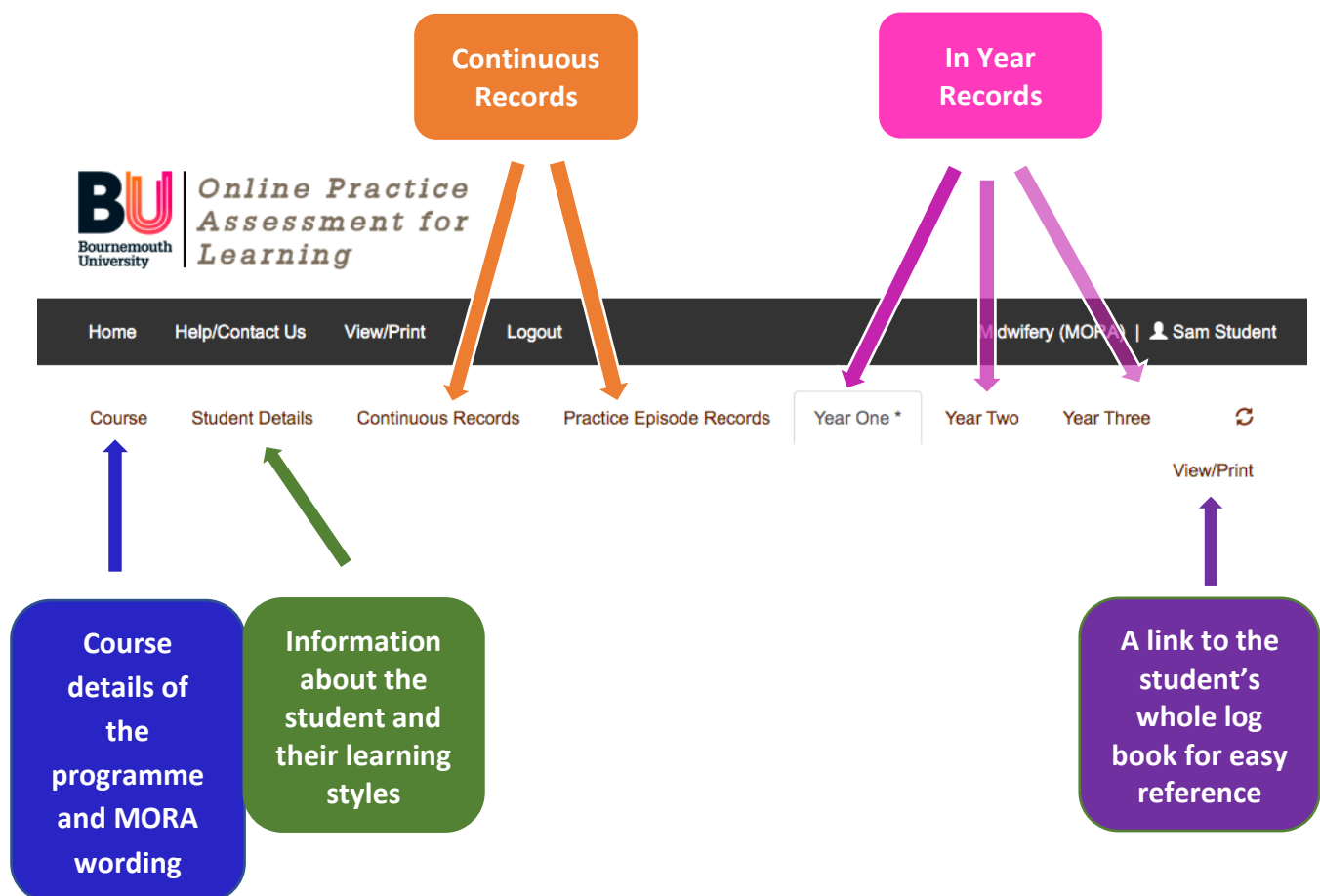
3. Finding your way around OPAL2

1. **Continuous Records** which are items that are added to during the whole 3 years

- **Practice Episode Records tab** (this has its own tab for ease of access used so frequently)
- **Continuous Records tab**
 - Practice Hours
 - Tutorial and Practice Comments
 - Reflective Log
 - Complementary Placement Experiences
 - Continuity Caseloading (specific to BU)

2. **In-Year Records** which are items that relate solely to the year the student is in (1,2 or 3)

- Proficiencies (skills)
- Year Assessments - includes Practice Assessor area
- Placement Record - includes Practice Assessor feedback
- Placement Details - includes names of PS, PA and AA



4. Who does what in MORA in OPAL2?

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

	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. 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

5. Finding a student



When to use:

Locating a student to provide feedback

To find a student

- Sign into OPAL
- In OPAL click on the *View OPAL2 Learners* button
- Select the student from the options. Practice Supervisors will find their students in Active Placement Students and Practice Assessors in Active Sign Off Students.
- You will see that student's name in the navigation bar at all times when you are in their profile.....so can easily return to their *Year* tab

To see the student's whole record

- Click on the *Student Details* tab and select *About Me*

To find another student

- Go to *Home* on the Navigation bar for other OPAL2 students
- Or to the *View Non OPAL2 Students* button to get back to the old version of OPAL for Yr 2 and 3

6. Starting a placement



When to use:


As soon as possible at the start of a placement, preferably on the first day. A new placement starts when you return to a new location within the Trust after a theory block, a holiday or working in a different location.

Location:

Go to the *Year* tab, drop down to *Placement Record*, drop down to *Orientation*.

What to do:


Student

- Click on the word 'Orientation' to open the section.
- Click on 
- Click on the drop down box for each section:

First day criteria


A general orientation to the placement setting has occurred for location of equipment/facilities	<input checked="" type="checkbox"/>
The local fire procedures have been explained	<input type="checkbox"/>
Location and use of:	<input type="text"/>
• fire alarms	
• fire exits	
• fire extinguishers	

- As the student you need to sign to say orientation is complete

Sign Off



- When you start your second and subsequent placements you will need to end the one you had before. Use the Close Placement button.

Placement Record			
Orientation	Signed on 10/11/2021	Signed by sue supervisor on 10/11/2021	⊗
Feedback from women and families (Upload)			
Feedback from women and families (Form)			
Practice Supervisor (PS) feedback on student's performance	⊗	1/1 Signed	⊗

Close Placement	
Please make sure you have completed your Practice Supervisor (PS) feedback on student's performance	
	

- When you start your very final placement of the year use the 'Final Placement' option. This will mean that when you get to the end of the placement you will be offered a button that says 'Close Year'. Do not use this until AFTER you have had your Assessment Board letter and you know you are progressing.

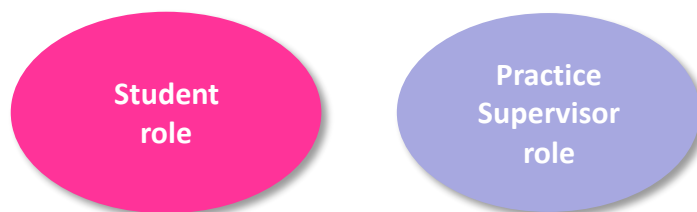
Practice Supervisor

- When the student has completed their actions.
- Click on the word 'Orientation' to open the section.
- Click on 
- Add your name to the two Practice Supervisor boxes
- As Practice Supervisor then sign to say orientation is complete



Important note: Because this is a key health and Safety area we will audit this routinely

7. Recording and Verifying a Practice Episode



When to use:

When a Practice Episode has been undertaken.

Location:

Go to the *Practice Episode Records* tab

Background:

The NMC recognition of professional qualifications requires student midwives during their clinical training to have provided care for a certain number of women and babies in specific categories:

- Advising of pregnant women, involving at least **100 antenatal** examinations
- Supervising and caring for at least **40 pregnant women**
- Supporting and caring for women during labour and birth (**40 births personally facilitated**)
- Supporting and caring for women during labour and vaginal birth (20 births not personally facilitated)
- Supporting and caring for women in labour
- Supervising and caring for **40 women at risk*** during pregnancy, labour or the postnatal period
- Supervising and caring for (including examination) at least **100 postnatal women**
- Supervising and caring for (including examination) at least **100 healthy newborn infants**

It is very important that students use the 'Additional Care' drop down boxes in OPAL2 MORA to indicate situations where a woman is 'at risk' or has 'complications' (NMC wording). These can be identified from amongst the Practice Episodes you are already documenting, they do not have to be separate. This will be checked at the end of the programme.


There are also other NMC requirements:

- Active participation in breech births (may be simulated)
- Observation and care of the newborn requiring special care, including those born pre-term, post-term, underweight or ill
- Performance of episiotomy and initiation into suturing. The practice of suturing includes suturing of the wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary.
- Care of women with pathological conditions in the fields of gynaecology and obstetrics.
- Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice.

It is very important to use the Complementary Placement area to document experiences relating to each of these situations. These will be checked at the end of the programme.

What to do:

Student:

- Identify what type of Practice Episode is being recorded, click on the title to open the section
- Click on 
- Complete the form using free text except for the drop down box options.
- Identify whether 'universal' care was given or 'additional care' (see note in bubble around the importance of using the additional care button to demonstrate you have met the NMC requirement around women at risk* and women with complexities in care)
- MORA suggests this schedule for completing these, but it is a guide only:

	Year 1	Year 2	Year 3
Antenatal examinations	20	35	45
Care for pregnant women and births personally facilitated	5	15	20
Postnatal examinations	20	35	45
Neonatal examinations	20	35	45

- The number completed towards your three year target will be shown next to the type of Practice Episode. OPAL2 will also ask you to complete records for x *Care of Women in Labour* (ie women you have cared for but not facilitated their birth) because this will help you to achieve the required NMC numbers for 'x40 women at risk'

Practice Supervisor:

- Access the Practice Episode Records
- Verify the records that the student has documented, checking that the documentation is accurate and includes a level of detail that is suitable and not inappropriate.

Recording a BFI Practice Episode

BFI records are recorded slightly differently. These are a MANDATORY requirement of the BU programme and you cannot qualify without these being complete.

Student:

- Fill in the Practice Episode details in the pink Log Book.
- In OPAL2 go into Infant Feeding Practice Episodes
- Use the drop down box to identify what kind of experience is being logged.
- Add the date and the Log Book reference - every form is numbered in the pink Log Book

Practice Supervisor:

- In Practice Episodes sign the episode off as usual, with reference to the student's pink book.

Recording a Complementary Practice Episode

You will use this section for Promoting Health visits and when you work in non Midwifery settings.

This is vital when recording the other NMC requirements:

- Active participation in breech births (may be simulated)
- Observation and care of the newborn requiring special care, including those born pre-term, post-term, underweight or ill
- Performance of episiotomy and initiation into suturing. The practice of suturing includes suturing of the wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary.
- Care of women with pathological conditions in the fields of gynaecology and obstetrics.
- Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice.

It is very important to use the Complementary Placement area to document experiences relating to each of these situations. These will be checked at the end of the programme. If they are not recorded you cannot qualify.

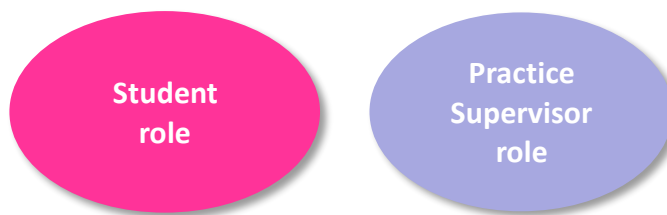
Student:

- Enter the time you have worked in that setting and a comprehensive account (anonymised) of your activities there.
- Note down the hours worked there (although this is for information only...you will still need to add these hours to the main hours record).
- Identify the location/type of work in the drop down box
- If the person you are working with is a registered Health Professional then they will need to use their OPAL account (they may need to quickly set one up). If they are not a registered health professional (eg they are an NCT teacher or a Lab technician) then you will need to show your Personal Tutor a paper hours sheet signed, and we will then sign the hours in OPAL2.

Supervisor:

- Sign the hours and Complementary Placement log

8. Signing a Proficiency



When to use:

When a student has undertaken skills and achieved a proficiency related to an NMC Proficiency. The student must populate the Proficiency with data before asking the Practice Supervisor to sign it.

Location:

In *Year* tab. Go to *Proficiencies*. Select the correct Proficiency area in relation to the aspect of care or professional behaviour.

Key points of note:

The MORA varies considerably from previous Practice Assessment Documents.

It is very important to read the following two key points in order to understand how Proficiencies work in MORA.

1. Essential versus Optional Proficiencies

- In year 1 and 2 some proficiencies are *Essential* and some are *Optional*. This reflects the different placement arrangements, underpinning learning and assessment requirements between different universities.
- In Year 3 all proficiencies are *Essential*.
- *Essential* proficiencies must be completed before the final Holistic Summative Assessment with the Practice Assessor.
- We would recommend that the student records *Optional* proficiencies, if achieved, because this helps to demonstrate their journey through the programme.
- The completion count next to the Proficiency name in OPAL indicates the number of *Essential* proficiencies required in that year.
- Practice Assessors may not sign off Proficiencies according to NMC SSSA rules.

2. Level of skills and knowledge required in each year

- The wording of the proficiencies remains the same in every year but...
- It is the LEVEL OF ENGAGEMENT that varies between years
- It is vital to match the expectation of student engagement to their year of study.
- MORA defines the appropriate level of engagement as:

Year 1: Participation

During the first year you will be 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.

Year 2: Contribution

In the second year, you are expected to contribute to providing care for women, their babies and their families. This means that you work in partnership with midwives and other health and social care practitioners, under close supervision and direction, appropriate to your knowledge and skills.

Year 3: Demonstrate Proficiency

During the final year you 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 your knowledge and skill increases.

What to do:

Student

- Identify the proficiency you believe you have met. Hover over the title and click to open.
- Fill in the reference to Evidence box...this will be the reference number for one or more of your Practice Episodes.
- Below the student has identified Antenatal Care Practice Episode number 1 as the evidence. You could use 'Discussion' or 'Demonstration' as well as linking to specific Practice Episodes. You can also link this to Practice Experiences in your Complementary Placement Experience records.

Antenatal proficiencies for midwives

Save

A1 The student midwife is able to promote and provide continuity of care and carer in the antenatal period				
Able to <i>participate</i> under direct supervision and direction	Type	Reference to Evidence	Achieved/Not Achieved	Signed by
A1.1: discussing with women, and their partners and families as appropriate, information on the available options for the place of birth, supporting the woman in her decision; and regularly reviewing this with the woman and with colleagues	Optional	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">A1</div>		

- Press save button before leaving the page.

- For the *Promoting Excellence* section you will not identify a Practice Episode as ‘Evidence’.
- Instead you should document experiences or events in practice that support this learning, and identify which proficiency that links to. See example below:

Add/Edit Evidence

Activity or Experience

Edit ▾

B I A ▾ A ▾ [List Icons]

On 11th November I attended a risk management meeting and following an investigation process following an incident in practice (ref 2021/34A). I worked with Sue Smith and was able to identify to her the key issues in the case.

Words: 39

Evidence Supports:

E1 The student midwife is able to work with interdisciplinary and multiagency colleagues, advocacy groups and stakeholders to promote quality improvement.

☒ E1.1 contributing to audit and risk management

☐ E1.2 contributing to investigations of critical incidents, near misses and serious event reviews

- ## Practice Supervisor

- ## Antenatal proficiencies for midwives

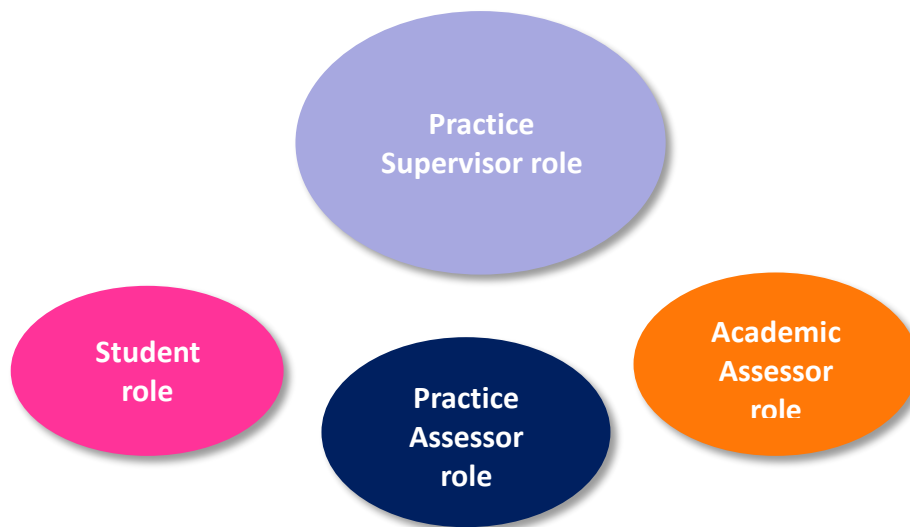
Midwifery BU vMarch2024

- On rare occasions the student may not have achieved a Proficiency by the hand in date, or by the end of the last placement where the Proficiency could reasonably be achieved. In this case the *Not Achieved* button should be used to show that the Proficiency has been assessed and has not been achieved.
- On rare occasions a student may cease to be able to contribute or be proficient in a Proficiency that they were previously capable of. The *Not Achieved* option may be used here to reverse a previous sign off.

An orange callout box with a pointed right side, containing important information.

Important note: ALL Essential Proficiencies must be signed before the final Practice Assessor Summative Holistic assessment can be undertaken

9. Providing Placement Feedback



When to use:

When a Practice Supervisor is leaving feedback during and at the end of a placement. This should be the Practice Supervisor who has worked most consistently or more recently with the student. A student should not leave placement without this formal feedback.

The importance of this activity cannot be overstated. The student, the Practice Assessor and the Academic Assessor do not contribute actively to this but are reliant on the Practice Supervisor/s' feedback.

Location:

There is a short cut blue button to this at the top of every page in OPAL.

The screenshot shows the OPAL interface. At the top left is the Bournemouth University logo and the text 'Online Practice Assessment for Learning'. Below this is a dark navigation bar with links: Home, Sam Student, Help/Contact Us, Messaging, Change PIN, and Logout. On the right of this bar is a user profile icon and the name 'sue supervisor'. Below the navigation bar is a light gray box containing three buttons: 'Leave new comment' (dark red), 'View existing comments' (dark red), and 'Practice Supervisor Feedback' (blue). Below this box is a horizontal tab bar with tabs: Course, Student Details, Continuous Records, Practice Episode Records, Year One, Year Two * (selected), and Year Three. To the right of the tabs is a refresh icon. Below the tabs is a 'View/Print' link. The main content area below the tabs is titled 'Year Two' in a large, bold, dark red font.

Or, go to Year tab. Drop down to *Practice Supervisor feedback on student performance*. Hover over title and it will open.

Placement Record			
Orientation	Signed on 10/11/2021	Signed by sue supervisor on 10/11/2021	Ø
Feedback from women and families (Upload)			
Feedback from women and families (Form)			
Practice Supervisor (PS) feedback on student's performance	Ø	-	Ø

What to do:

- Press *Edit* button
- Fill in the form
- Identify the level the student is working at from the drop down box
- Press *Save and Next* button

Important note: It is essential that all feedback is in OPAL2 and not in emails or on paper document, which may become lost or misused.

Service user feedback

There is also an option for a Practice Supervisor to request and upload feedback from women and families.

What to do:

In the In-Year Records tab go to Placement Record area.

Placement Record			
Orientation	Ø	-	Ø
Feedback from women and families (Upload)			
Feedback from women and families (Online Form)			
Practice Supervisor (PS) feedback on student's performance	Ø	1/4 Signed	Ø

There is an option to either:

Download and print a paper form to take to a woman, which is then photographed and uploaded.
Or

Access an online form on an iPad and take that to the woman/family.

10. Undertaking the three annual Practice Assessments



When to use:

At the Initial meeting between Student and Practice Assessor, at the two Formative Reviews and one Summative Holistic Assessment in each year.

Location:

In the *Year* tab. Under Year One (or Two or Three) Assessments

Initial Meeting:

Student

- Complete the form asking about your learning needs before meeting your PA

Practice Assessor

- Complete your comments
- Set the dates for your meetings through the year, which will be guided by the schedule set by BU. The student will have this on their Calendar and Assessment Schedule.

1st and 2nd Formative Reviews:

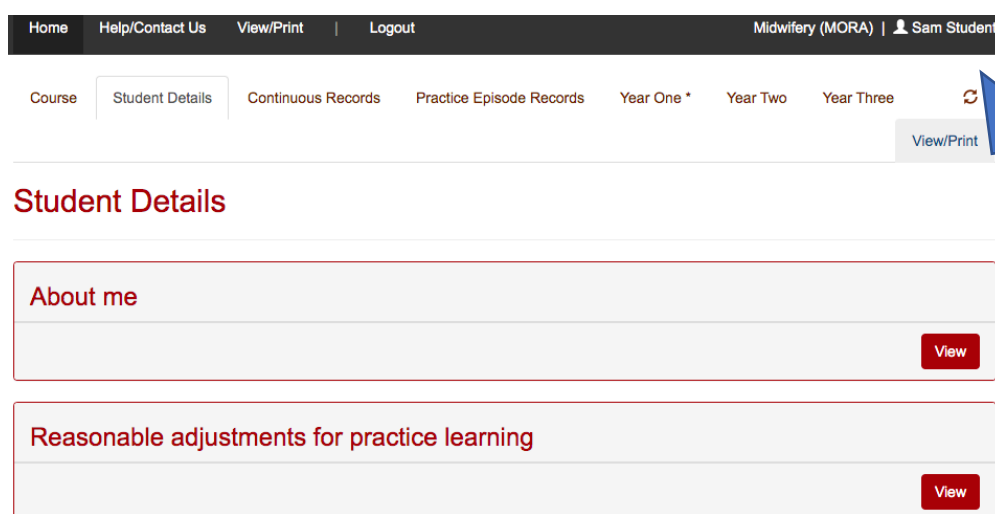
Student

- Complete the review form asking about your reflections and learning needs before meeting your PA.
- This will take some time so be sure to start it early and undertake it in enough detail to provide your Practice Assessor with evidence to assess you with.
- Go as far as completing the self-grading of performance question (you will need to open the holistic descriptor drop down list at the top of the page in the orange bar)
- Save your reflections and self-grading
- After the meeting with your PA go back to the form and press 'edit' and write your final reflection.

Practice Assessor

- Consider the questions in the proforma under the student's own reflection.
- Consider the questions in the proforma under the student's own reflection, as well as their full records, your discussion with them and the feedback from their Practice Supervisors.

- Review the student's complete record, which is found in *Student Details* tab, under *View/Print* button. Here you will see what has been signed.



The screenshot shows a web interface for a student's record. At the top is a navigation bar with links: Home, Help/Contact Us, View/Print, and Logout. On the right of the bar, it says 'Midwifery (MORA) | Sam Student'. Below the navigation bar is a tabbed interface with tabs: Course, Student Details (selected), Continuous Records, Practice Episode Records, Year One *, Year Two, and Year Three. A blue arrow points to a 'View/Print' button located to the right of the Year Three tab. Below the tabs, the 'Student Details' section is visible, containing two expandable sections: 'About me' and 'Reasonable adjustments for practice learning'. Each section has a 'View' button on the right.

- At the top of the page you will find a drop down box which will provide the MORA holistic performance descriptors to guide your assessment. This can be expanded using the + button and shrunk using the - button.



The screenshot shows a red bar at the top of a section with the text 'Holistic Performance Descriptors & Professional Behaviour Criteria'. To the right of this text is a white plus sign (+) button. A blue arrow points to this button.

- If any issues have emerged with student professional behaviour or progress please contact the Academic Assessor. Their name is found in the placement details area.

Summative Holistic Assessment:

Student

- Complete the form asking about your learning needs before meeting your PA. This will take some time so be sure to start it early. Follow the process used for your formative reviews.

Practice Assessor

- The student's Academic Assessor will contact you in relation to the summative holistic assessment. Alternatively you can contact them at any time, their name is found in the placement details area and any concerns or queries should be directed to them. They will ask to meet with you (in person or online) to discuss and agree the student's possible progression.
- Consider the questions in the proforma under the student's own reflection, as well as their full records, your discussion with them and the feedback from their Practice Supervisors (see directions above for accessing full record)

- **At the top of the page you will find a drop down box which will provide the MORA holistic performance descriptors to guide your assessment.** (This can be expanded using the + button and shrunk using the - button, see above).
- **Please use this descriptor to identify the correct grade for this student.**
- If you wish to award “Outstanding Plus” (which will result in a grade of 90%+) we ask you to only do so in collaboration with the Academic Assessor. This is because it is extremely rare to gain 90% in assessments and we need to moderate grading at that level.
- The Academic Assessor will now add up to 9 marks within that grade band relating to reflection (0-3), record keeping in MORA (0-3), and timeliness of organising and participating in formative assessments (0-3). This grade will go to the Assessment Board. The Academic Assessor will also check other elements of the MORA have been correctly completed.

Summary of progress:

Academic Assessor

- A summary of achievement in this year, and the finalisation of marks.
- This is undertaken by the Academic Assessor
- This is done after the ‘hand in’ date that the student is given, but before the Assessment Board.

11. Leaving a practice placement comment



When to use:

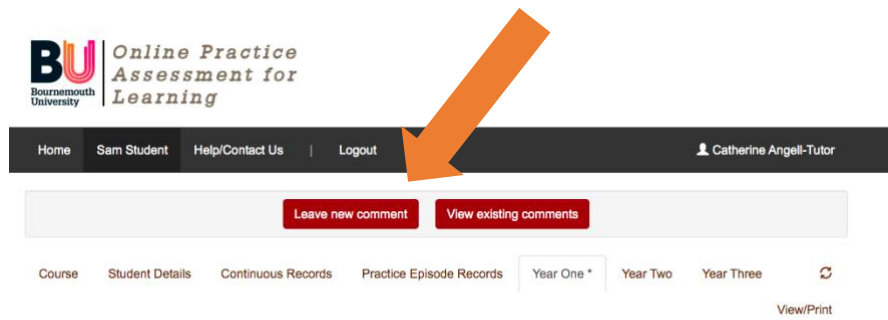
When a Practice Supervisor, Practice Assessor or Academic Assessor wants to make a comment outside of the Placement Feedback form or formal Assessments.

Location:

Go to *Continuous Records* tab. Drop down to *Tutorial Records and Practice Comments*

OR

Access a new form and view comments from the top header of any page in OPAL 2



What to do:

- Open a comments form and complete

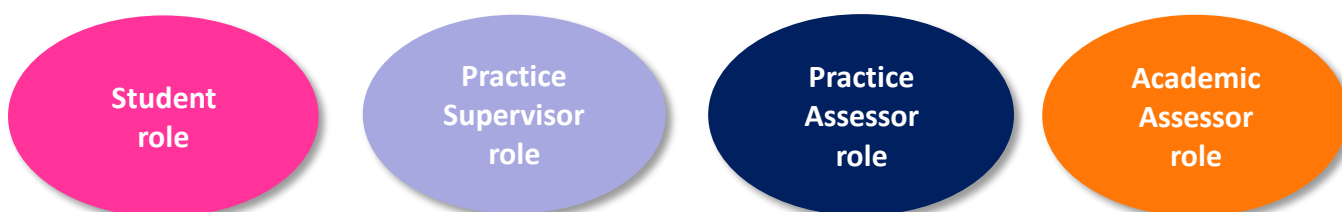
Download Form

Add New

Form ID	Date Added	Added on	Attachment(s)	
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- Press “save and next” and then use the pen icon to sign.
- If you are writing a large amount of text use the Quick Save button frequently in case of wifi drop outs.

12. Recording Hours



When to use:

To record and sign off Hours

Location:

In OPAL2 go to *Continuous Records* tab. Drop down to *Record of Practice Hours*.

Until further notice the Hours must be signed, on the day worked, in the paper Log Book and then transferred to OPAL2 for signing. During 2022 the paper log is due to be replaced with a simple phone based system that students can use as they leave the shift.

Student:

- In OPAL2 fill in the Hours area click “add new” button and fill in details using the simple form
- Calculate your hours, excluding any breaks taken away from the immediate clinical area (eg in the canteen or a rest room). Time is calculated in quarter of an hour blocks, with 15 minutes documented as 0.25 of an hour
- Ask your Practice Supervisor to sign your hours as you leave the shift. You can do this on a mobile phone. Your PS can do this in YOUR profile page using a unique PIN number.
- They can only sign one entry at a time and the system will then sign them out, as it is important to do it on the day rather than as a bulk signing session.
- Instructions for staff in creating a PIN is found in the next section.

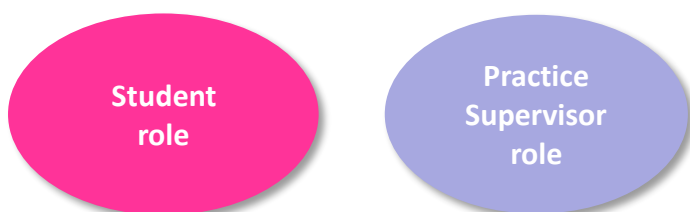
- Your Personal Tutor can sign Promoting Health hours if you have evidence of attendance on paper
- Complementary Placement Hours need to be logged in this section. The hours noted in the Complementary Placement area of OPAL are just for information only and will not carry over.

Practice Supervisor:

- ***The first time you do this:*** In OPAL, on the top ribbon, click on the “Change PIN” option. Put in any number you like, of any length, but please do not let any students see or have access to it.
- The student will present you their hours already logged into OPAL2 on their own mobile phone or tablet.

- Press the “Sign as a Practice Assessor/Practice Supervisor” orange button above the hours list.
- A drop down list of names will appear, find yourself in that and press “Select mentor”. This is a deliberately generic term as this may be used by other non NMC professional groups.
- Enter your PIN to sign today’s hours entry.
- Click on the entry you wish to sign and your signature will be attached to it and the student’s record updated.
- As a security measure a Practice Assessor/Practice Supervisor can only sign one entry at a time because you are within the student’s own profile. This is so that you do not have to remember to sign out before handing back the device to the student. It is important to sign daily and not ‘bulk’ sign hours.
- Hours are the only element in OPAL2 that can be signed within the student’s own profile using this PIN. It has been developed for ease of use for you and your students to facilitate hours being signed off ‘on the day’.

13. Reporting absence



When to use:

To record absence and/or check a student's wellbeing

Student:

Use the flowchart in the Midwifery Community in Brightspace, in the Appendix to the Student Handbook.

This tells you how and when to report absence. It is very important that the Trust is aware immediately so that your midwifery colleagues are not concerned about you and do not need to spend time looking for you. It is also essential to let BU know. Unless you let BU know we will not be able to count your absence when calculating extension dates, or offer you other forms of support.

Practice Supervisors:

If you are concerned for student wellbeing/safety because they are unexpectedly absent please speak to the Practice Educator or Student Link Midwife.

You can email the student's Personal Tutor and include Programme Support (apuddu@bournemouth.ac.uk for students linked to Bournemouth Campus or sallyp@bournemouth.ac.uk or graym@bournemouth.ac.uk for students linked to our Portsmouth Campus)

In the case of serious emergency you can call the BU switchboard and ask for assistance 01202 961916

14. Academic Assessor Summary of Progress in MORA OPAL2

Academic
Assessor
role

Academic Assessor:

When to use this:

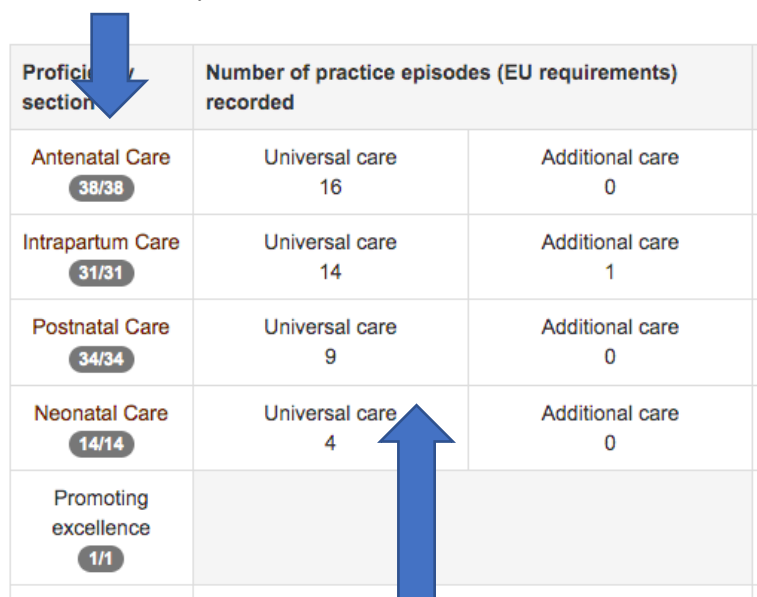
After the Practice Assessor has discussed her findings with you and submitted their final assessment.

Where to find it:

- Go to student home page under correct *Year*.
- Scroll down to *Year One (or Two/Three) Assessments*
- Click on *Summary of Progress*

Proficiencies/Practice Episodes/Professionalism:

- This data should all appear in a printout from OPALsupport as well
- You can instantly see students have achieved all Proficiencies by checking the left hand box



Proficiency section	Number of practice episodes (EU requirements) recorded	
Antenatal Care 38/38	Universal care 16	Additional care 0
Intrapartum Care 31/31	Universal care 14	Additional care 1
Postnatal Care 34/34	Universal care 9	Additional care 0
Neonatal Care 14/14	Universal care 4	Additional care 0
Promoting excellence 1/1		

- You can do a quick check that the student has recorded a suitable number of Practice Episodes (including some with Additional care) in the central part of the form
- Note if there are any concerns in the drop down boxes.
- You will need to look at the Practice Supervisor feedback and the three Practice Assessments to see if any professional issues have been formally identified. If they have then the student should have been formally warned and gone through a Development Plan and/or failed at their final assessment. If there is an outstanding Fitness to practice issue you may discuss with the LME as this may mean delaying final grading until a discussion can be held with the PA.
- Summary box - If both of these are “no” throughout then it will automatically give you an overall “No” in the summary. You can also write any comments about Proficiencies or Practice Episodes here.

Summative Holistic Assessment

- This will pull through the Practice Assessors grade, which will be the bottom of a grade boundary
- You can write some comments about this here

Record of Practice Hours

- Year 1 students must work 750 hours in Yr 1 and 2 (a minimum of Year 1 = 600 hours and Year 2 = 1350). Hours not worked in Year 1 will be counted as Year 2 starts or as Year 3 starts. The Programme minimum at the end is 2400 hours.
- Please make a comment about this.
- Hours do not need to meet the minimum amount until the end of academic year so will not prevent the AA from Yes for progression in July. Instead for any who have not met the minimum by July we will check again for Hours completion before the final board of the year. Failure to meet hours will be recorded in a separate 'requirements of the programme' unit at the final board of the year.

Progression

- This is a Yes/No box. See note above about hours. It will not close the year and the student will still be able to add data.

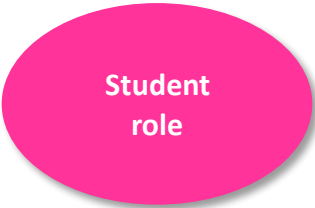
Academic Assessor Verification (ie the grading annex we have added to MORA)

- To create an exact grade for the board you can add up to 9 extra marks.
- Use the drop down boxes to add 3/2/1/0 marks for
 - Engagement with reflections in OPAL
 - MORA records being contemporaneous and complete
 - Undertaking assessments in a timely manner
- The student grade will then be increased by the number of marks awarded. This is the mark for the exam board.
- Leave a general comment giving feedback and guidance for the student.
- Save. You can go back and amend if needed at a later date.

Documenting

- The grades will go into a print out that OPALhelp can produce for us.
- There is a spreadsheet in Sharepoint prior to each board. Please complete.

15. Ending the year



Student
role

When to use:

This is a student role. Once you have your final email from the September Exam Board and know you are progressing into the next year. DO NOT UNDERTAKE THIS PROCESS UNTIL YOU KNOW YOU ARE PROGRESSING.

Location:

In the *Year* tab.

When you set up your final placement of the year you should use the Final Placement button. You have to have been in your Final Placement in order to see the 'Close Year' button.

Once you are ready and know you are progressing to the next year of study you can close this year. At this point press the Close Year button.

If you are going to be undertaking a "repeat with attendance" unit in the coming year or are just catching up hours but not doing academic study then you should not undertake this process as you need to stay in OPAL for the year you are already in. If you had set up a Final Placement then please contact your Personal Tutor and OPALsupport, who will untick the Final Placement button so you can keep adding more placements.

Troubleshooting: If you can't find the Close Year button it means you have not properly set up the final placement and you might need to make a 'false' placement in order to trick the system into thinking you are now in a Final Placement.