



Pan London eMORA

Practice Assessment for Future Midwives

Electronic Midwifery Ongoing Record Of Achievement (eMORA)

Guide to Completing the eMORA

Standards of Proficiency for Midwives (NMC, 2019)



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Introduction to the Guide

The purpose of this guide is to provide general guidance for the completion of the Midwifery Ongoing Record of Achievement (MORA) using the online system known as the Pan London eMORA. Thank you to colleagues at Middlesex University who drafted the original version. It has been adapted for use by other universities within the Pan London group. Universities should provide separate guidance to students and staff concerning any use of the Pan London eMORA that is specific to their processes or requirements. Some practical eMORA guidance and form extracts are included in this guide. However, staff should access training from their (partner) university to fully understand how to use the eMORA. User guides and short videos for self-learning are available at [eMORA | Pan London Practice Learning Group \(plplg.uk\)](https://www.plplg.uk/eMORA)

The Pan London eMORA is designed to record evidence that students meet the required proficiencies and outcomes for their midwifery programme of study, in line with the NMC standards for student supervision and assessment¹. At the point of midwifery registration, students are required to demonstrate that they meet both the requirements of the Nursing and Midwifery Council² and the European Directive³ recognition of professional qualifications. The UNICEF UK Baby Friendly Initiative learning outcomes for students are also reflected throughout⁴.

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may require to achieve the maximum benefit from the placement. Descriptions of these roles can be found within this guide. As well as undertaking the required assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

1. NMC (2018) Standards for student supervision and assessment <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervisionassessment.pdf>
2. NMC (2019) Standards of proficiency for midwives <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf>
3. Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32005L0036>
4. Unicef UK Baby Friendly Initiative University Standards (2019) <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf>

Achievement of Proficiencies

Within the eMORA students are required to engage at varying levels appropriate to their knowledge and understanding.

- **Part/Year 1 – Participation:** During the first year, students 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. The expectations of their professional behaviour and academic knowledge and skill are specific to year 1 and are documented in the assessment section.
- **Part/Year 2 – Contribution:** In the second year, students are expected to contribute to providing care for women, their babies, and their families. This means 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 their professional behaviour and academic knowledge and skill are specific to year 2 and are documented in the assessment section.
- **Part/Year 3 – Demonstrate Proficiency:** During the final year, students are expected to provide care for women, their babies and their families in partnership with midwives and other health and social care practitioners, with appropriate supervision and direction as their knowledge and skill increases. The expectations of their professional behaviour and academic knowledge and skill are specific to year 3 and are documented in the assessment section.



If the student's performance gives cause for concern at the Practice Assessor Review 1 or Practice Assessor Review 2 meetings, or at any point during the experience, feedback must be given, and a progression plan written to enable the student to address this prior to the Summative Holistic Assessment meeting. The Practice Assessor must communicate with and involve the Academic Assessor in this process.



The skills and proficiencies can be verified as achieved 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. The NMC standards state that students in practice or work placed learning must be *supernumerary*, which means that they are supported to learn without being counted as part of the staffing required for safe and effective care in that setting. However, during each year of the programme, they are expected to engage at varying levels appropriate to your developing knowledge and understanding.

Parts or Years?

Some students undertake a shortened programme in which the range of outcomes to be achieved are divided into Parts, which are shorter in length than the academic year. These Parts are determined by the university and the dates associated with each Part are visible in the eMORA. Practice Supervisors and Practice Assessors should be aware when a student is undertaking a shortened programme and ensure that the student is supported to achieve the required outcomes by the end of each Part.

Student Responsibilities

Students should:

- Take responsibility for their own learning and know how to access support
- Engage positively with all learning opportunities
- Understand the assessment requirements
- Work with and receive written feedback from a range of staff (including identified Practice Supervisors) and Service Users
- Reflect on their own learning
- Provide feedback on learning experience

Q: Who will be my contact on placement?

A: Your main points of contact in placement will be the Clinical Practice Facilitator (CPF), Practice Educator Teachers and link lecturer.

Q: Who will supervise me on placement?

A: You will be supported by several Practice Supervisors who will support your learning and can contribute to assessment (refer to Practice Supervisor Responsibilities).

Q: Who will assess me on placement?

A: You will have a Practice Assessor for the part/year, who is responsible for assessing and confirming proficiency and achievement. The Practice Assessor will liaise with the Practice Supervisors to obtain feedback on your progress (refer to Practice Assessor Responsibilities).

Q: Will there be support from the university when on placement?

A: You will have a named Academic Assessor for each year or part of the programme. The Academic Assessor will liaise with your Practice Assessor. If you have any concerns regarding your practice learning you should raise these with the university as soon as possible (refer to Academic Assessor Responsibilities and university guidelines).

Q: What if I can't access my eMORA when on placement?

A: It should be possible to access the eMORA website from any PC, laptop, or mobile device with network / wifi / data connection. If you have any technical difficulties with the eMORA raise them immediately with the eMORA support team via the email address you have been provided.

Practice Supervisor Responsibilities

Practice Supervisors (PS) are Registered Midwives, Nurses or Registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role:

- Ensure learning opportunities are facilitated
- Contribute to assessment through completing student proficiency achievements
- Record regular feedback

Q: What is my role in supporting the student?

A: You have responsibilities for overseeing the student's progress during the placement and ensuring that the student can partake in care relevant to their level of study.

Q: What is my role in assessing the student?

A: The Practice Assessor has responsibility for student assessment. Practice Supervisors have an important role in contributing to assessment by signing student proficiencies and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student's assessment:

- Signing proficiencies as appropriate
- Signing Practice Episode Records
- Completing student feedback

Q: What is my relationship with other identified roles?

A: You will record feedback on the student's progress and liaise with the Practice Assessor to give feedback to inform the Practice Assessor's decisions.

Q: What if I am not a registered midwife and supervising the student?

A: A range of registered health or social care professionals can support and supervise student learning and contribute to the student's assessment within their scope of practice.

Practice Assessor Responsibilities

Practice Assessors (PA) are Registered Midwives with current knowledge and expertise and are appropriately prepared for the role:

- Conduct assessments, informed by feedback from Practice Supervisors and others
- Make and record objective decisions, drawing on Practice Episode Records, observations, student reflection and other resources
- Periodically observe the student
- Gather and coordinate feedback from Practice Supervisors and other relevant people
- Schedule communication with the Academic Assessor at relevant points

Q: What is my role in assessing the student?

A: You have responsibility for student assessment and will liaise with the Practice Supervisors to obtain feedback and with Academic Assessors to discuss student achievement and progression. You will review assessment documentation (Practice Episode Records, Proficiencies, PS feedback, Service User feedback) as well as other material in the eMORA that has been completed by a range of other health or social care professionals who have contributed to aspects of assessment.

Q: What specific elements do I need to assess and document?

A: The Practice Assessor will have four meeting points with the student during the year:

- Initial meeting – week 1
 - Complete Practice Assessor allocation form
 - Complete Assessment Planner with the student
 - Complete Initial Meeting form
 - Liaise with student on how best to contact you
 - Discuss any information the student has chosen to share in the About me section of the eMORA, e.g. reasonable adjustments
- Practice Assessor Review 1 and Practice Assessor Review 2 meetings
 - Check Practice Episode Records (PER) in each section
 - Discuss one PER with student and confirm knowledge
 - Check proficiencies in each section
 - Check PS and service user feedback / complementary placement experiences / records of meetings

- Review professional behaviour
 - Review student reflection
 - Award a holistic descriptor
 - Complete progression plan if needed (SMART) – must liaise with the Academic Assessor if this is necessary
 - Complete Practice Assessor Review form 1 or 2
-
- Summative Holistic Assessment meeting
 - Check Practice Episode Records (PER) in each section
 - Discuss one PER with student and confirm knowledge
 - Check proficiencies in each section
 - Check PS and service user feedback / complementary placement experiences / records of meetings
 - Check if progression plan is completed (if applicable)
 - Review professional behaviour
 - Review student reflection
 - Award a holistic descriptor
 - Complete Summative Holistic Assessment form

Q: What is my responsibility when a student's performance causes concern?

A: If a student requires a progression plan, you should liaise with the Academic Assessor before meeting with the student to agree the plan.

Academic Assessor Responsibilities

Academic Assessors are midwives working within the university faculty and are allocated for each year or part of the programme and are appropriately prepared for the role:

- Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each year/part of the programme
- Understands the student's learning and achievement in practice
- Enables scheduled communication and collaboration between Academic and Practice Assessors

Q: What is my role in relation to student assessment?

A: The student has an Academic Assessor for each year or part of the programme and will provide continuity and have an overview of student achievement to inform progression. If there is cause for concern in relation to the student's performance, you should be involved in agreeing a Progression plan collaboratively with the PA.

Q: Who will I liaise with?

A: You will communicate and collaborate with the Practice Assessor at relevant scheduled points during the year. This may be in person, via email or telephone as appropriate.

Q: What is my responsibility in relation to the student's progression towards registration?

A: At the end of each year or part, the Academic Assessor will review and confirm the overall achievement in the student's eMORA and recommend progression to the next year/part using the Summary of Progress form.

Guide to Completing the eMORA

eMORA Introduction and Guidance

The eMORA contains guidance within it.

Click on the three bar icon (known as the 'burger') near the top of the homepage (shown). This displays a table of contents for the eMORA (shown).

Or, scroll down the homepage and select the Introduction and Guidance panel.

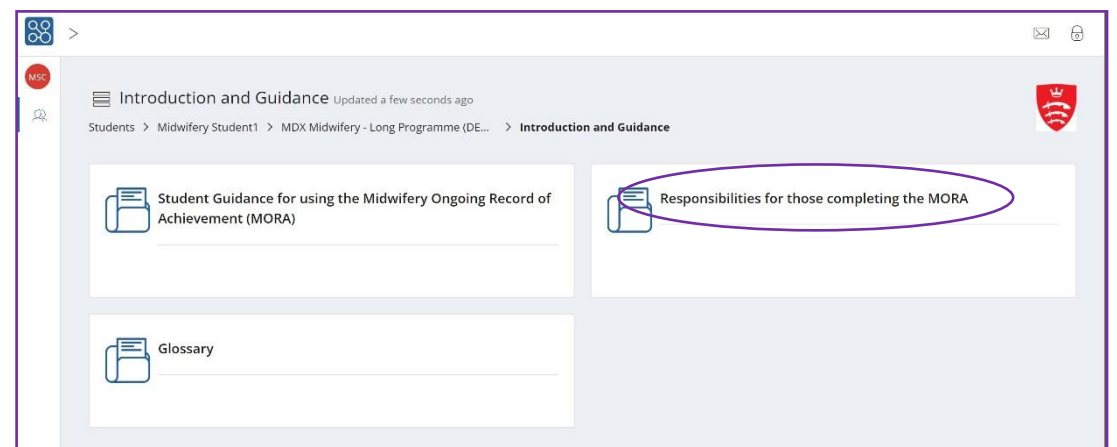
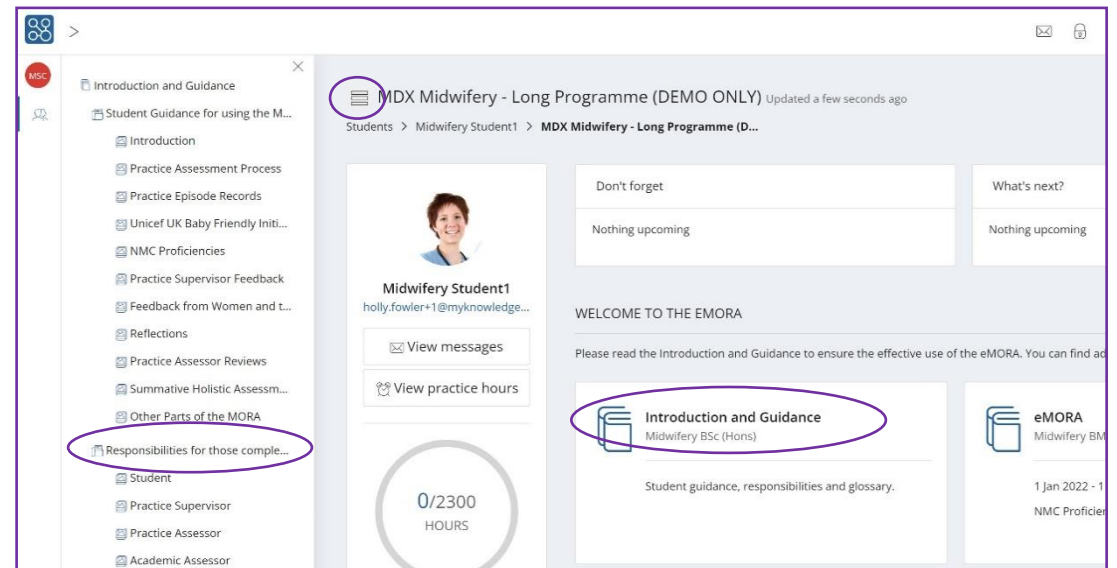
You will find under 'Introduction and Guidance'

- Student Guidance for using the Midwifery Ongoing Record of Achievement (MORA)
- Responsibilities for those completing the MORA
- Glossary

To understand what to complete within the eMORA and when, click on:

- Responsibilities for those completing the MORA
- Frequently Asked Questions/Easy Reference Guide

Note Additional guidance is provided in certain tabs (sections) within the eMORA and should be read when contributing material within that tab.



Practice Area Orientation

There are some elements of practice area orientation that must be completed on the first day of placement (First Day Criteria – extract shown) and others within the first week. Refer to the placement orientation forms in the eMORA for the full checklist that must be completed at each point.

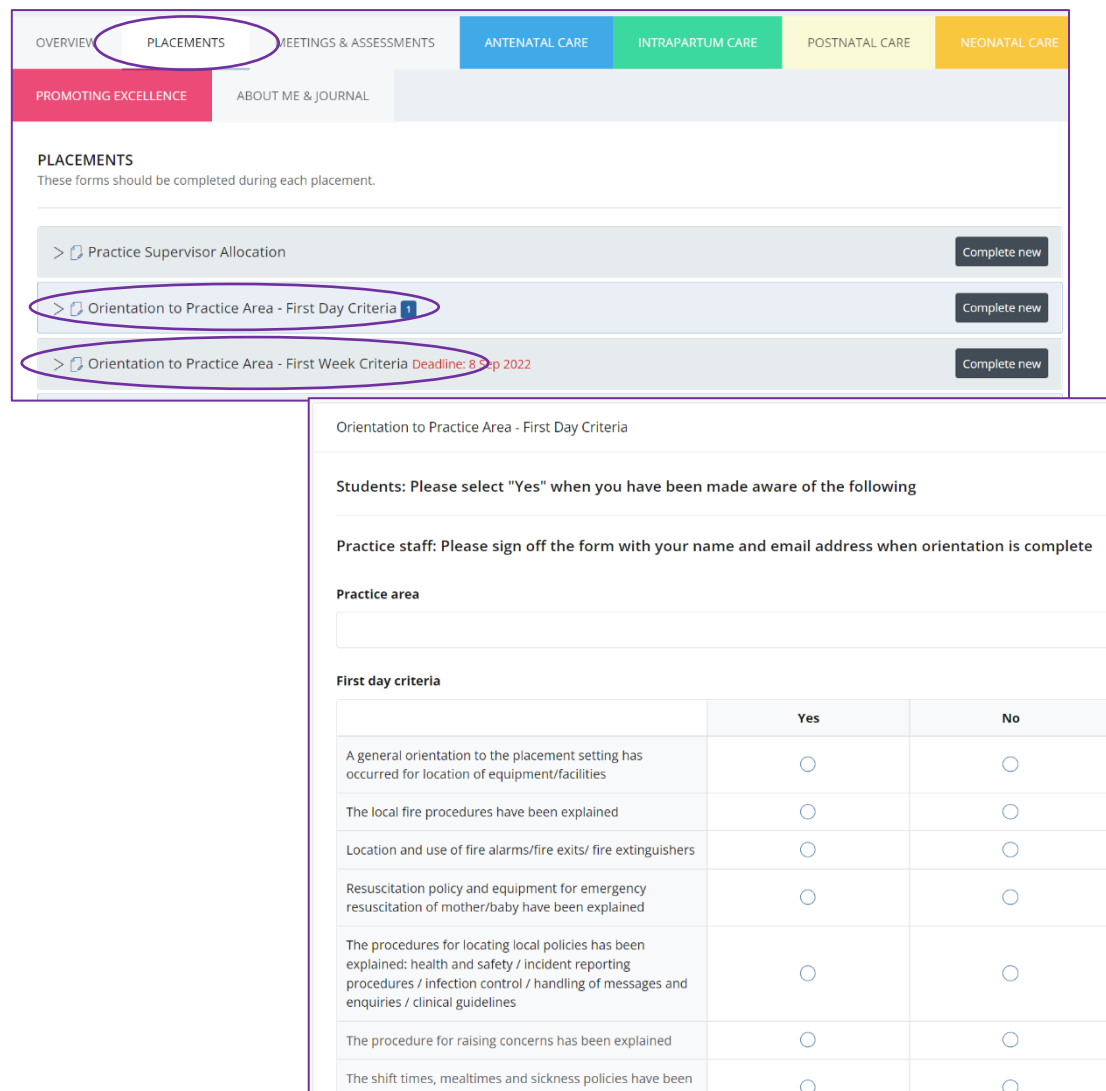
Orientation forms are located within the Placements tab on the placement page (shown).

Q: Who can orientate the student and complete these forms?

A: An appropriate member of staff familiar with the area, such as a PS/PA or the CPF can orientate the student. The student will usually complete the forms in their account, but they must be signed off by the member of staff using their full name and work email address.

Q: What happens if the deadline dates are missed?

A: The deadlines are a useful guide to when the forms should be completed. Missing a deadline will not change the availability of the form and it will not be marked as late. However, it is good practice to submit forms on or near the deadline to support student progress. This applies to all forms with deadline dates.



PLACEMENTS
These forms should be completed during each placement.

- > Practice Supervisor Allocation Complete new
- > Orientation to Practice Area - First Day Criteria Complete new
- > Orientation to Practice Area - First Week Criteria Deadline: 8 Sep 2022 Complete new

Orientation to Practice Area - First Day Criteria

Students: Please select "Yes" when you have been made aware of the following

Practice staff: Please sign off the form with your name and email address when orientation is complete

Practice area

First day criteria

	Yes	No
A general orientation to the placement setting has occurred for location of equipment/facilities	<input type="radio"/>	<input type="radio"/>
The local fire procedures have been explained	<input type="radio"/>	<input type="radio"/>
Location and use of fire alarms/fire exits/ fire extinguishers	<input type="radio"/>	<input type="radio"/>
Resuscitation policy and equipment for emergency resuscitation of mother/baby have been explained	<input type="radio"/>	<input type="radio"/>
The procedures for locating local policies has been explained: health and safety / incident reporting procedures / infection control / handling of messages and enquiries / clinical guidelines	<input type="radio"/>	<input type="radio"/>
The procedure for raising concerns has been explained	<input type="radio"/>	<input type="radio"/>
The shift times, mealtimes and sickness policies have been explained	<input type="radio"/>	<input type="radio"/>

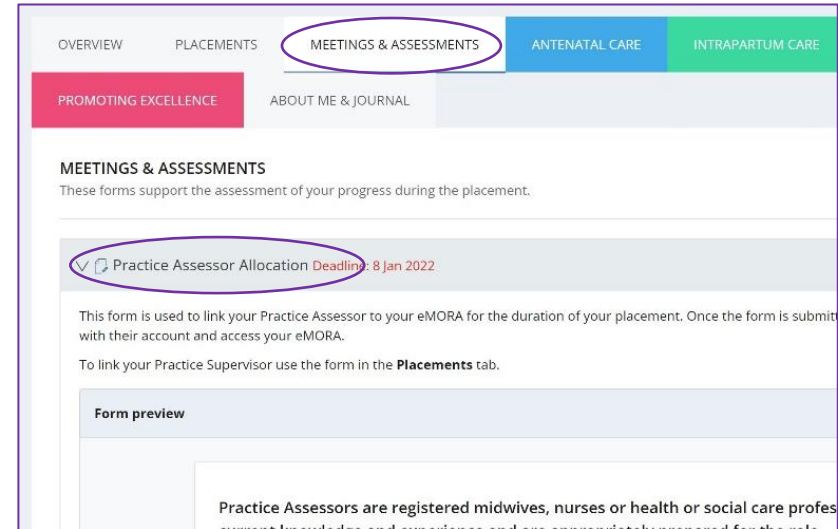
Practice Assessor and Practice Supervisor Allocation

Practice Assessors (and Practice Supervisors who expect to support the student throughout the placement) must ask the student to complete the Practice Assessor or Practice Supervisor Allocation form, as applicable, using their full name and work email address in the sign-off fields. It is worth **double checking** this before submitting as the system uses this information to create the account for the PA/PS if they are new to the eMORA. The PA/PS will receive a welcome email with information and guidance.

These forms also create a link between the PA/PS's account and the student's eMORA, so must be completed for every student that the PA/PS works with. This allows the PA/PS to contribute to the student's eMORA independently of the student and monitor their progress during the placement. It also provides access to the student's earlier practice assessment documentation within the eMORA. The allocation form is found in the Placements tab for the PS, and the Meetings & Assessments tab for the PA - shown.

This form can be filled out as many times as necessary, for example if the Practice Assessor changes or if other Practice Supervisors support the student. There is no process within the eMORA to remove a Practice Assessor or Practice Supervisor allocation. Contact the university if this is required.

Note: Supervisors completing documentation with the student using the student's account must sign using their full name and work email address. The signatory will receive an email with a confirmation of their contribution (a weekly summary email in the case of practice hours). Any discrepancies must be raised with the university.



OVERVIEW PLACEMENTS **MEETINGS & ASSESSMENTS** ANTENATAL CARE INTRAPARTUM CARE

PROMOTING EXCELLENCE ABOUT ME & JOURNAL

MEETINGS & ASSESSMENTS

These forms support the assessment of your progress during the placement.

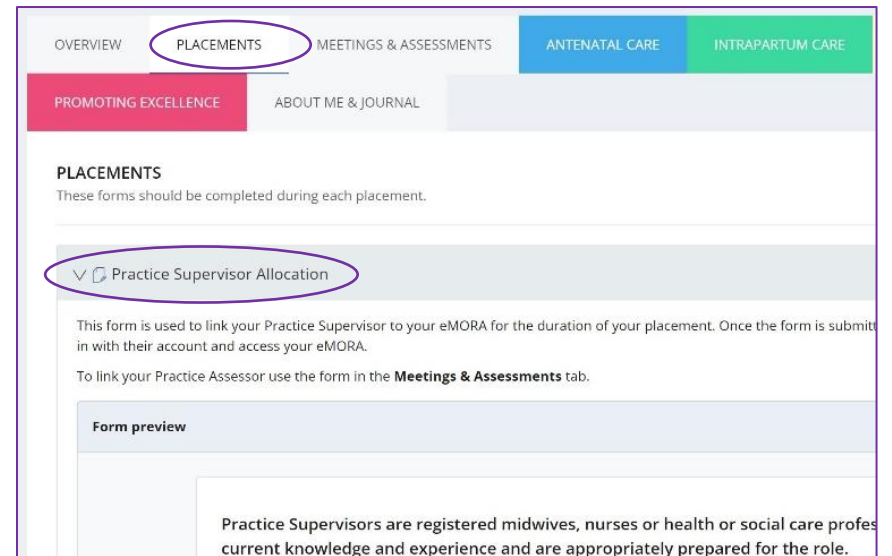
✓ [Practice Assessor Allocation](#) **Deadline: 8 Jan 2022**

This form is used to link your Practice Assessor to your eMORA for the duration of your placement. Once the form is submitted with their account and access your eMORA.

To link your Practice Supervisor use the form in the **Placements** tab.

Form preview

Practice Assessors are registered midwives, nurses or health or social care professionals with current knowledge and experience and are appropriately prepared for the role.



OVERVIEW **PLACEMENTS** MEETINGS & ASSESSMENTS ANTENATAL CARE INTRAPARTUM CARE

PROMOTING EXCELLENCE ABOUT ME & JOURNAL

PLACEMENTS

These forms should be completed during each placement.

✓ [Practice Supervisor Allocation](#)

This form is used to link your Practice Supervisor to your eMORA for the duration of your placement. Once the form is submitted with their account and access your eMORA.

To link your Practice Assessor use the form in the **Meetings & Assessments** tab.

Form preview

Practice Supervisors are registered midwives, nurses or health or social care professionals with current knowledge and experience and are appropriately prepared for the role.

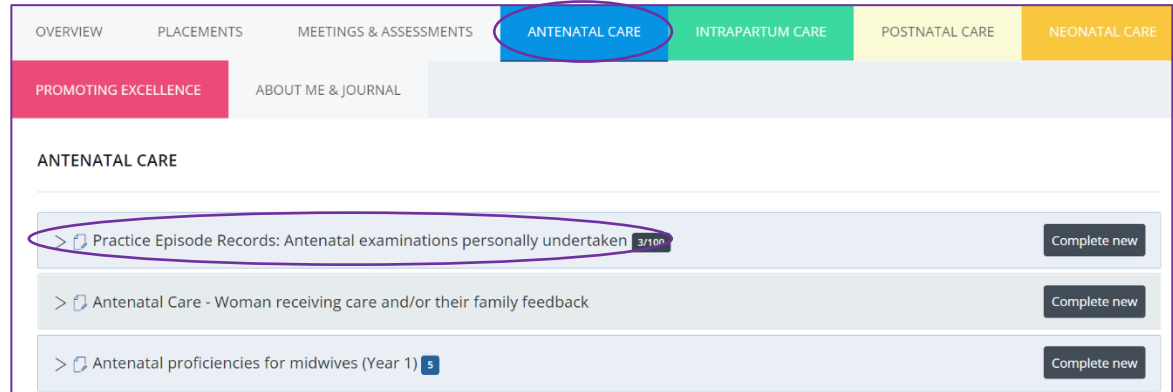
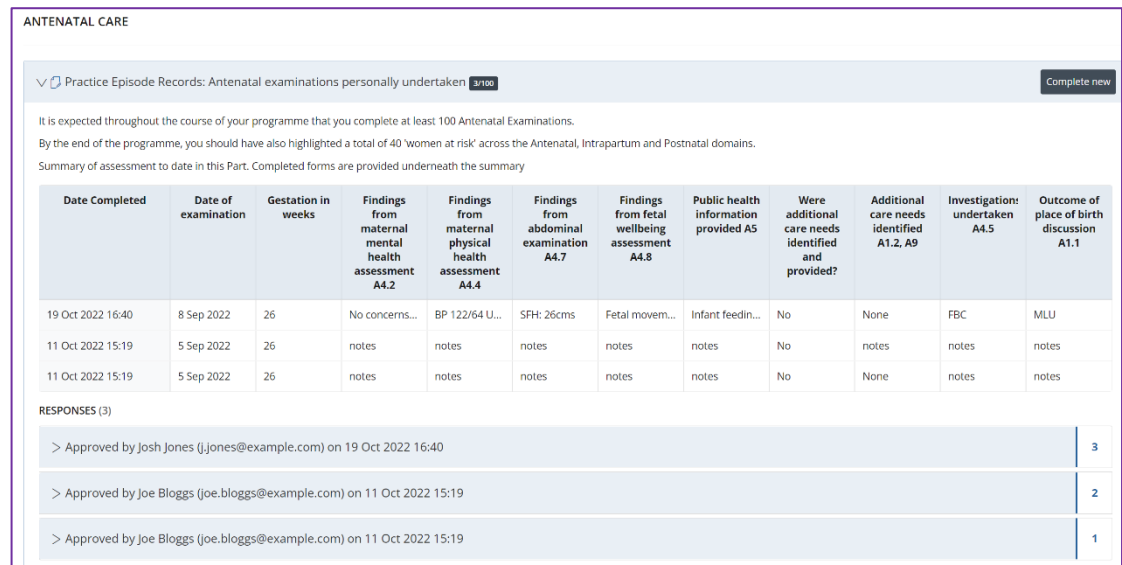
Practice Episode Records

The European Directive 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**
- Personally facilitating at least **40 births**
- 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** and at least **100 healthy newborn infants**

Students must evidence their achievement of a care episode by the completion of a Practice Episode Record. This must be signed by the Practice Supervisor they are working with using the sign-off fields in the form.

Practice Episode Record forms are found in the proficiency group tabs. The screenshot shows the form in the Antenatal Care tab. The target number of completions is given alongside the form name and the number submitted is incremented automatically. Each submitted form is numbered and a summary table is provided above the list of submitted forms, for ease of reference within the Proficiency form (shown).

ANTENATAL CARE

Practice Episode Records: Antenatal examinations personally undertaken 3/100 Complete new

It is expected throughout the course of your programme that you complete at least 100 Antenatal Examinations.

By the end of the programme, you should have also highlighted a total of 40 'women at risk' across the Antenatal, Intrapartum and Postnatal domains.

Summary of assessment to date in this Part. Completed forms are provided underneath the summary

Date Completed	Date of examination	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	Were additional care needs identified and provided?	Additional care needs identified A1.2, A9	Investigation undertaken A4.5	Outcome of place of birth discussion A1.1
19 Oct 2022 16:40	8 Sep 2022	26	No concerns...	BP 122/64 U...	SFH: 26cms	Fetal movem...	Infant feedin...	No	None	FBC	MLU
11 Oct 2022 15:19	5 Sep 2022	26	notes	notes	notes	notes	notes	No	notes	notes	notes
11 Oct 2022 15:19	5 Sep 2022	26	notes	notes	notes	notes	notes	No	None	notes	notes

RESPONSES (3)

> Approved by Josh Jones (jjones@example.com) on 19 Oct 2022 16:40	3
> Approved by Joe Bloggs (joe.bloggs@example.com) on 11 Oct 2022 15:19	2
> Approved by Joe Bloggs (joe.bloggs@example.com) on 11 Oct 2022 15:19	1

Proficiencies

Students are expected to achieve proficiencies in every year/part. There are 5 proficiency sections (the coloured tabs) where the proficiency forms are found:

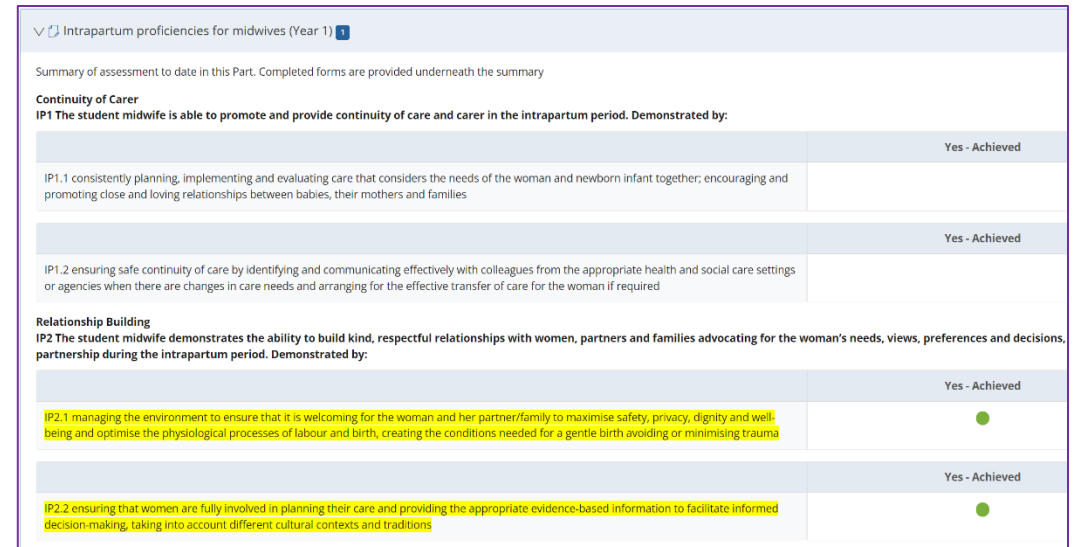
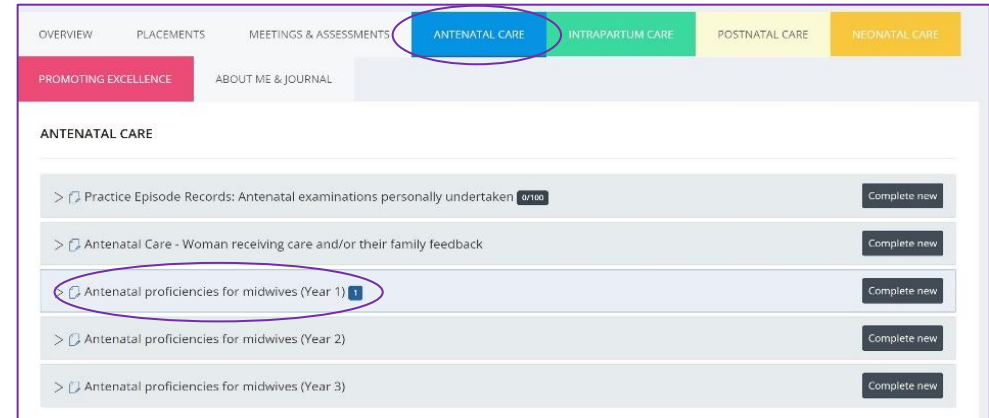
- Antenatal care
- Intrapartum care
- Postnatal care
- Neonatal care
- Promoting Excellence

These must be signed off by Practice Supervisors. The student's proficiency should be assessed with the student's level of practice in mind:

- Participation (Year/Part 1)
- Contribution (Year/Part 2)
- Demonstrate Proficiency (Year/Part 3)

Within the form, only tick the proficiency/ies the student has achieved in this assessment. **Leave the other proficiencies blank.** A summary of proficiencies achieved is presented in the form location above the list of submitted forms so you can quickly see where the gaps are (shown).

Highlighted proficiencies - Some universities require their students to achieve a minimum set of proficiencies in each year/part in order to progress. Where this is the policy, the university will indicate the mandatory proficiencies by highlighting them within the form. This also appears on the summary (extract shown). Students are still able to achieve non-highlighted proficiencies when the opportunity arises.



Continuity of Carer	Yes - Achieved
IP1.1 consistently planning, implementing and evaluating care that considers the needs of the woman and newborn infant together; encouraging and promoting close and loving relationships between babies, their mothers and families	Yes - Achieved
IP1.2 ensuring safe continuity of care by identifying and communicating effectively with colleagues from the appropriate health and social care settings or agencies when there are changes in care needs and arranging for the effective transfer of care for the woman if required	Yes - Achieved

Relationship Building	Yes - Achieved
IP2.1 managing the environment to ensure that it is welcoming for the woman and her partner/family to maximise safety, privacy, dignity and well-being and optimise the physiological processes of labour and birth, creating the conditions needed for a gentle birth avoiding or minimising trauma	Yes - Achieved
IP2.2 ensuring that women are fully involved in planning their care and providing the appropriate evidence-based information to facilitate informed decision-making, taking into account different cultural contexts and traditions	Yes - Achieved

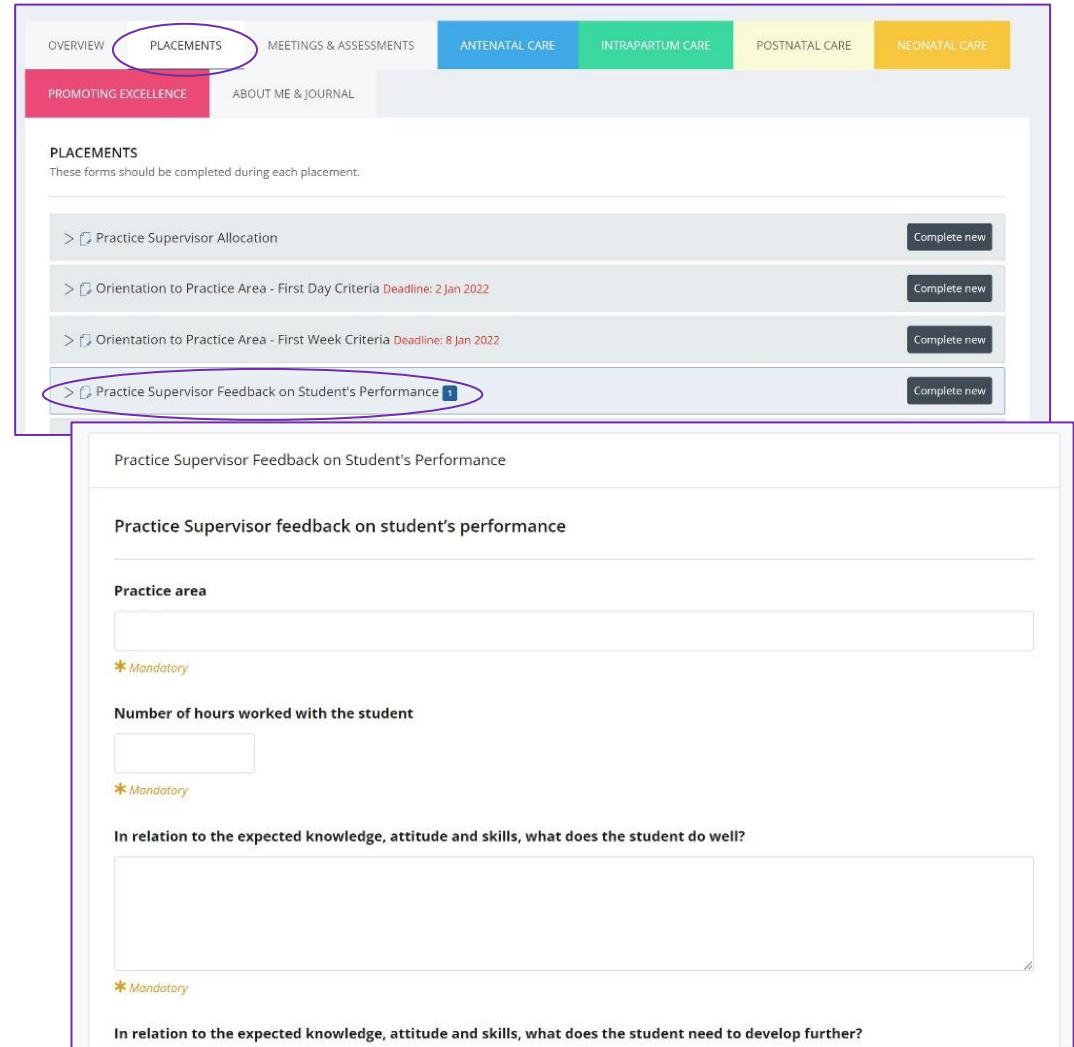
Practice Supervisor Feedback on Student's Performance

Practice Supervisors are required to regularly provide written feedback on student's progress and professional behaviour.

- This can be completed at the end of a single shift or series of shifts with the student.
- It requires the PS to comment on what the student does well and what they need to develop further.
- The PS must indicate whether the student has met the expected professional behaviours (Commitment, Care, Competence, Communication, Courage, and Compassion)
- The PS must indicate a holistic performance descriptor (Outstanding, Excellent, Very Good, Good, Satisfactory, Unsatisfactory) and this must be relevant to the student's level of practice – Participation (Year/Part 1), Contribution (Year/Part 2) or Demonstrate Proficiency (Year/Part 3).
- If the student has not met one or more of the professional behaviours, they must be graded 'Unsatisfactory' and the PA must be notified.

The form is located in the Placements tab (shown)

Note the form (extract shown) can be completed without the student being present if the PS has their own eMORA account. However, it is useful to complete this with the student so that the PS can discuss feedback and feedforward opportunities.



The screenshot shows the Pan London eMORA interface. The top navigation bar includes tabs for OVERVIEW, PLACEMENTS (highlighted with a red circle), MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. Below this, there are sub-tabs for PROMOTING EXCELLENCE and ABOUT ME & JOURNAL. The main content area is titled 'PLACEMENTS' and contains a list of tasks with 'Complete new' buttons. The task 'Practice Supervisor Feedback on Student's Performance' is highlighted with a red circle. Below this, a form titled 'Practice Supervisor Feedback on Student's Performance' is shown. The form includes fields for 'Practice area', 'Number of hours worked with the student', and two text areas for feedback. The first text area is labeled 'In relation to the expected knowledge, attitude and skills, what does the student do well?' and the second is labeled 'In relation to the expected knowledge, attitude and skills, what does the student need to develop further?'. Both text areas are marked as 'Mandatory' with a red asterisk.



Woman receiving care and/or their family feedback

Practice Supervisors must support students to obtain feedback from women and/or their families.

The feedback form is available under proficiency group tabs (antenatal example shown). Within the form (extract shown) there is the facility for student to download a pdf copy that can be printed out for completion where this is more appropriate. The completed form can be uploaded into the eMORA form as a scanned document or image, or the responses can be transferred to the online form by the student. The completed eMORA form must be signed off by the Practice Supervisor who is present.

Each submitted form is numbered and a summary table is provided above the list of submitted forms, for ease of reference as evidence within the Proficiency form.

Q: Who asks the woman and/or family member to complete the form?

A: The Practice Supervisor should obtain consent from the woman/family members, who should feel able to decline to participate.

Q: Does the woman receiving care or family member sign the form?

A: No. The form is signed off by the Practice Supervisor.

Q: How is the feedback used in the assessment process?

A: The student will reflect on the feedback provided by the woman receiving care and/or the family and discuss the outcomes with their PA, including any changes to practice that need to be made. These can be included in the meetings or in a progression plan.

OVERVIEW PLACEMENTS MEETINGS & ASSESSMENTS **ANTENATAL CARE** INTRAPARTUM CARE POSTNATAL CARE NEONATAL CARE

PROMOTING EXCELLENCE ABOUT ME & JOURNAL

ANTENATAL CARE

> Practice Episode Records: Antenatal examinations personally undertaken 3/100 [Complete new](#)

> **Antenatal Care - Woman receiving care and/or their family feedback** [Complete new](#)

Antenatal Care - Woman receiving care and/or their family feedback

Woman receiving care and/or their family feedback

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

☐ Family member/partner

How happy were you with the way the student midwife...

	Very Happy 😊	Happy 😊	I'm not sure 😐	Unhappy 😞	Very unhappy 😞
cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was sympathetic to the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student midwife do well?

Normal B I U 🔍 ☰ ☷ 🔍

0 Word(s)

Is there anything the student midwife could have done to make your experience better?

Normal B I U 🔍 ☰ ☷ 🔍

Breastfeeding Assessment Tool

Within the neonatal care section there are breastfeeding assessment tool forms which should be completed when supporting women to breastfeed their babies. Students must complete 10 assessments per year or part.

Practice Supervisors must support students to complete these assessments.

The form is available under the neonatal care tab (shown). The completed form (extract shown) must be signed off by the Practice Supervisor who is present.

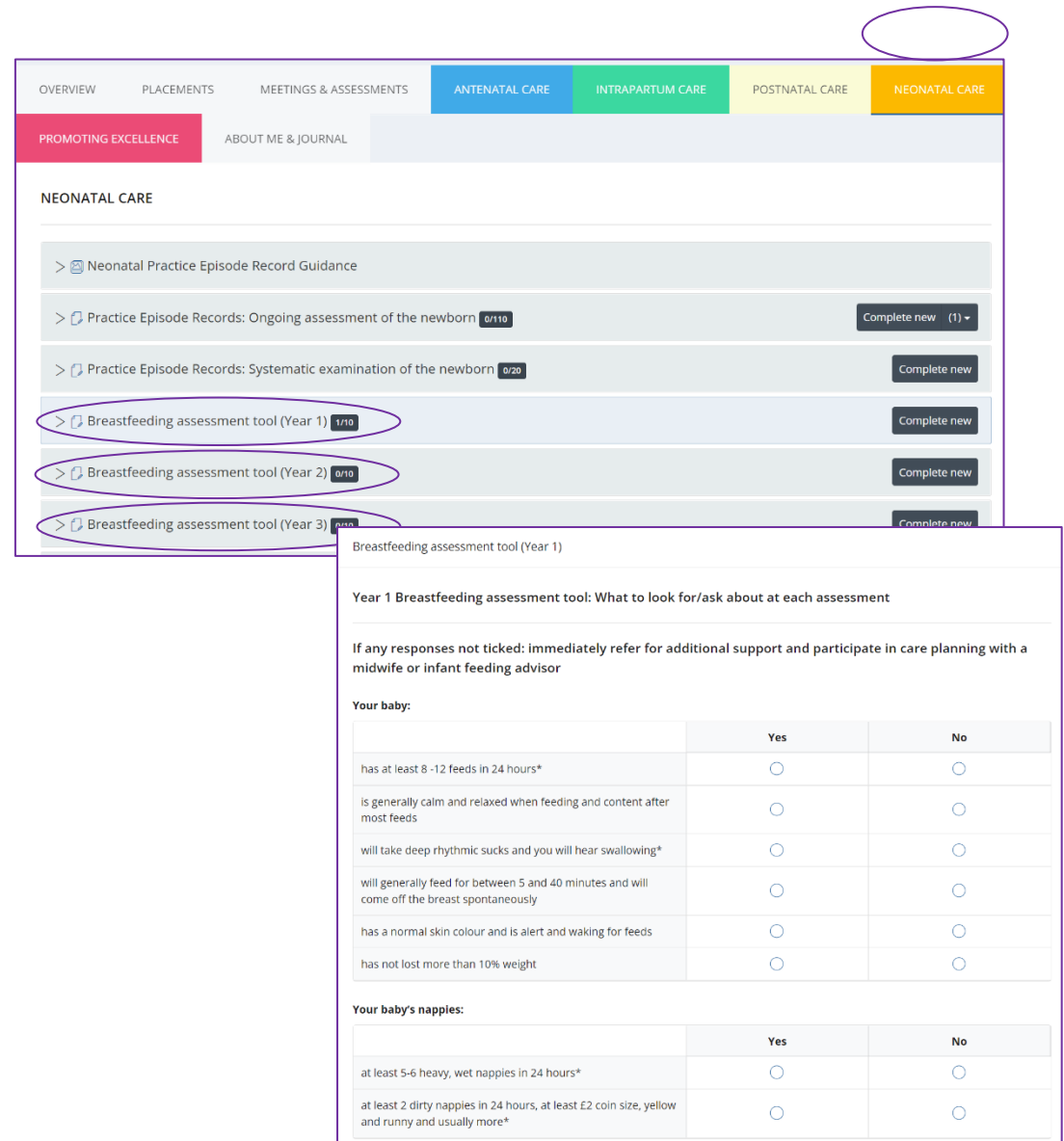
Each submitted form is numbered and a summary table is provided above the list of submitted forms, for ease of reference as evidence within the neonatal care proficiency form.

Q: Who asks the woman for consent to do the assessment?

A: The Practice Supervisor should obtain consent from the woman.

Q: Does the woman receiving care sign the form?

A: No. The form is signed off by the Practice Supervisor.



The screenshot shows the Pan London eMORA interface. The top navigation bar includes tabs for OVERVIEW, PLACEMENTS, MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. The NEONATAL CARE tab is selected. Below this, there is a section for NEONATAL CARE with a list of practice episode records. The 'Breastfeeding assessment tool (Year 1)' is highlighted with a red circle. A red circle also highlights the 'Complete new' button next to it. Below the list, a preview of the 'Breastfeeding assessment tool (Year 1)' form is shown. The form includes a title 'Year 1 Breastfeeding assessment tool: What to look for/ask about at each assessment', a note 'If any responses not ticked: immediately refer for additional support and participate in care planning with a midwife or infant feeding advisor', and two tables for 'Your baby:' and 'Your baby's nappies:'.

Breastfeeding assessment tool (Year 1)

Year 1 Breastfeeding assessment tool: What to look for/ask about at each assessment

If any responses not ticked: immediately refer for additional support and participate in care planning with a midwife or infant feeding advisor

Your baby:

	Yes	No
has at least 8 -12 feeds in 24 hours*	<input type="radio"/>	<input type="radio"/>
is generally calm and relaxed when feeding and content after most feeds	<input type="radio"/>	<input type="radio"/>
will take deep rhythmic sucks and you will hear swallowing*	<input type="radio"/>	<input type="radio"/>
will generally feed for between 5 and 40 minutes and will come off the breast spontaneously	<input type="radio"/>	<input type="radio"/>
has a normal skin colour and is alert and waking for feeds	<input type="radio"/>	<input type="radio"/>
has not lost more than 10% weight	<input type="radio"/>	<input type="radio"/>

Your baby's nappies:

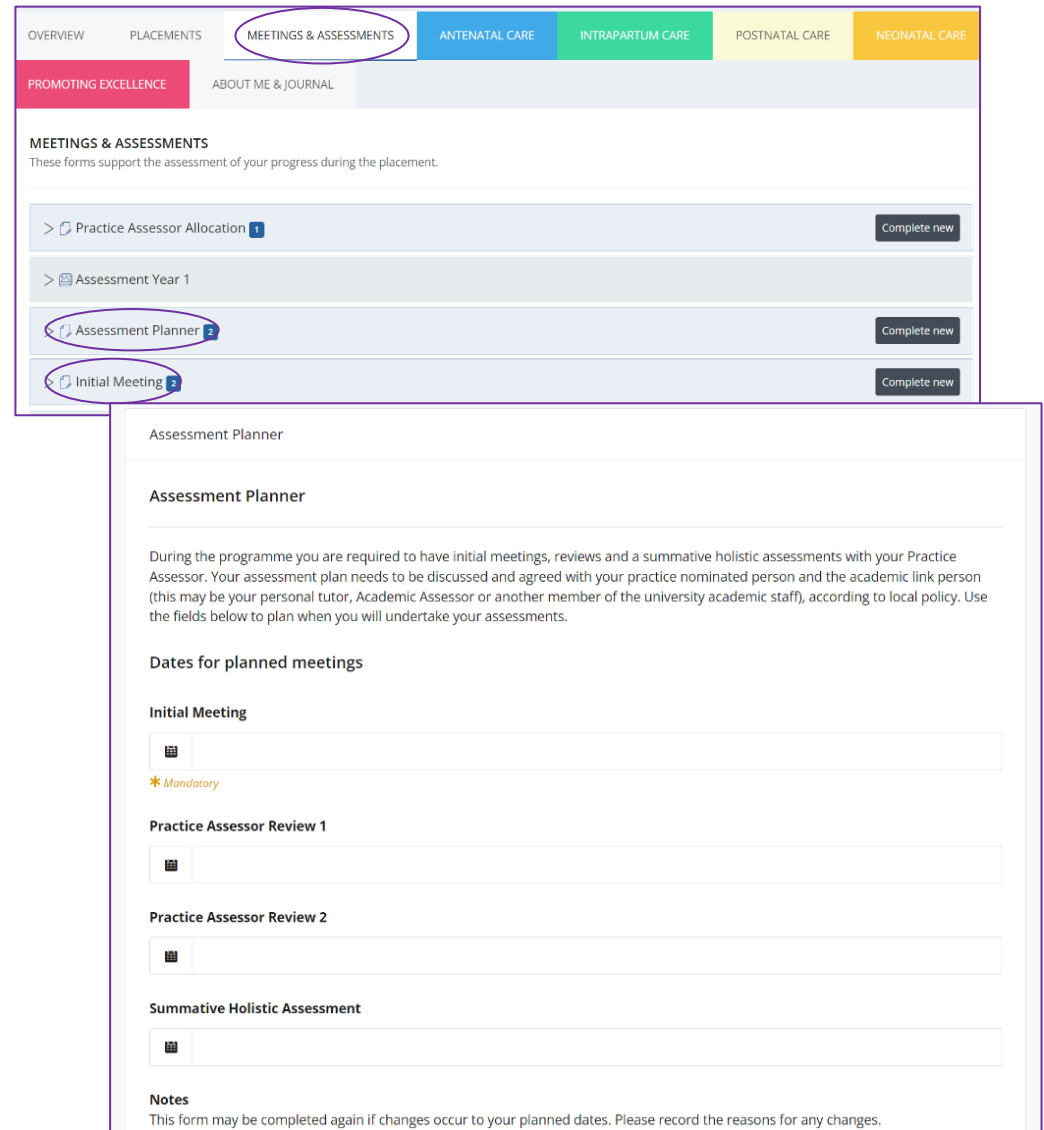
	Yes	No
at least 5-6 heavy, wet nappies in 24 hours*	<input type="radio"/>	<input type="radio"/>
at least 2 dirty nappies in 24 hours, at least £2 coin size, yellow and runny and usually more*	<input type="radio"/>	<input type="radio"/>

Initial Meeting and Assessment Planner

The initial meeting with the PA, during which the assessment planner is completed, should take place within the first week of the placement. The forms are located in the Meetings & Assessments tab (shown).

- In the initial meeting, the student will identify their learning needs, reflecting on their proficiency achievement objectives. The PA will discuss with the student and identify the learning opportunities available during the placement.
- The PA and student will complete the assessment planner (extract shown) with the agreed schedule of review meetings, which will depend on the length of the placement (year/part).
 - Review 1 should take place around a third of the way through the placement
 - Review 2 around two thirds through the placement
 - Summative holistic assessment at the end of the placement
- The assessment planner may be re-submitted if dates have to be altered, and should always reflect the latest agreed schedule.

Note The student must also complete the PA Allocation form with the PA in the initial meeting, so that the PA can complete and submit the PA reviews/summative holistic assessment from their own eMORA account later in the placement.



OVERVIEW PLACEMENTS **MEETINGS & ASSESSMENTS** ANTENATAL CARE INTRAPARTUM CARE POSTNATAL CARE NEONATAL CARE

PROMOTING EXCELLENCE ABOUT ME & JOURNAL

MEETINGS & ASSESSMENTS
These forms support the assessment of your progress during the placement.

- > Practice Assessor Allocation 1 Complete new
- > Assessment Year 1
- > **Assessment Planner 2** Complete new
- > **Initial Meeting 3** Complete new

Assessment Planner

Assessment Planner

During the programme you are required to have initial meetings, reviews and a summative holistic assessments with your Practice Assessor. Your assessment plan needs to be discussed and agreed with your practice nominated person and the academic link person (this may be your personal tutor, Academic Assessor or another member of the university academic staff), according to local policy. Use the fields below to plan when you will undertake your assessments.

Dates for planned meetings

Initial Meeting

*** Mandatory**

Practice Assessor Review 1

Practice Assessor Review 2

Summative Holistic Assessment

Notes
This form may be completed again if changes occur to your planned dates. Please record the reasons for any changes.

PA Reviews and Summative Holistic Assessment

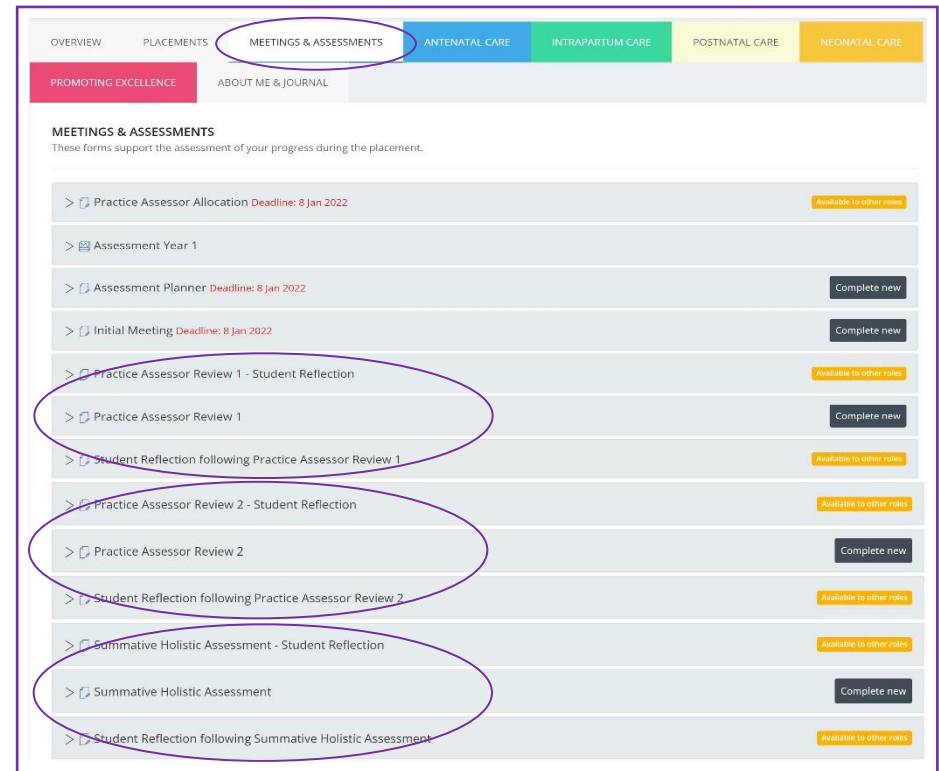
These PA reviews/assessment provide a formal record of student learning objectives, reflections, and achievements. Students are encouraged to take responsibility for their own learning and must record reflections before and after each review and assessment.

The forms are located in the Meetings & Assessments tab (shown). Each review/assessment comprises a set of 3 forms (shown):

- Student reflection on their progress – to be submitted by the student **before** the meeting with their PA
- The PA review/assessment form – to be submitted by the PA in their own eMORA account
- Student reflection on the review/assessment – to be submitted by the student after the meeting with their PA

Practice Assessor Review 1 and 2: The student and the PA will discuss progress and refine the learning plan where necessary. The PA must confirm that they have reviewed the Practice Episode Records, Proficiencies, PS feedback, Professional Values, Student reflection and any Progression plan with the student. If there are causes for concern the Practice Assessor will liaise with the Academic Assessor and complete a Progression plan.

Summative Holistic Assessment: The student and the PA will review progress and confirm achievement.



Task	Deadline	Status
Practice Assessor Allocation	Deadline: 8 Jan 2022	Available to other roles
Assessment Year 1		
Assessment Planner	Deadline: 8 Jan 2022	Complete new
Initial Meeting	Deadline: 8 Jan 2022	Complete new
Practice Assessor Review 1 - Student Reflection		Available to other roles
Practice Assessor Review 1		Complete new
Student Reflection following Practice Assessor Review 1		Available to other roles
Practice Assessor Review 2 - Student Reflection		Available to other roles
Practice Assessor Review 2		Complete new
Student Reflection following Practice Assessor Review 2		Available to other roles
Summative Holistic Assessment - Student Reflection		Available to other roles
Summative Holistic Assessment		Complete new
Student Reflection following Summative Holistic Assessment		Available to other roles

Progression Plan and Progression Plan Review

A Progression Plan (shown) must be completed by a Practice Assessor when there is a need to address the student's progress or performance.

The **SMART** principles should be used to construct the plan: Specific, Measurable, Achievable, Realistic, Timed. The Practice Assessor must liaise with the Academic Assessor.

The Practice Assessor is responsible for reviewing progress and ensuring support and learning is available to the student. After the agreed timescale has elapsed the Practice Assessor must complete the Progression Plan Review form.

The forms are located towards the bottom of the Meetings & Assessments tab.

Q: What timescale should be used for the student to achieve the Progression Plan?

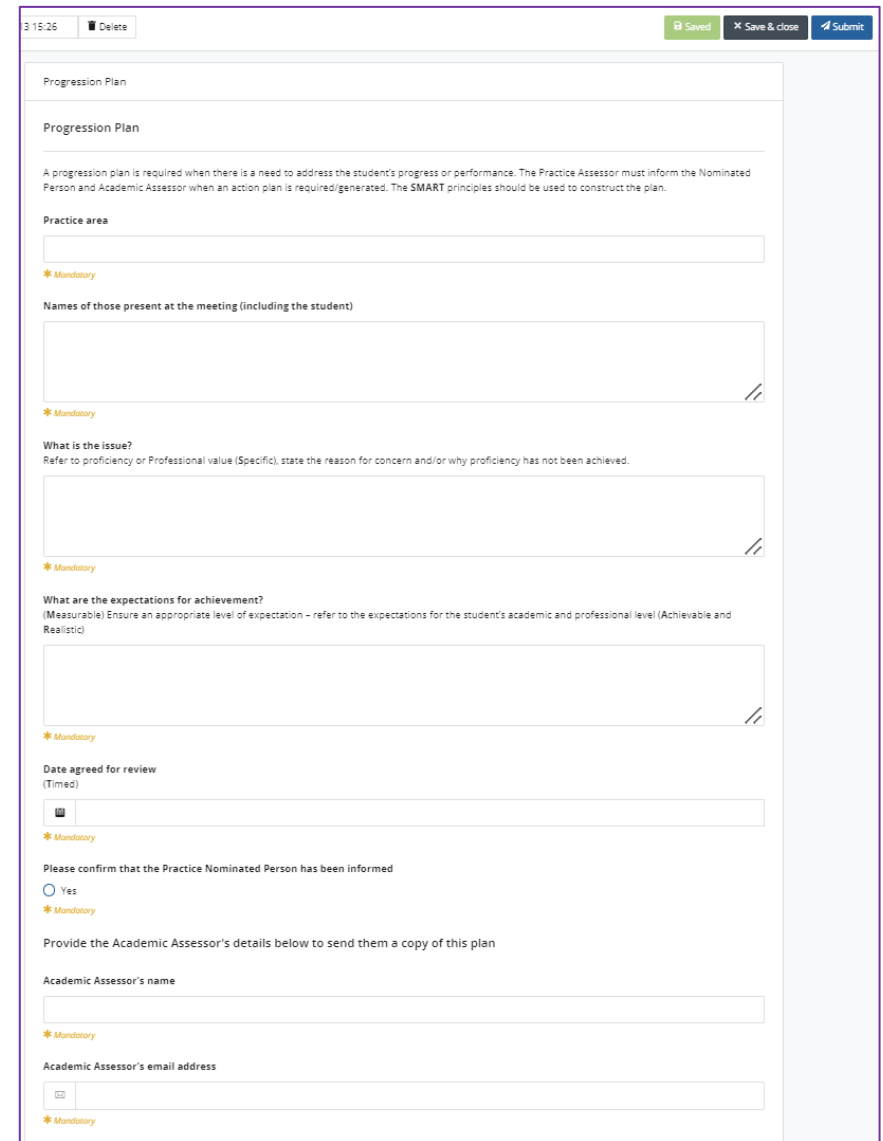
A: This will depend on the area of concern and the frequency of learning opportunities available within the remaining length of the placement. The student must be able to attend and engage in learning to achieve the progression plan.

Q: How much support and learning should be provided?

A: This will depend on the complexity of the area of concern. The student must demonstrate competence or professionalism relevant to the proficiencies or professional values.

Q: What happens if the student does not achieve the objectives within the Progression Plan by the stated review date?

A: The Practice Assessor must document their decision regarding whether the student has failed the placement using the Progression Plan Review form. The Practice Assessor must liaise with the Academic Assessor and send them copies of the forms by including the Academic Assessor's details as indicated.



3 15:26 [Delete] [Save] [Save & close] [Submit]

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 Nominated Person and Academic Assessor when an action plan is required/generated. The SMART principles should be used to construct the plan.

Practice area

*** Mandatory**

Names of those present at the meeting (including the student)

*** Mandatory**

What is the issue?
Refer to proficiency or Professional value (Specific), state the reason for concern and/or why proficiency has not been achieved.

*** Mandatory**

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)

*** Mandatory**

Date agreed for review
(Timed)

*** Mandatory**

Please confirm that the Practice Nominated Person has been informed

☐ Yes

*** Mandatory**

Provide the Academic Assessor's details below to send them a copy of this plan

Academic Assessor's name

*** Mandatory**

Academic Assessor's email address

*** Mandatory**

Year / Part Summary of Progress

At the end of each year or part the Academic Assessor is responsible for reviewing the student's eMORA and completing the Summary of Progress form.

The Academic Assessor works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each year/part of the programme and for registration at the end of their programme.

The form is located at the bottom of the Meetings & Assessments tab and can only be completed by the Academic Assessor (extract shown).

Year 1 Summary of Progress

Proficiency Section

Antenatal Care

Number of practice episodes (EU requirements) recorded: Universal Care

* Mandatory

Number of practice episodes (EU requirements) recorded: Additional Care

* Mandatory

Any concerns identified regarding proficiency completion?

Yes

No

* Mandatory

Any concerns identified regarding professional behaviour?

Yes

No

* Mandatory

Intrapartum Care

Number of practice episodes (EU requirements) recorded: Universal Care

* Mandatory

Number of practice episodes (EU requirements) recorded: Additional Care

* Mandatory

Any concerns identified regarding proficiency completion?

Yes

No

* Mandatory

Any concerns identified regarding professional behaviour?

Record of Complementary Placement Experience

Students may attend complementary placements to enhance their learning and work with a wider range of health and social care professionals. This enables them to also meet the EU Directive requirements of:

- Care of women with pathological conditions in the fields of gynaecology and obstetrics
- Initiation into care in the field of medicine and surgery

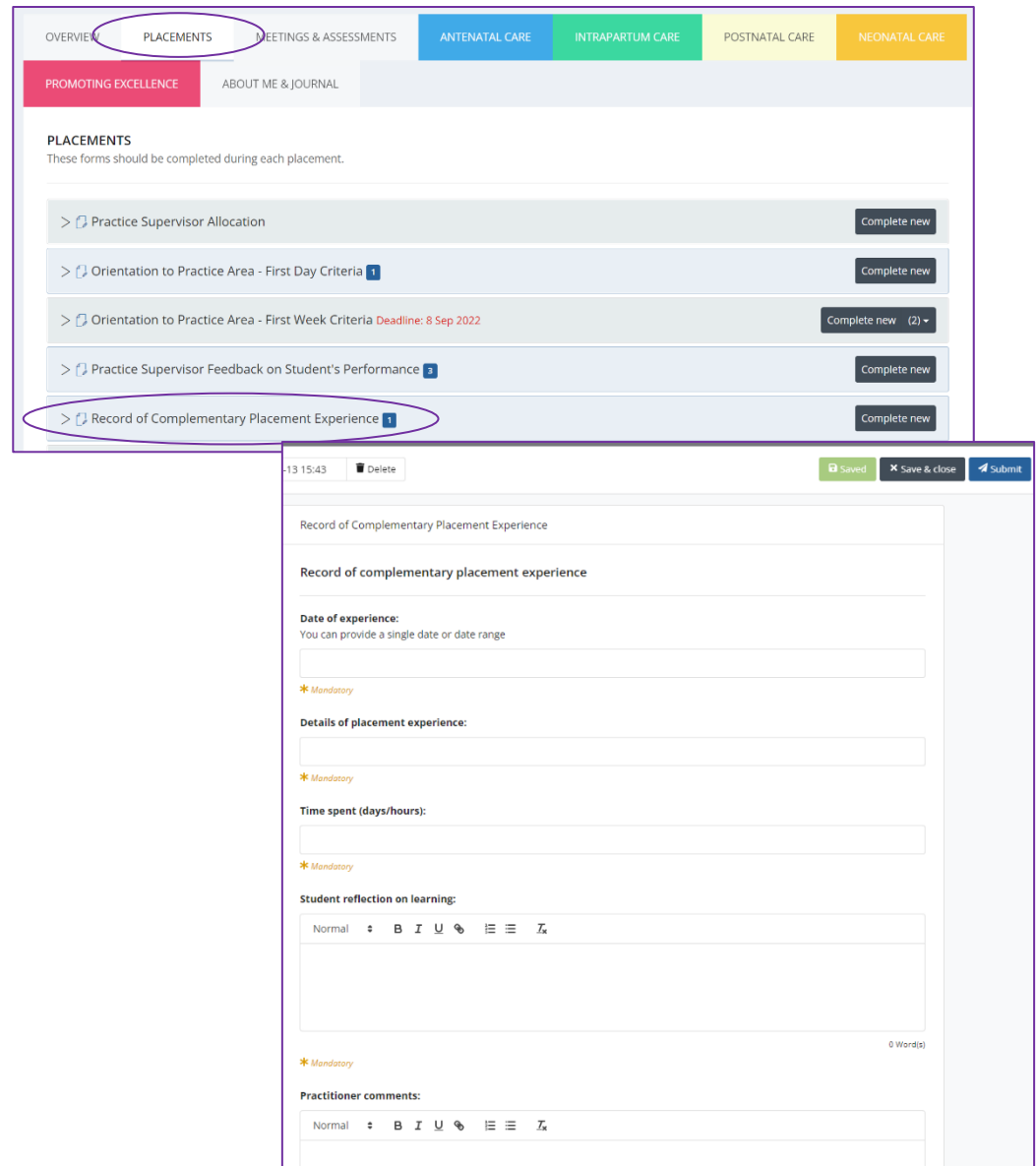
The student will use this form to record their learning experiences and collate feedback from those they work with. They should meet with their complementary placement practitioner to review their reflection and gain feedback at the end of the placement.

Complementary placement experiences may be used by the student as evidence towards achievement of proficiencies. Submitted forms are automatically numbered for ease of reference in proficiency forms.

The form is located in the Placements tab (shown).

Q: Who should sign off the form?

A: The practitioner who worked with the student during the complementary placement and provided the feedback in the form.



The screenshot displays the Pan London eMORA interface. The top navigation bar includes tabs for OVERVIEW, PLACEMENTS (highlighted with a purple circle), MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. Below this, there are sub-tabs for PROMOTING EXCELLENCE and ABOUT ME & JOURNAL. The main content area is titled 'PLACEMENTS' and contains a list of forms to be completed during each placement. The forms listed are: Practice Supervisor Allocation, Orientation to Practice Area - First Day Criteria (1), Orientation to Practice Area - First Week Criteria (Deadline: 8 Sep 2022), Practice Supervisor Feedback on Student's Performance (3), and Record of Complementary Placement Experience (1). The 'Record of Complementary Placement Experience' form is highlighted with a purple circle. Below this, the form itself is shown, featuring fields for 'Date of experience', 'Details of placement experience', 'Time spent (days/hours)', 'Student reflection on learning', and 'Practitioner comments'. Each of these sections is marked as 'Mandatory' with a yellow star icon. The form also includes a 'Save' button, a 'Save & close' button, and a 'Submit' button.

Record of Meeting

Students may use this form to record meetings with Practice Supervisors, Practice Assessors, Academic representative, Academic Assessor or Practice Nominated Person.

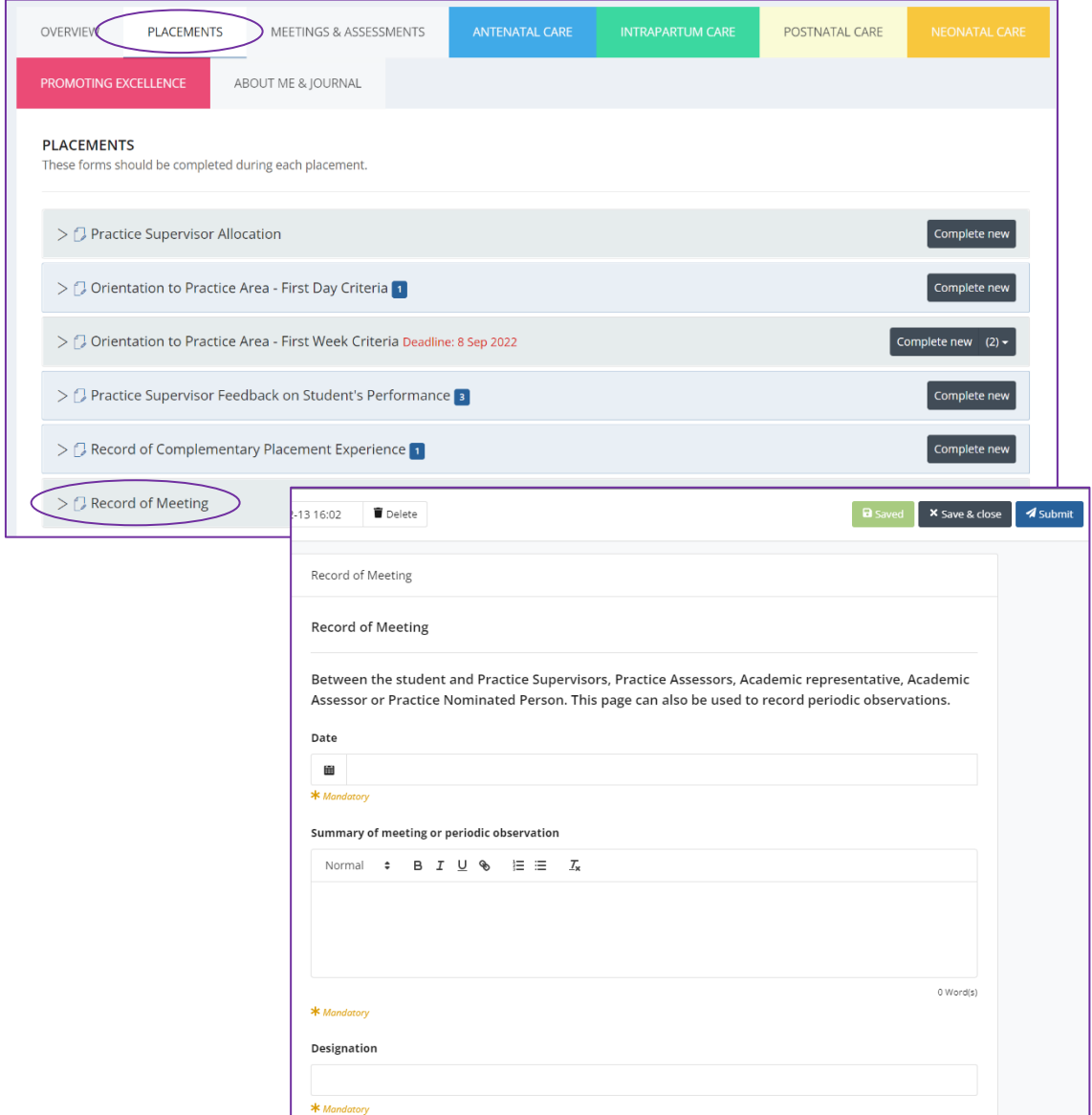
This form can also be accessed directly from practice and academic staff eMORA accounts, e.g. to record periodic observations.

Meeting records may be used by the student as evidence towards achievement of proficiencies. Submitted forms are automatically numbered for ease of reference in proficiency forms.

The form is located in the Placements tab (shown).

Q: Who should sign off the form?

A: The student should complete the form during the meeting so that it can be signed off by the member of staff present.



The screenshot displays the Pan London eMORA interface. The top navigation bar includes tabs for OVERVIEW, PLACEMENTS (highlighted with a red circle), MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. Below this, there are sub-tabs: PROMOTING EXCELLENCE and ABOUT ME & JOURNAL. The main content area is titled 'PLACEMENTS' and lists several forms to be completed during each placement:

- Practice Supervisor Allocation (Complete new)
- Orientation to Practice Area - First Day Criteria 1 (Complete new)
- Orientation to Practice Area - First Week Criteria Deadline: 8 Sep 2022 (Complete new (2) -)
- Practice Supervisor Feedback on Student's Performance 3 (Complete new)
- Record of Complementary Placement Experience 1 (Complete new)
- Record of Meeting (highlighted with a red circle)

The 'Record of Meeting' form is shown in a pop-up window. It includes a title 'Record of Meeting', a description: 'Between the student and Practice Supervisors, Practice Assessors, Academic representative, Academic Assessor or Practice Nominated Person. This page can also be used to record periodic observations.', a 'Date' field with a calendar icon and a red asterisk indicating it is mandatory, a 'Summary of meeting or periodic observation' text area with a rich text editor toolbar and a red asterisk indicating it is mandatory, and a 'Designation' field with a red asterisk indicating it is mandatory. The form also shows a 'Saved' status, a 'Delete' button, and 'Save & close' and 'Submit' buttons.

About me and Reasonable Adjustments


Students are encouraged to share information about themselves that may assist their practice learning experience. Practice Supervisor and Practice Assessors must facilitate any reasonable adjustments the student may require to achieve the maximum benefit from the placement. The relevant forms are:

- **About me** – to record transferable skills and learning style
- **Reasonable adjustments** – to record adjustments that might be necessary to accommodate a student's disability.

These forms are located in the About me and Journal tab (shown).

Q: Who should sign off the reasonable adjustments form?

A: The student must discuss their requirements with appropriate person within their university, who will be the signatory on the form.



The screenshot shows the Pan London eMORA interface. At the top, there are tabs for OVERVIEW, PLACEMENTS, MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. Below these, there are two main sections: PROMOTING EXCELLENCE and ABOUT ME & JOURNAL. The ABOUT ME & JOURNAL section is highlighted. Under this section, there are five items: 'About me', 'Reasonable adjustments', 'Reflective Journal/notes/additional evidence (Year 1)', 'Reflective Journal/notes/additional evidence (Year 2)', and 'Reflective Journal/notes/additional evidence (Year 3)'. Each item has a 'Complete new' button next to it. The 'About me' and 'Reasonable adjustments' links are circled in red in the original image.

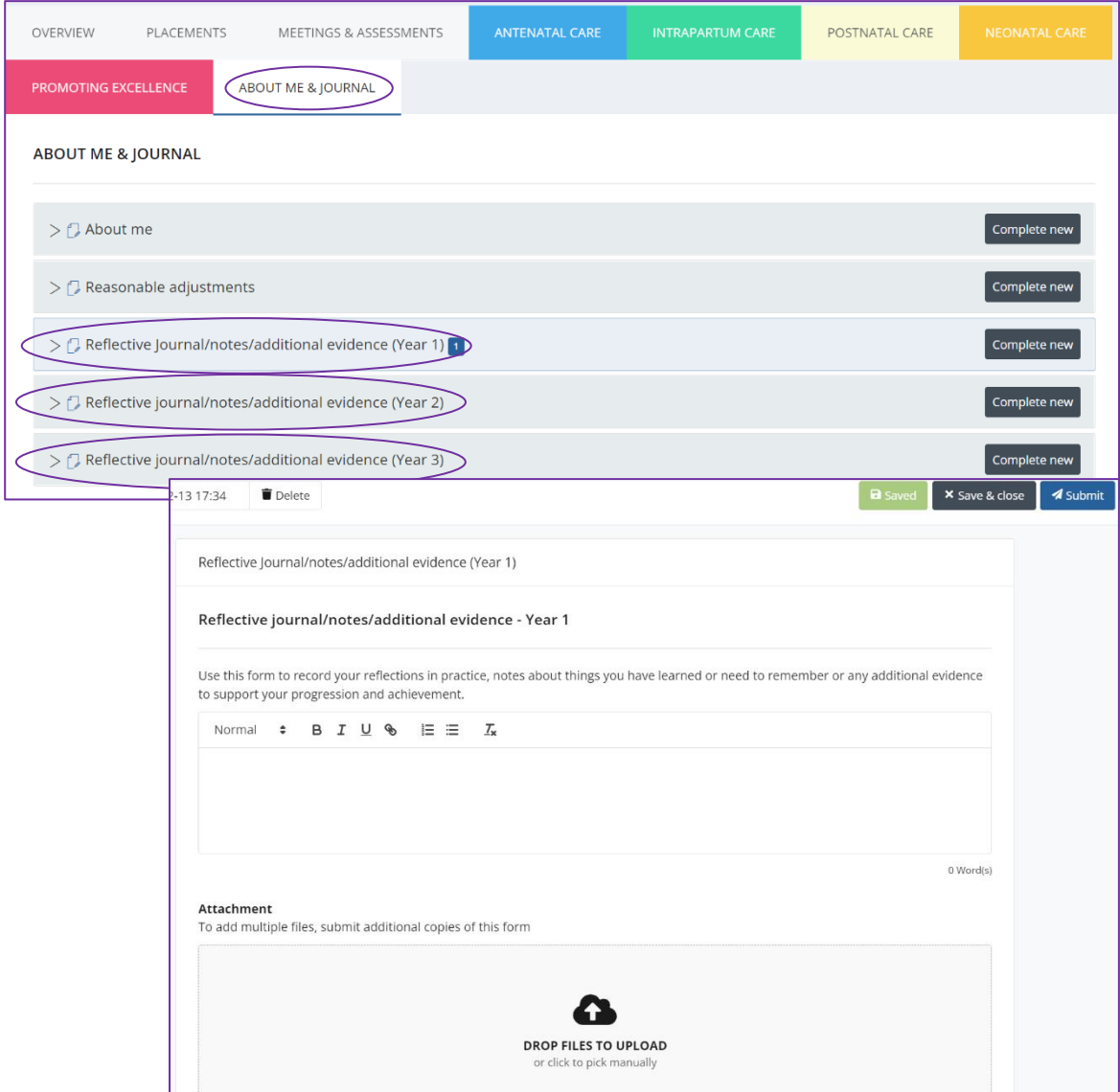
Reflective journal / Notes / Additional evidence

In each year or part, students can use this form to record their reflections in practice, notes about things they have learned or need to remember or any additional evidence to support their progression and achievement.

The student can attach evidential material.

This form is located in the About me and Journal tab (shown).

Submitted forms may be used by the student as evidence towards achievement of proficiencies. Submitted forms are automatically numbered for ease of reference in proficiency forms.



The screenshot displays the 'Pan London eMORA' interface. The top navigation bar includes tabs for OVERVIEW, PLACEMENTS, MEETINGS & ASSESSMENTS, ANTENATAL CARE, INTRAPARTUM CARE, POSTNATAL CARE, and NEONATAL CARE. The 'ABOUT ME & JOURNAL' tab is selected and highlighted with a red circle. Below this, the 'ABOUT ME & JOURNAL' section lists several entries: 'About me', 'Reasonable adjustments', 'Reflective journal/notes/additional evidence (Year 1)', 'Reflective journal/notes/additional evidence (Year 2)', and 'Reflective journal/notes/additional evidence (Year 3)'. The 'Reflective journal/notes/additional evidence (Year 1)' entry is highlighted with a red circle. Below this entry, the form for 'Reflective journal/notes/additional evidence - Year 1' is shown. It includes a text area for reflections, a rich text editor with formatting options (Normal, Bold, Italic, Underline, Link, Unlink, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo), and an attachment section for uploading files. The attachment section includes a 'DROP FILES TO UPLOAD' button and a note to 'click to pick manually'.

Record of Practice Hours

Students are required to provide evidence of having completed the required number of practice hours for NMC Registration.

The member of staff working with the student should verify the student's hours at the end of each shift when the student presents them for approval using the eMORA website or mobile app. Staff approving practice hours must use their full name and work email address for sign-off. They will receive a confirmation email on a Monday morning containing all hours that they were responsible for approving during the previous 7 days.

The practice hours page is accessed from the left-hand menu if you are a student (shown); or from the 'View messages' button on the left-hand panel if you are staff (shown).

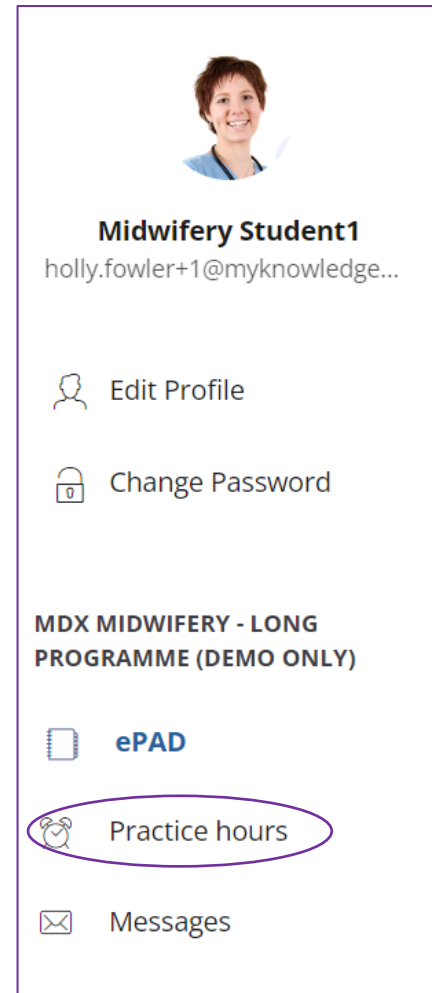
Q: What if I don't recognise the hours that have been signed off using my details?

A: If the student is on their first placement using the eMORA this may be a training issue and you can explain to the student that staff details may not be used for any sign-off within the eMORA without their specific permission. If it occurs again, or if the student should already be aware of eMORA sign-off rules, then the matter should be reported to the university. The matter must also be referred to the university if the student cannot be verified by any staff as present on placement when they have claimed to be.

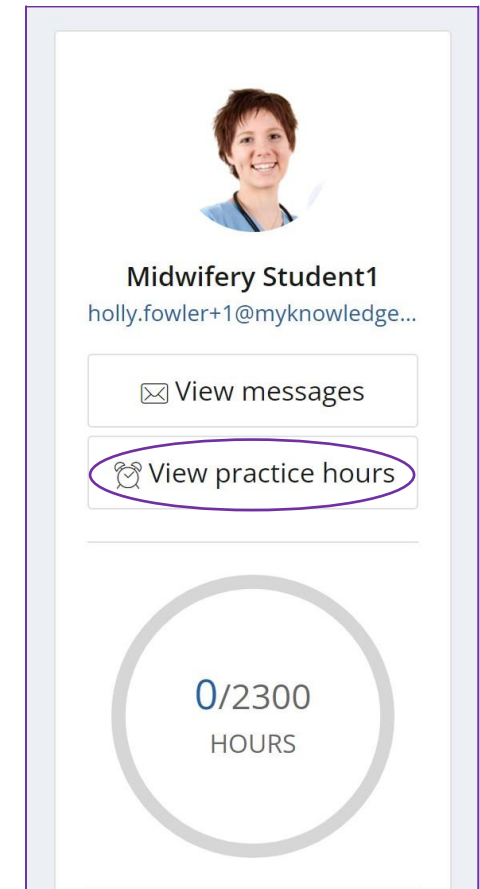
Q: What if the student has made a mistake in their hours?

A: As the PA or PS allocated to the student you can amend the practice hours record via your own eMORA account. On the practice hours page, click on the row concerned to amend the information. Change the approver details to your own full name and work email address.

Student access – left-hand menu



Staff access – left-hand panel



Messages

Within the Pan London eMORA there is a messaging service for informal communication between the student and staff. Messages can be seen by anyone with access to the student's eMORA, including university and practice staff and, of course, the student.

The eMORA messages page is accessed from the left-hand menu if you are a student (shown); or from the 'View messages' button on the left-hand panel if you are staff (shown).

Q: What should I use messaging for?

- Informal communication, e.g. messages of encouragement, arranging meetings, reminders of forthcoming events
- A reminder of other informal communication (e.g. telephone calls or text messages) so that a record (history) is maintained

Do not use eMORA messaging for:

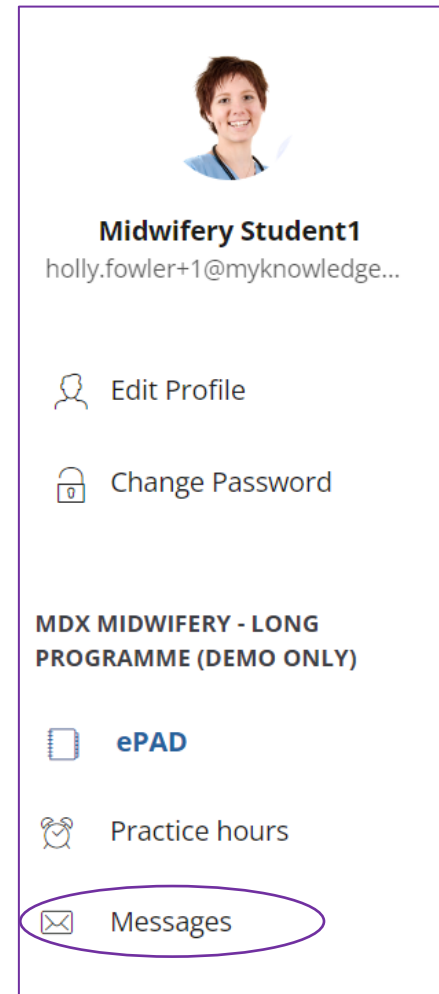
- Anything that is covered by an eMORA form, e.g. formal progress review, assessment, professional feedback
- Communicating professional or performance issues
- Communicating concerns

Messaging should not be seen as a substitute for supportive face-to-face communication.

Q: Will I get an alert for a new message?

No. The messaging service does not send out an alert for new message. Therefore, do not use this as the sole or primary means of communicating anything urgent. Students should use the communication methods explained to them by their university and by their PS/PA.

Student access – left-hand menu



Staff access – left-hand panel

