



# 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://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 assessment<sup>1</sup>. At the point of midwifery registration, students are required to demonstrate that they meet both the requirements of the Nursing and Midwifery Council<sup>2</sup> and the European Directive<sup>3</sup> recognition of professional qualifications. The UNICEF UK Baby Friendly Initiative learning outcomes for students are also reflected throughout<sup>4</sup>.

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:** 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 at the relevant years level (e.g. Participate, Contribute, Demonstrate) 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 your achievements. 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 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 achievements and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student's assessment:

- Signing achievements 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 achievements and progression. You will review assessment documentation (Practice Episode Records, Achievements, 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 achievements 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 achievements 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.

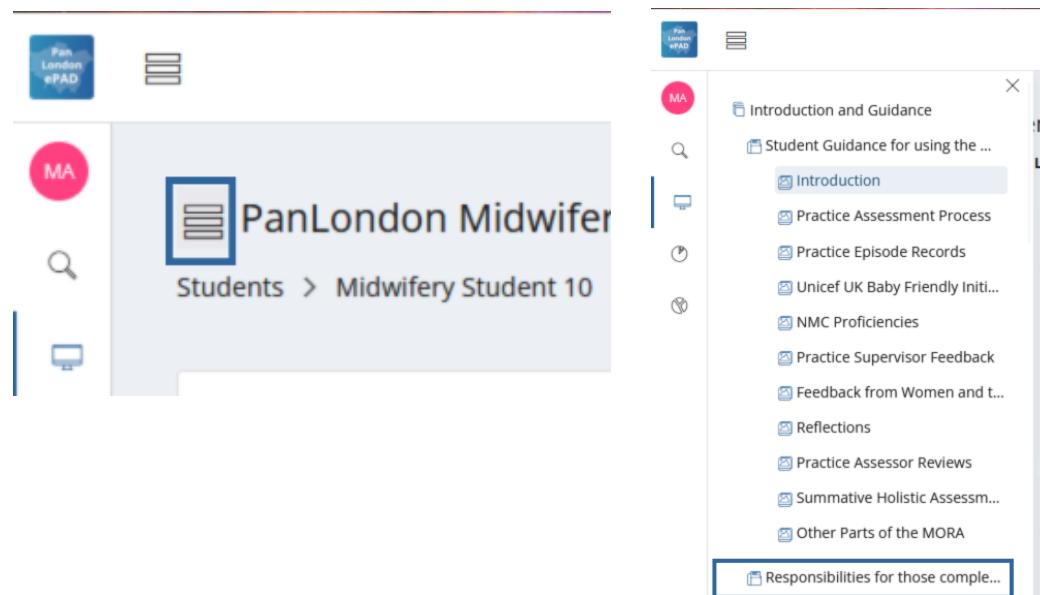
You will find under 'Introduction and Guidance'

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

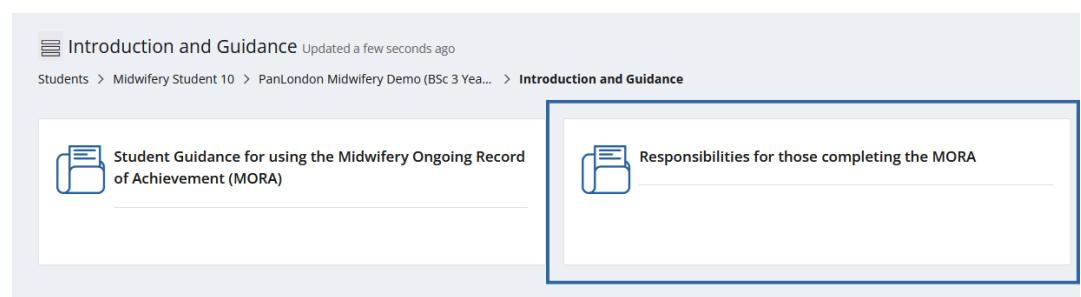
To understand what to complete within the eMORA and when, click on:

- 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.



The screenshot shows the Pan London eMORA homepage. On the left, there is a sidebar with icons for 'Pan London ePAD', 'MA' (Midwifery Assistant), a search icon, and a computer monitor icon. The main content area displays the 'PanLondon Midwifery' logo and the text 'Students > Midwifery Student 10'. To the right is a vertical sidebar with a table of contents. The 'Introduction and Guidance' section is expanded, showing sub-options: 'Introduction', 'Practice Assessment Process', 'Practice Episode Records', 'Unicef UK Baby Friendly Init...', 'NMC Proficiencies', 'Practice Supervisor Feedback', 'Feedback from Women and t...', 'Reflections', 'Practice Assessor Reviews', 'Summative Holistic Assessm...', and 'Other Parts of the MORA'. The 'Responsibilities for those comple...' option is highlighted with a red box.



The screenshot shows the 'Introduction and Guidance' panel expanded. At the top, it says 'Introduction and Guidance Updated a few seconds ago'. Below that, it shows the breadcrumb navigation: 'Students > Midwifery Student 10 > PanLondon Midwifery Demo (BSc 3 Year) > Introduction and Guidance'. There are two main sections: 'Student Guidance for using the Midwifery Ongoing Record of Achievement (MORA)' and 'Responsibilities for those completing the MORA'. The 'Responsibilities for those completing the MORA' section is highlighted with a red box.

## 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.

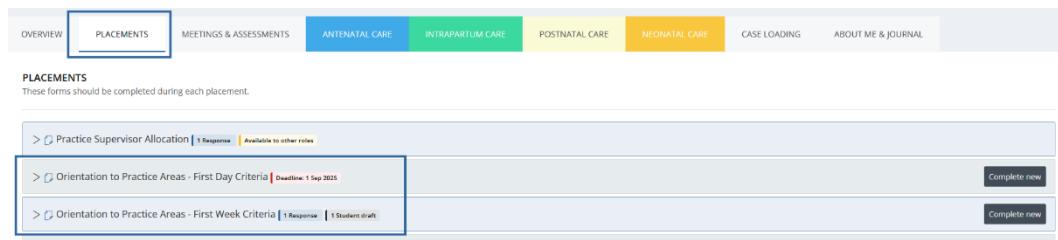
Orientation forms are located within the Placements tab on the placement page (shown).

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

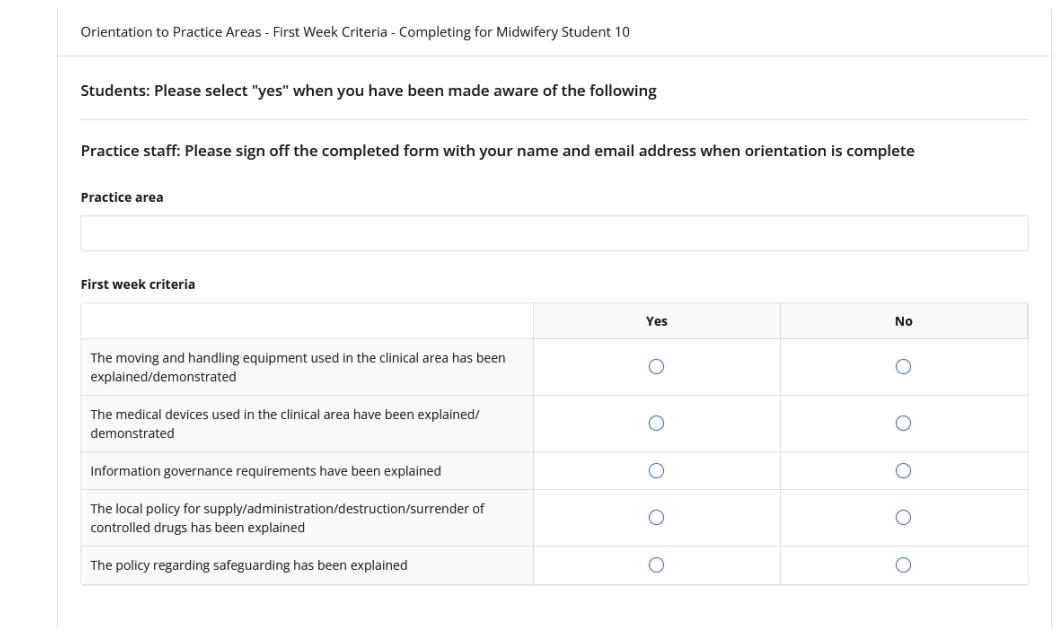
A: An appropriate member of staff familiar with the area, such as a PS/PA or the CPF can orientate the student. The student will usually complete the forms in their account, but they must be signed off by the member of staff using their full name and work email address.

### 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.



The screenshot shows the 'Placements' tab selected in the navigation bar. Below the tab, a sub-section titled 'PLACEMENTS' is shown with the sub-instruction: 'These forms should be completed during each placement.' Under this, two forms are listed: 'Orientation to Practice Areas - First Day Criteria' (deadline: 1 Sep 2025) and 'Orientation to Practice Areas - First Week Criteria' (1 Response, 1 Student draft). Both forms have a 'Complete new' button to their right.

The form is titled 'Orientation to Practice Areas - First Week Criteria - Completing for Midwifery Student 10'. It contains sections for 'Students' (instruction: 'Please select "yes" when you have been made aware of the following') and 'Practice staff' (instruction: 'Please sign off the completed form with your name and email address when orientation is complete'). The 'Students' section includes a 'Practice area' input field and a 'First week criteria' table. The table has two columns: 'Yes' and 'No'. The rows list items such as 'The moving and handling equipment used in the clinical area has been explained/demonstrated' and 'The local policy for supply/administration/destruction/surrender of controlled drugs has been explained'. Each row has a radio button for 'Yes' and 'No'.

# Guide to Completing the eMORA

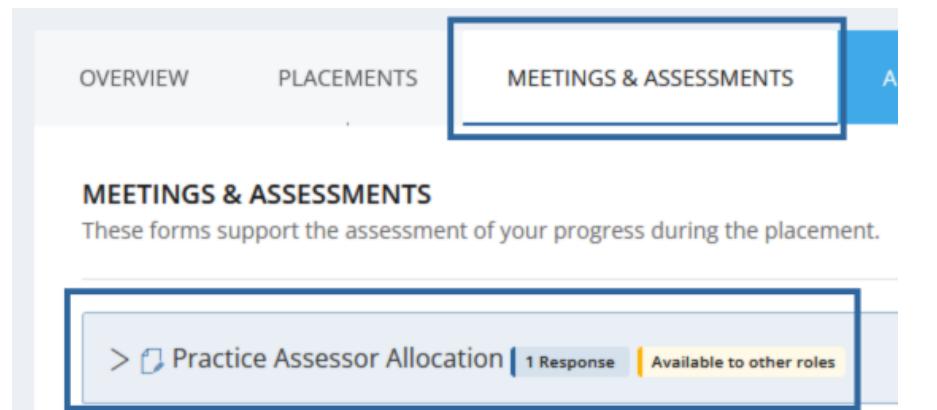
## Practice Assessor and Practice Supervisor Allocation

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.

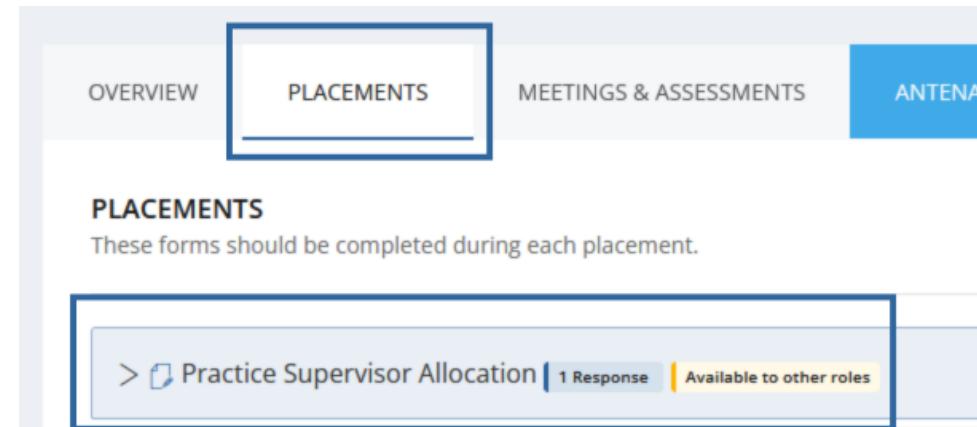
**Note:** Supervisors completing documentation with the student using the student's account must sign using their full name and work email address. The signatory will receive an email with a confirmation of their contribution (a weekly summary email in the case of practice hours). Any discrepancies must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



OVERVIEW PLACEMENTS **MEETINGS & ASSESSMENTS** A

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

>  Practice Assessor Allocation | 1 Response | Available to other roles



OVERVIEW **PLACEMENTS** MEETINGS & ASSESSMENTS ANTENA

**PLACEMENTS**  
These forms should be completed during each placement.

>  Practice Supervisor Allocation | 1 Response | Available to other roles

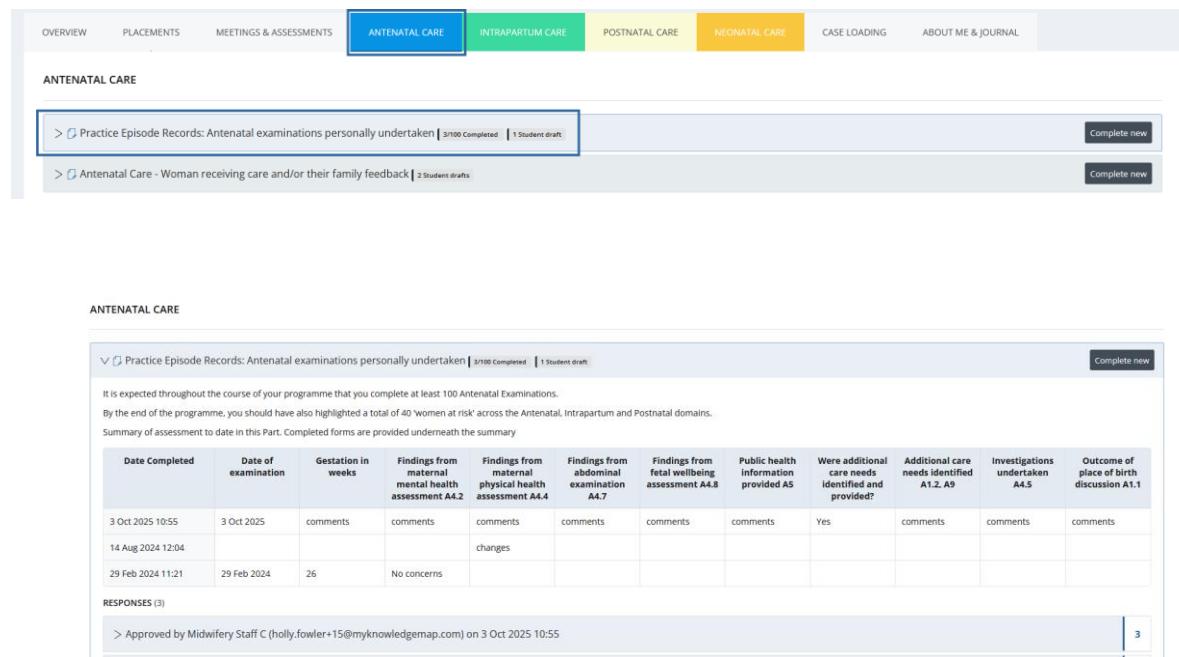
## Practice Episode Records

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 care 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.



| 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 | Investigations undertaken A4.5 | Outcome of place of birth discussion A1.1 |
|-------------------|---------------------|--------------------|--|--|--|---|---------------------------------------|---|---|--------------------------------|---|
| 3 Oct 2025 10:55  | 3 Oct 2025          | comments           | comments   | comments   | comments                                 | comments                                      | comments                              | Yes   | comments                                  | comments                       | comments                                  |
| 14 Aug 2024 12:04 |                     |                    |  | changes  |  |   |                                       |   |   |                                |   |
| 29 Feb 2024 11:21 | 29 Feb 2024         | 26                 | No concerns  |  |  |   |                                       |   |   |                                |   |

RESOURCES (3)

> Approved by Midwifery Staff C (holly.fowler+15@myknowledgemap.com) on 3 Oct 2025 10:55

# Guide to Completing the eMORA



## Progress Views

Progress Views show the framework of proficiencies relevant to a student's year of learning and how they're progressing against these. Progress Views work by certain form responses being mappable against their framework, either just before submitting a response or after the form has been submitted.

The student's Progress View can be found on their homepage and the number of wheels they will see, will depend on where they're currently at with their learning. Each wheel will be added just before the year of the student's learning commences.

A video of how to use Progress Views as Practice Staff can be found here - <https://youtu.be/8e0pCfIRkDk>

A video of how to use Progress Views as a Student can be found here - <https://youtu.be/d2MINX45N2U>

The top screenshot shows the 'Midwifery Proficiencies (Long Programmes) - Year 3 (PanLondon General)' page. It features a progress wheel with a green 'Demonstrate' segment. Below the wheel is a text input field with the placeholder 'Your comment...'. At the bottom of the page, there are buttons for 'Expand All', 'Speed Grade', 'Display', 'Accordion', 'Competencies', and 'Evidences'. Below these buttons, it shows '0 Unique evidences' and '0/285 Mapped/available competencies'.

The bottom screenshot shows a student's homepage. On the left, there are sections for 'Midwifery Student 10' (MS1), 'View messages', 'View practice hours', 'Women with additional care needs (Target: 40)', and 'ORGANISATION' (Pan London University). In the center, there is a 'Current Placement - Demo Midwifery Trust B' section with a progress wheel showing '34.25/800 HOURS'. To the right, there is a 'What's next?' section with a list of tasks: 'Assessment Planner' (Deadline: 7 Sep 2025), 'Initial Meeting' (Deadline: 7 Sep 2025), 'Practice Assessor Review 1' (Deadline: 19 Oct 2025), 'Practice Assessor Review 2' (Deadline: 7 Dec 2025), and 'Summative Holistic Assessment' (Deadline: 16 Jan 2026). A callout box on the right points to the 'Progress Views' section, stating 'Example of what the Progress View may look like on a student's homepage'.

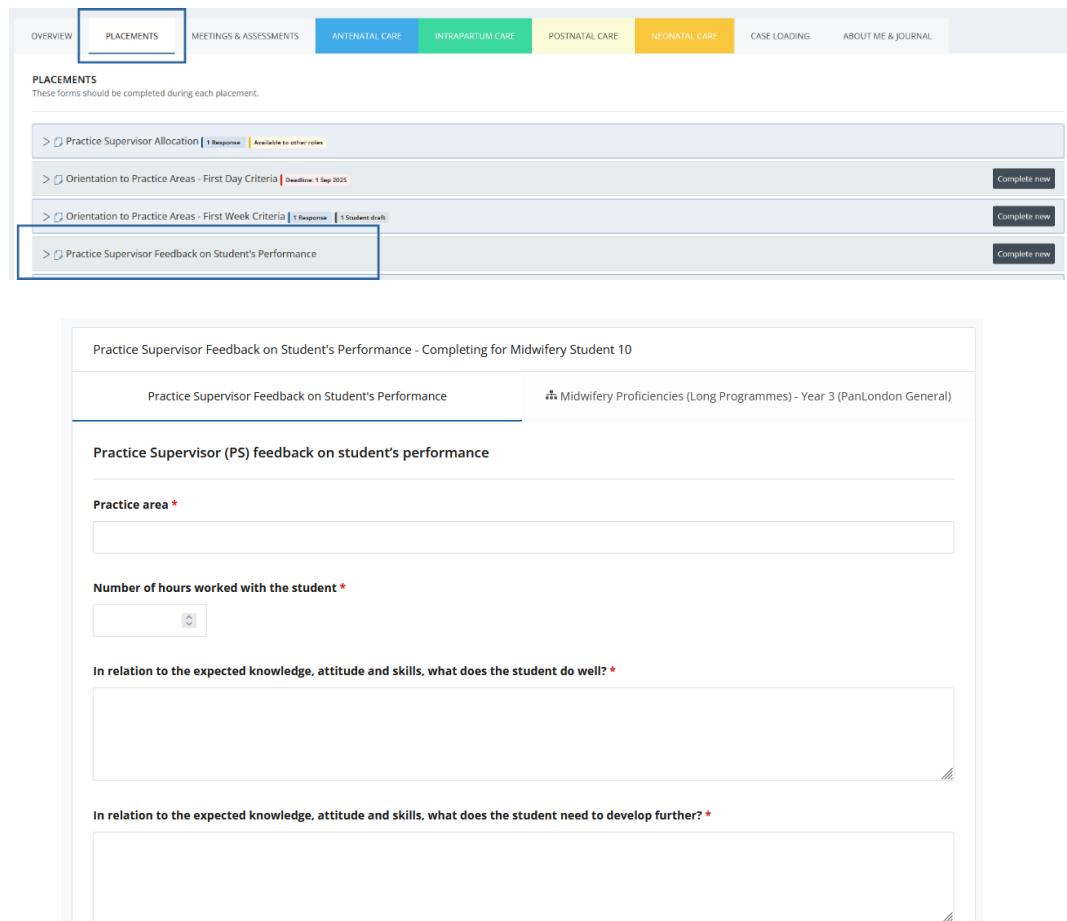
## Practice Supervisor Feedback on Student's Performance

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).
- 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 software interface. At the top, there is a navigation bar with tabs: OVERVIEW, PLACEMENTS (which is highlighted with a blue border), MEETINGS & ASSESSMENTS, ANTEPARTUM CARE, INTRAPARTUM CARE, POSTNATAL CARE, NEONATAL CARE, CASE LOADING, and ABOUT ME & JOURNAL. Below the navigation bar, there is a section titled 'PLACEMENTS' with the sub-instruction: 'These forms should be completed during each placement.' Under this section, there are several items listed with small icons and status indicators (e.g., '1 Response', 'Available to other roles', 'Deadline: 1 Sep 2025'). One item, 'Practice Supervisor Feedback on Student's Performance', is highlighted with a blue border. The main content area shows a form titled 'Practice Supervisor Feedback on Student's Performance - Completing for Midwifery Student 10'. The form includes fields for 'Practice Supervisor (PS) feedback on student's performance', 'Practice area \*' (with a dropdown menu), 'Number of hours worked with the student \*' (with a dropdown menu), 'In relation to the expected knowledge, attitude and skills, what does the student do well? \*' (with a text area), and 'In relation to the expected knowledge, attitude and skills, what does the student need to develop further? \*' (with a text area). There are also buttons for 'Complete new' and 'Complete'.

# Guide to Completing the eMORA

## 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 the care 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.

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

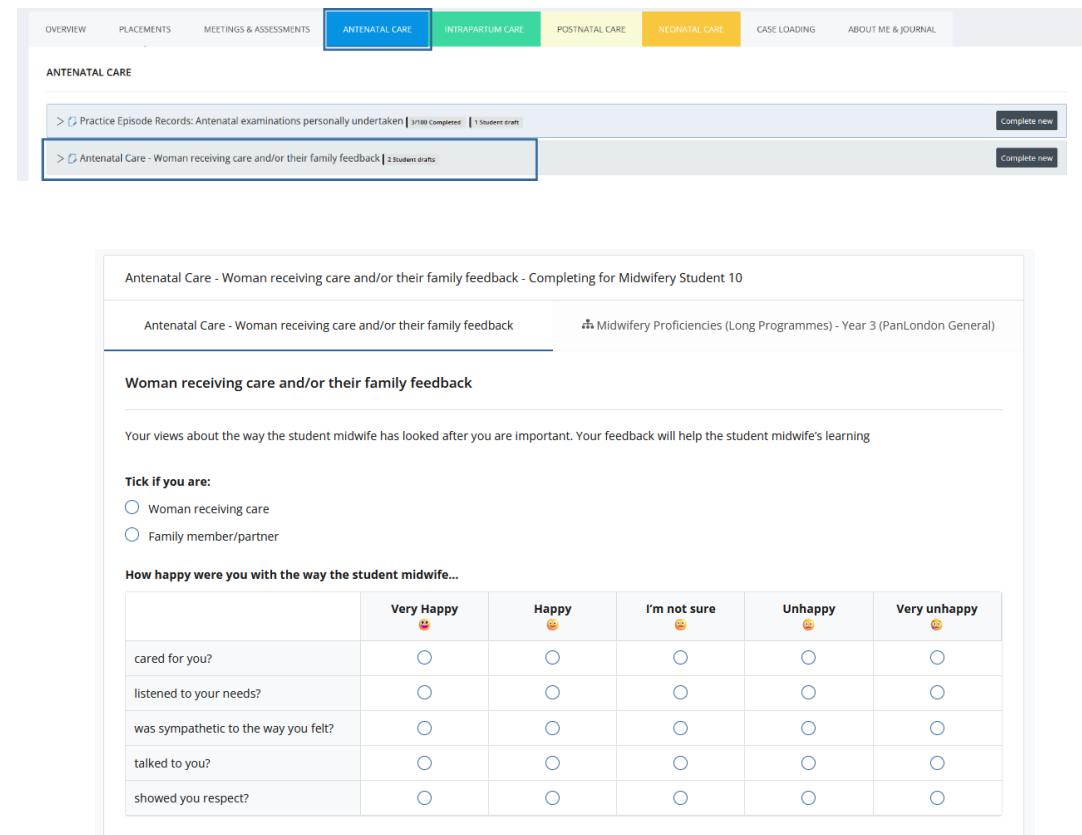
A: The Practice Supervisor should obtain consent from the woman/family members, who should feel able to decline to participate.

**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.



Antenatal Care - Woman receiving care and/or their family feedback - Completing for Midwifery Student 10

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

Midwifery Proficiencies (Long Programmes) - Year 3 (PanLondon General)

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"/> |
| listened to your needs?              | <input type="radio"/> |
| was sympathetic to the way you felt? | <input type="radio"/> |
| talked to you?                       | <input type="radio"/> |
| showed you respect?                  | <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 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.



The screenshot shows the 'Meetings & Assessments' tab selected in the navigation bar. Below it, a sub-section titled 'MEETINGS & ASSESSMENTS' is shown with the sub-sub-section 'Assessment Planner' highlighted. The 'Initial Meeting' form is displayed with a deadline of 7 Sep 2025. The screenshot then transitions to a detailed view of the 'Assessment Planner' form for 'Midwifery Student 10'. The form includes fields for 'Initial Meeting', 'Practice Assessor Review 1', 'Practice Assessor Review 2', and 'Summative Holistic Assessment', each with a date input field. A 'Notes' section at the bottom contains a placeholder: '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

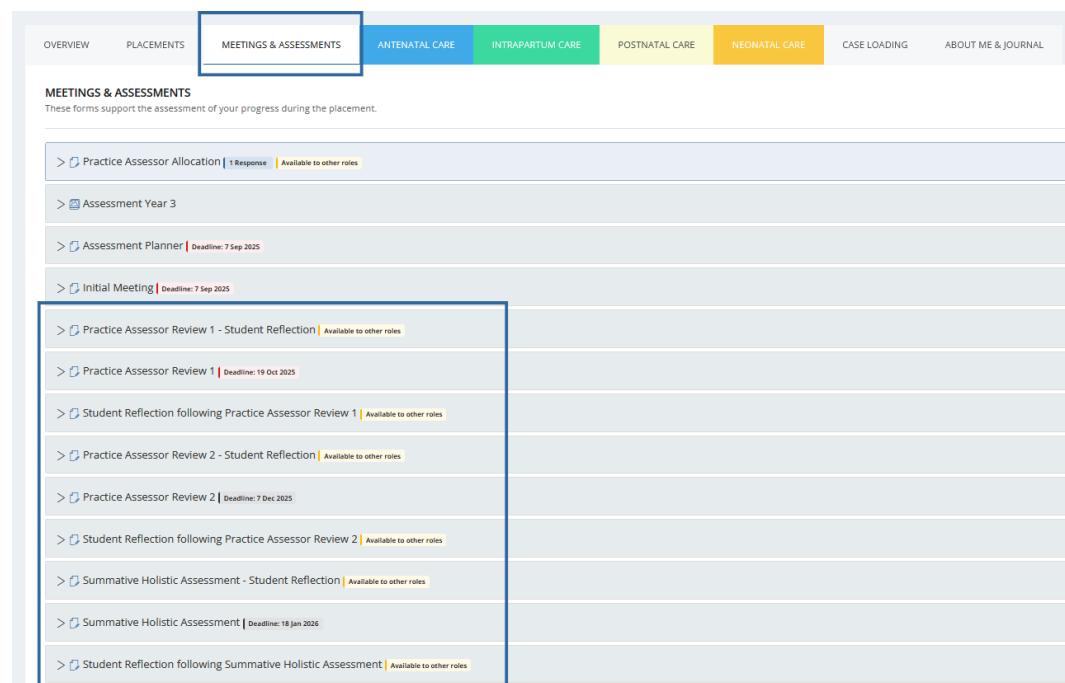
These PA reviews/assessment provide a formal record of student learning objectives, reflections, and achievements. Students are encouraged to take responsibility for their own learning and must record reflections before and after each review and assessment.

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 (within the Progress View wheel), 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.



## 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 achievements 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.

Progression Plan - Completing for Midwifery Student 10

**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/regenerated. The **SMART** principles should be used to construct the plan.

**Practice area \***

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

Normal  B  I  M  %  T  E  T  A

**What is the issue? \***

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

Normal  B  I  M  %  T  E  T  A

**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)

Normal  B  I  M  %  T  E  T  A

**Date agreed for review \***  
(Timed)

**Please confirm that the Practice Nominated Person has been informed \***

Yes

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

**Academic Assessor's name \***

**Academic Assessor's email address \***

## 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 3 Summary of Progress

Proficiency Section

Antenatal Care

Number of practice episodes recorded - Universal care \*

Number of practice episodes recorded - Additional care \*

Are all proficiencies completed? \*

Yes

No

Has there been any concerns identified regarding professional behaviour? \*

Yes

No

Intrapartum Care

Women cared for in labour and vaginal birth (personally conducted) \*

Number of practice episodes recorded: Universal Care

Women cared for in labour and vaginal birth (personally conducted) \*

Number of practice episodes recorded: Additional Care

Women cared for during labour and vaginal birth (not personally conducted) \*

Number of practice episodes recorded: Universal Care

## 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

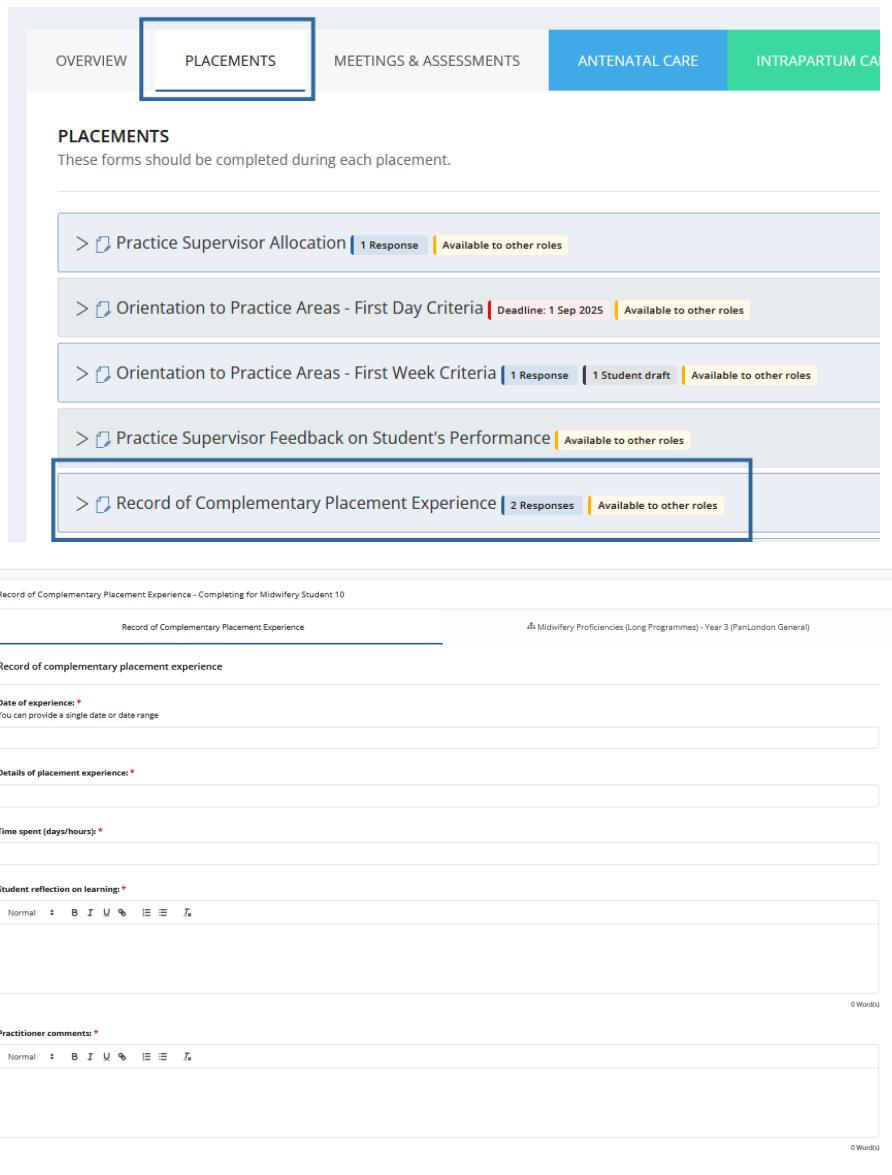
The student will use this form to record their learning experiences and collate feedback from those they work with. They should meet with their complementary placement practitioner to review their reflection and gain feedback at the end of the placement.

Complementary placement experiences may be used by the student as evidence towards achievement of proficiencies.

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 shows the Pan London eMORA software interface. At the top, there is a navigation bar with tabs: OVERVIEW, PLACEMENTS (which is highlighted with a blue border), MEETINGS & ASSESSMENTS, ANTEPARTAL CARE, and INTRAPARTUM CARE. Below the navigation bar, the 'PLACEMENTS' section is titled 'PLACEMENTS' and includes a sub-instruction: 'These forms should be completed during each placement.' A list of forms is displayed, with the 'Record of Complementary Placement Experience' form highlighted with a blue border. The form itself is titled 'Record of Complementary Placement Experience - Completing for Midwifery Student 10' and is part of 'Midwifery Proficiencies (Long Programmes) - Year 3 (PanLondon General)'. The form contains fields for 'Date of experiences\*', 'Details of placement experience\*', 'Time spent (days/hours)\*', 'Student reflection on learning\*', and 'Practitioner comments\*'. Each reflection section includes a rich text editor toolbar.

## Guide to Completing the eMORA



## 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 achievements.

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.

## About me and Reasonable Adjustments

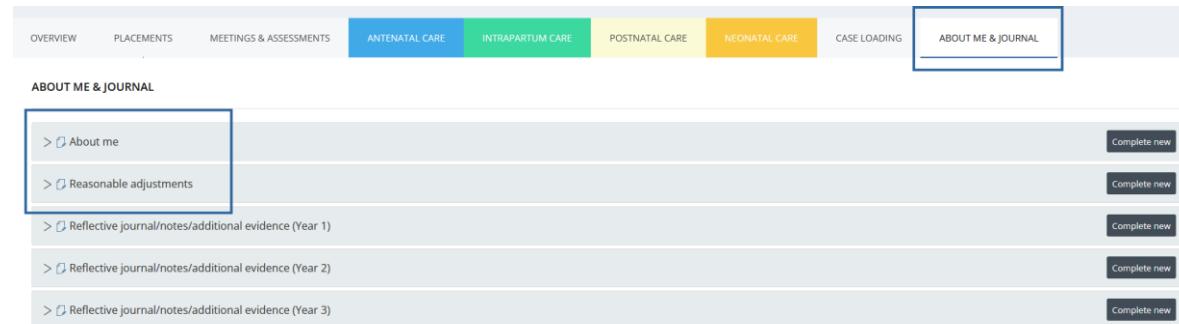
Students are encouraged to share information about themselves that may assist their practice learning experience. Practice Supervisor and Practice Assessors must facilitate any reasonable adjustments the student may require to achieve the maximum benefit from the placement. The relevant forms are:

- **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.



OVERVIEW PLACEMENTS MEETINGS & ASSESSMENTS ANTENATAL CARE INTRAPARTUM CARE POSTNATAL CARE NEONATAL CARE CASE LOADING ABOUT ME & JOURNAL

ABOUT ME & JOURNAL

>  About me

>  Reasonable adjustments

>  Reflective journal/notes/additional evidence (Year 1)

>  Reflective journal/notes/additional evidence (Year 2)

>  Reflective journal/notes/additional evidence (Year 3)

Complete new

Complete new

Complete new

Complete new

Complete new

Complete new

## Guide to Completing the eMORA



## 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 achievements.

## 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).

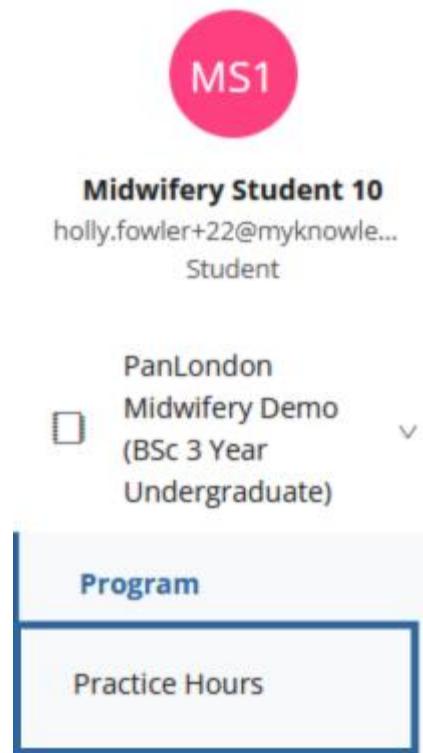
**Q: What if I don't recognise the hours that have been signed off using my details?**

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

