



eMORA User Guide

1. Introduction	2
2. Access and Set Up	2
3. eMORA – User roles and views explained	4
4. The Learning Contract	5
5. Orientation	7
6. Initial Meeting	9
7. Assessment Planner	9
8. Learning Plan	10
9. Proficiencies Section	10
10. Practice Episode Records	11
11. Practice Assessor Review 1 and 2	13
12. Proformas to Print	14
13. Record of Meetings	14
14. End of Year summative assessment	14



eMORA User Guide – For Students, Academic & Practice Assessors/Supervisors

1. Introduction

The eMORA is an electronic portfolio containing all practice documentation required for the duration of a Midwifery student’s journey in practice and will provide a comprehensive record of the student’s professional development and performance in practice. The eMORA will allow practice supervisors / practice assessors and academic assessors the opportunity to securely view, comment on and assess student work.

2. Access and Set Up

To access the eMORA system you will need to click on the following link: <https://arc.bcu.ac.uk/MORA> (for students, this access can also be achieved through their ARC POW account where there will be an eMORA button in the allocations section to click on and access eMORA – the below steps will not be required for students and academic assessors as their network log in will mean they will log in automatically either via ARC POW or via ‘Login with university credentials’ button shown in Fig 1.

For Practice Assessors clicking on the link <https://arc.bcu.ac.uk/MORA> will take you to the log in page (Fig.1) where you can log in with your email address and password. If this is the first time you are logging on you will need to click where it states ‘[Click here to setup login information for eMORA or to reset your password](#)’.

Email Address / Student Number

Password

Log in

OR

Login with university credentials

[Click here to setup login information for E-MORA or to reset your password.](#)

Fig.1

This will take you to the password setup / reset page (Fig.2) where once you enter your email and click request an email will be sent to you with a link to set your password



The screenshot shows a web form titled "Password Setup / Reset". It contains a text input field with the placeholder "Enter email here" and a label "Please enter your email address". Below the input field are two buttons: "Request" (in blue) and "Cancel" (in white). A paragraph of text below the buttons states: "After pressing the request button, the system will email a password reset link to the email address you typed in."

Fig.2

Below is an example of the email with the link you will need to click on to set your password (Fig.3)

The screenshot shows an email interface. The header includes a profile icon, the date "Thu 08/04/2021 10:54", the sender "donotreply@bcu.ac.uk", and the subject "Access to ePAD - Password Reset Request". The recipient is "Yasser Nawaz". The main body of the email has the following text:
ePAD Password Reset Request
A request has been received to reset the password for the account with email address / username:
yasser.nawaz@bcu.ac.uk
To reset your password please click on the following link:
https://arc.bcu.ac.uk/ePAD/Account/ChangePassword?token=KPwcdEI7E_qZxhHXW5aU
If you did not request a password reset then please ignore the above link and contact the web administrator immediately.
Please note, your password reset link will expire on 08/04/2021 at 11:04:03.
Please do not reply to this email address.
Disclaimer: This e-mail is intended only for use by the named addressee. It may contain confidential and/or privileged information. DO NOT FORWARD THIS EMAIL. We do not accept any liability arising from a third party taking action, or refraining from taking action, on the basis of information contained in this e-mail. Thank you

Fig.3

This will then take you to a page to reset your password (Fig.4). Once this is done you are all set to access eMORA.

The screenshot shows a web form titled "Password Reset". It contains a text input field with the placeholder "Enter new password" and a label "Please enter your new password for the account:". Below this is another text input field with the placeholder "Confirm new password". At the bottom of the form are two buttons: "Set Password" (in blue) and "Cancel" (in white).

Fig.4



To access eMORA all major browsers are supported but for the best experience please use Google Chrome.

3. eMORA – User roles and views explained

Once logged in to eMORA you will be greeted by the following introduction page:

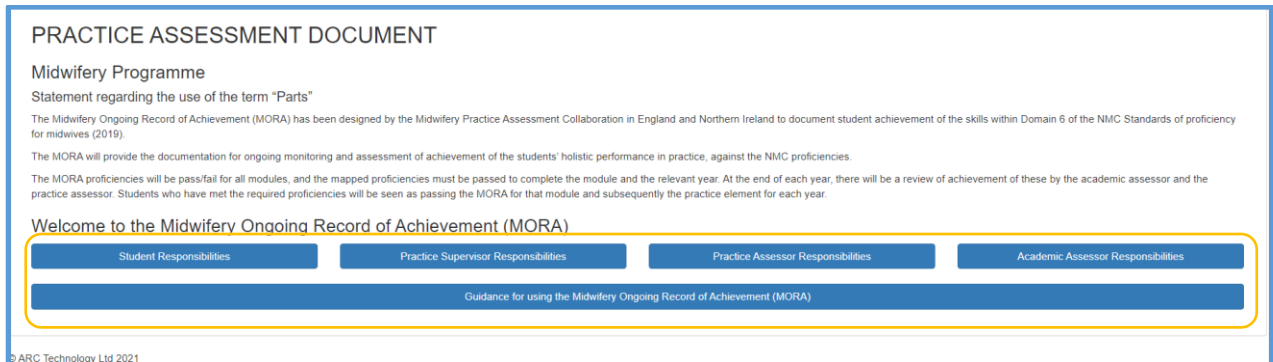



Fig.5

By clicking on the blue text boxes in Fig.5 above, the section expands to provide details relating to the section for example the student responsibilities text box inform you of what is expected of a student, similarly there is a text box providing information about the Practice Assessor, Academic Assessor and Practice Supervisor roles. There is also guidance for using the eMORA. **Note: Students, Academic Assessors and Practice Assessors have accounts on eMORA but the Practice Supervisors do not, they can only access eMORA pages via a link/token in an email for example when a student selects them for an orientation /learning contract approval.**

You can always return to the page in Fig.5 above by clicking on the 'home' option at the top right of your screen at any point you wish to do so.

For students / assessors, after familiarising themselves with the roles, guidance and assessment / progression information they should access the placement information. To do this they must click on

the three horizontal lines  in the top left corner of the screen which will bring a drop down Main Menu block as shown in Figure 6 below

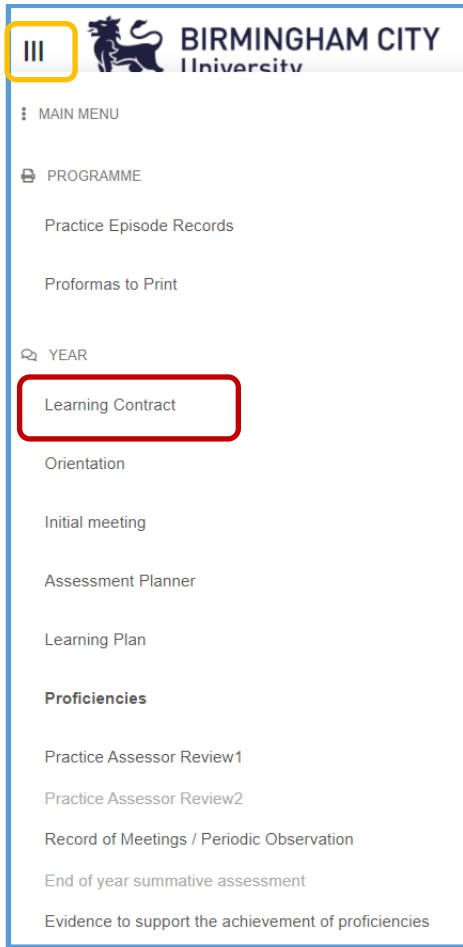


Fig 6 – Main Menu

4. The Learning Contract

For Students logged in to eMORA, the first Menu option they should access is their ‘**Learning Contract**’ highlighted in the red outline in Fig.6 above. The student should read the learning contract (Fig. 7 below) and check the tick box and ‘request signing by Practice Assessor’

Student Name	[Redacted]	Academic Assessor	
Year	1	Last Practice Assessor	
Field	7		
Intake	MIDWIFERY 09 21		

Year 1 (Level 4)

This Learning Contract has not yet been submitted to a Practice Assessor.

A learning contract should be completed and verified by you and your practice assessor within the first two weeks of your first placement of the year. This covers the full year.

Student Declaration

I will liaise with my designated practice assessor, practice supervisors and academic assessor to ensure that I do all that I can to achieve my learning objectives during this year. This includes working a 24-hour pattern of care with my allocated practice supervisors or designated others and ensuring that they record feedback in my E- MORA.

I will use this feedback to guide me on how to improve, and provide evidence for my practice assessor to monitor my progress and determine achievement.

I will attend review meetings at the request of my practice assessor, and will contribute proactively to my learning plan.

I will liaise with my designated practice assessor and / or academic assessor if I have any concerns.

I will complete all mandatory elements of my E-MORA, and ensure that it is available for my practice assessor to undertake my practice assessment, and academic assessor to summarise my progress.

I will practise safely and professionally at all times. I will liaise with my practice assessor in the first instance, academic assessor and practice placement manager if I have any concerns.

I agree with the above declaration

Request signing by Practice Assessor



Fig.7

This will then take the student to a page where they will be able to select a Practice Assessor from a table of available assessors with in the Trust they are on placement. The student the needs to drag and drop the assessors name after searching by typing in the green box to locate their assessor and then adding them to the selected column before clicking the red button 'OK, request approval for this learning contract' at the bottom of the page (Fig 8).

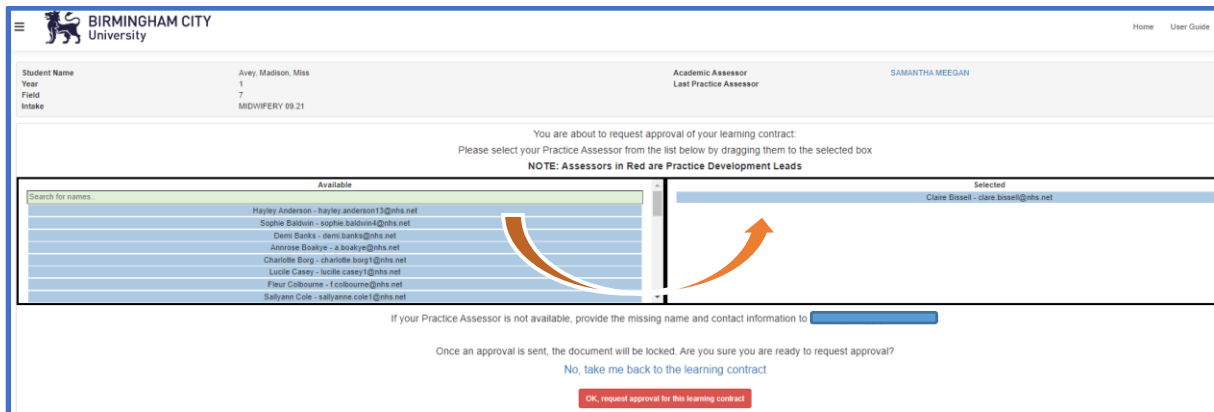


Fig 8

This will lead to the Practice Assessor receiving an email with a token (link) to click (fig 9)

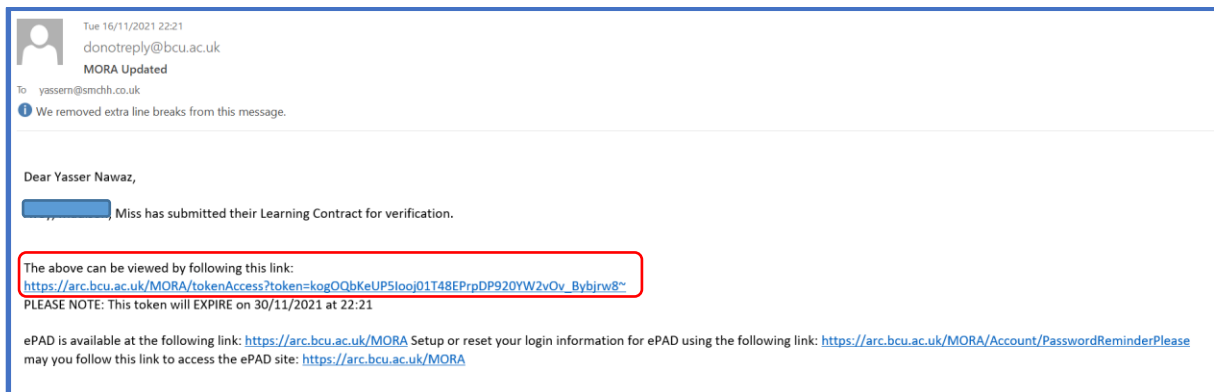


Fig 9

Once the link highlighted in Fig 9 above is clicked the assessor will access the Learning contract page.



Year 1 (Level 6)

This Learning Contract is waiting to be seen by the Practice Assessor.

A learning contract should be completed and verified by you and your practice assessor within the first two weeks of your first placement of the year. This covers the full year.

Student Declaration

I will liaise with my designated practice assessor, practice supervisors and academic assessor to ensure that I do all that I can to achieve my learning objectives during this year. This includes working a 24-hour pattern of care with my allocated practice supervisors or designated others and ensuring that they record feedback in my E- MORA.

I will use this feedback to guide me on how to improve, and provide evidence for my practice assessor to monitor my progress and determine achievement.

I will attend review meetings at the request of my practice assessor, and will contribute proactively to my learning plan.

I will liaise with my designated practice assessor and / or academic assessor if I have any concerns.

I will complete all mandatory elements of my E-MORA, and ensure that it is available for my practice assessor to undertake my practice assessment, and academic assessor to summarise my progress.

I will practise safely and professionally at all times. I will liaise with my practice assessor in the first instance, academic assessor and practice placement manager if I have any concerns.

I agree with the above declaration

Practice Assessor Declaration

I will ensure that I discuss my student's learning objectives and learning plan with them within the first week of placement. I may delegate the initial meeting to an appropriate practice supervisor prior to this.

I will ensure I assess my student's E-MORA and discuss their progress with the practice supervisor(s) during the year.

I will seek to periodically observe my student in practice to inform decisions for assessment and progression.

I will conduct 2 reviews with my student, to monitor their progress by reviewing evidence in their E- MORA, discussing and updating their learning plan in collaboration with them.

I will respond promptly to emails about my student and verify entries in their E-MORA and timesheets in a timely fashion. I will monitor that practice supervisors are also doing this.

I will liaise with the academic assessor, as appropriate, during the year.

At the end of the year, I will award a descriptor for my student's performance objectively against the criteria for that stage in their programme, using the evidence available and providing relevant guidance for future development. I will determine whether the programme requirements have been achieved in order to recommend progression to the next yearstage of the programme or entry to the register.

I agree with the above declaration

Submit

Fig 10

Here the Practice Assessor will be able to check the box at the bottom right of the page stating ‘I agree with the above declaration’ and submit to complete the learning contract agreement.

5. Orientation

Once the Learning contract is signed off the student should work towards getting their orientation completed for the placement they are on at that point. This again is accessed via the three horizontal lines allowing access to the main menu from where Orientation can be selected.

This will take a student to a page similar to the below (Fig. 11)

Student Name	Blackwell, Eleanor, Ms	Academic Assessor				
Year	1	Last Practice Assessor				
Field	7					
Intake	MIDWIFERY 09 21					
Number of placements: 5						
Placement Name	Year	Label	Date From	Date To	Status	
DELIVERY SUITE - (BWH) - BWH	1	B	13/06/2022	24/07/2022		
DELIVERY SUITE - (BWH) - BWH	1	AP	25/04/2022	12/06/2022		
WOLEY CASTLE - (MW) - BWH	1	AP	10/01/2022	20/03/2022		
WOLEY CASTLE - (MW) - BWH	1	B	01/11/2021	05/12/2021		
TRUST ORIENTATION - MIDWIFERY	1	B	18/10/2021	24/10/2021		

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Fig 11

Once in the orientation section the student must ‘Add a new entry’ (green button in Fig 12 below) for the placement they are at, in the below instance this is a community placement so from the ‘New Entry’ green section the available location of ‘Community’ is selected from the dropdown list.

Orientation Timesheets

Electronic Orientations

New Entry

Available Locations

Community

If you would like to create a new Orientation, please choose a location and click the button below.

Add New Orientation

Paper Orientations

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Fig 12

This adds the orange entry in this example into this section for Community (Fig 10).

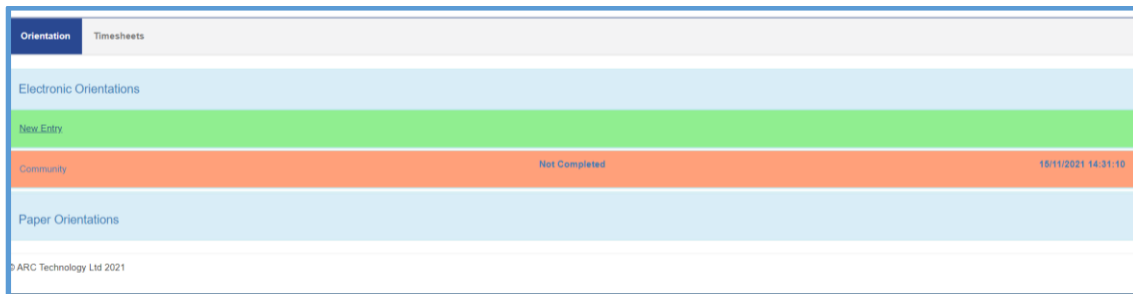


Fig 13

The entry created can be clicked on to access the orientation section. If the criteria has been covered with the student then the student should check off all sections and request verification (Fig 14).

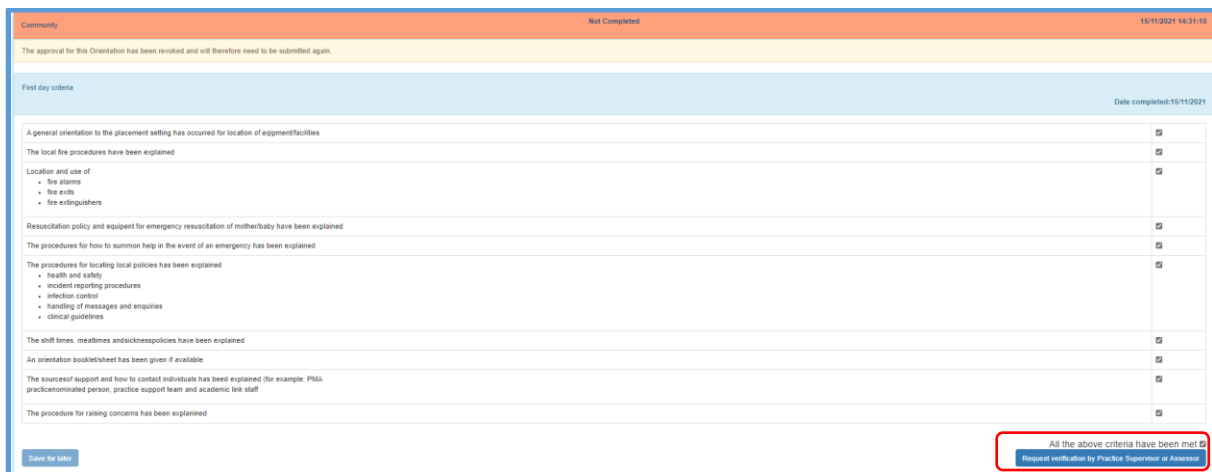


Fig 14

This will again bring the student to the table shown in Fig 8 where they will be able to send the orientation for approval to the practice assessor/supervisor. Again the practice assessor will receive an email with a link to access the orientation for approval.

Also within the orientation section you will also find a **Timesheet** Tab (highlighted blue in Fig 15 below). This is to allow the student the flexibility to access their timesheet hours summary with in that particular placement, the added bonus is they can also complete their timesheets here in exactly the same way they can on ARC POW so giving students another option. This is done by initially clicking the Timesheet Tab followed by the blue 'View timesheet button (Fig 15 below)

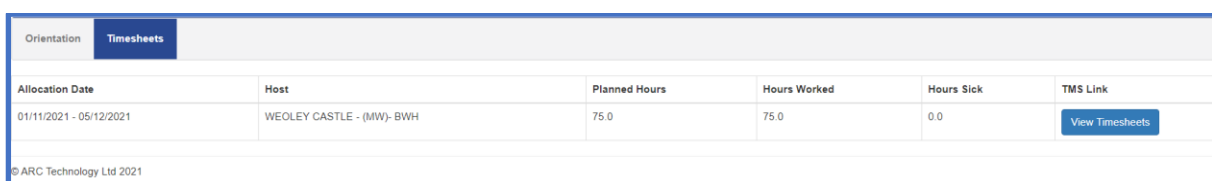


Fig 15

Refer to TMS user guide on instructions regarding the completion of the timesheets



6. Initial Meeting

The next section the student should attempt to complete is the **initial meeting** (Fig 16). In this section again accessed via the main menu, clicking on the three horizontal lines in the top left of the screen the student should click on initial meeting.

Here the student is greeted by a green text box, any green space found in the eMORA is a section that needs completing by the individual logged in. In this instance the student must comment on their learning needs in relation to the proficiencies they are required to complete in the year or Level of study. Once student has added into this section the 'Save and submit' where the student can select their assessor to submit this section to (again as shown in Fig 8). The assessor would then access this via a link in an email and complete their part in this section.

Year 1 (Level 4)

This Initial Meeting has not yet been submitted to a Practice Assessor.

This should be completed by the Practice Assessor, ideally during the first placement week of the year or part of the programme.

Student completion:
Please comment on your learning needs in relation to the proficiencies you are required to complete during this part of your programme.

Practice Assessor completion:
Please briefly document the points raised during this meeting, particularly in relation to the evidence you will expect to review at the first review.
Please review and discuss the professional conduct criteria that the student is required to achieve for this part of the programme and explain that this must be met by the first review.
Professional behaviour

Nothing from assessor now

Fig 16

Once the Initial meeting section is completed the assessment planner can be accessed either via the same page in the grey section at the bottom or via the main menu.

7. Assessment Planner

This takes the student to the following page: Assessment planner. This is where all key meetings dates must be recorded. This is done in agreement between with the student and Practice Assessor. The dates are entered by clicking on the calendar in the green text boxes and selecting the date.

Year 1 (Level 4)

During the programme you are required to have initial meetings, reviews and a holistic summative holistic assessment 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 table below to plan when you will undertake your assessments.

Add Assessment Planner

Initial Meeting Date: dd/mm/yyyy

Practice Assessor Review 1 Date: dd/mm/yyyy

Practice Assessor Review 2 Date: dd/mm/yyyy

Summative holistic assessment Date: dd/mm/yyyy

Save

Assessment Planner List

	initial meeting	Practice Assessor Review 1	Practice Assessor Review 2	Summative holistic assessment
Year 1				
Dates for meetings				
Name of Practice Assessor				
Name of Academic Assessor				

Fig.17

8. Learning Plan

The next section to complete is the **Learning Plan (Fig 18)**. Here the student must read the guidance provided prior to completing this section ensuring all sections in green are completed including a target date for achieving the goal(s).

The screenshot shows the 'Learning Plan' interface. At the top, it says 'Year 1 (Level 4)'. Below that is the title 'Learning Plan' and a paragraph of introductory text. A central diagram illustrates the 'GROW' model: a central circle with four quadrants labeled 'What do you want to achieve?' (top), 'What is happening now?' (right), 'What could you do?' (bottom), and 'What will you do?' (left). Surrounding this are four boxes: 'GOAL' at the top, 'REALITY' on the right, 'OPTIONS' at the bottom, and 'WILL' on the left, with arrows indicating a clockwise flow. Below the diagram is a link to 'Create New Learning Plan' and a 'To create a new learning plan click here' button. The form below has several green input fields: 'Goal - What I want or need to develop or achieve?', 'Reality - My current situation', 'Options - How can I address this? What resources should I use?', 'Will - What will I do? Set a 'SMART' learning objective/s', and 'Target Date' with a date picker. A blue 'Submit' button is at the bottom left.

Fig 18

9. Proficiencies Section

When the student is looking to get their proficiencies signed off they will need to access the Proficiencies section via the Main Menu. Proficiencies have been highlighted in bold to stand out as it is a section that the student and their practice assessors / supervisors access on a regular basis.

Please read guidelines before completing this and all other sections.

The student will be required to 'invite supervisor' (Fig 19) to come in to sign them off on proficiencies. This is done by clicking on the blue 'invite supervisor' button.

The screenshot shows the 'Invite Supervisor' interface. At the top, it says 'Year 1 (Level 4)'. Below that is the title 'Invite Supervisor' and a blue button with the same text. Underneath is a grey box titled 'Guidelines on completing Proficiencies' containing the text 'Able to participate under direct supervision and direction'. Below this are five horizontal bars representing different proficiency categories: 'Antenatal Care' (green), 'Intrapartum Care' (orange), 'Postnatal Care' (blue), 'Neonatal Care' (red), and 'Promoting Excellence' (yellow). At the bottom left, there is a small copyright notice: '© ARC Technology Ltd 2021'.

Fig 19



The email address needs to be entered manually in the light blue box below, this should be accompanied with a message in the green box before the student clicks the red button 'OK, send invitation for the PAD'

Fig 20

This will then lead to an email being received to access the proficiencies section. The Supervisor will be asked to verify their details before accessing the student's eMORA.

Fig 21

Once this is done the supervisor can go to the specific proficiency, select the date it was achieved and click save. This will lead to a tick appearing against the proficiency which when hovered over will state the supervisor that approved this and the date they approved it.

Fig22

10. Practice Episode Records

In this section accessed via the main menu, the student (once guidelines have been read) must click on the green button 'Create New Submission' (Fig 23)



Fig 23

By clicking on the green button a blue submission box appears which also must be clicked (Fig 24).

Fig 24

This then gives the student the opportunity create an entry in whatever section they need to such as Antenatal examinations or Intrapartum Care by clicking on the hyperlinked ‘to create new...’ line (Fig 25).



1. Antenatal examinations	
To create new Antenatal examinations click here	
Date:	<input type="text" value="dd/mm/yyyy"/>
Gestation in weeks	<input type="text"/>
Findings from maternal mental health assessment A4.2	<input type="text"/>
Findings from maternal physical health assessment A4.4	<input type="text"/>
Findings from abdominal examination A4.7	<input type="text"/>
Findings from fetal wellbeing assessment A4.8	<input type="text"/>
Public health information provided A5	<input type="text"/>
Additional care needs identified A1.2, A9	<input type="text"/>
Investigations undertaken A4.5	<input type="text"/>
Outcome of place of birth discussion A1.1	<input type="text"/>

Fig 25

Each time this section is completed the tally increases against that section of the practice episode record. So student and Practice Assessors and Academic Assessors can keep a track of where the student is in regards to number of Antenatal examinations as an example which below in brackets is currently showing as '0' (Fig 26)

Practice Episode Records	
1. Antenatal examinations	(0)

Fig 26

11. Practice Assessor Review 1 and 2

These sections are accessed from the main menu. They need to be completed prior to a meeting with the Practice Assessor. Once completed these section should be submitted to the Practice Assessor. They will then access them and add their own observations / reflections on your practice.



Review the feedback that you have had from Practice Supervisors and women that you have cared for. (click to open)

What do you do well?

Which aspects of your practice do you need to develop further?

Reflect on one of the proficiencies that you have achieved but found difficult or challenging. Reflecting on what happened can help you to develop your practice and prepare to manage a similar situation in a different way. (click to open)

Which proficiency are you reflecting on?
Describe what happened, otherwise it will be irritating to have to find the specific proficiency, context will be required for the reflection to be meaningful

What were you thinking and feeling at the time?

What did you do well?

What went less well?

If you were in a similar situation again, what would you do differently?

Which descriptor most closely matches your practice?
Refer to the holistic assessment descriptors (Click Here) and consider which descriptor most closely describes your practice.

Use this space to add your reflection following feedback from your Practice Assessor

Save and Submit

Assessor reflection
(To be completed by the Practice Assessor with the student).
Please review the records completed by the student's Practice Supervisors.

Fig 27

12. Proforma's to Print

A section (accessed from the main menu) where forms including patient feedback forms can be accessed, printed, filled in and uploaded to the **'Evidence to Support the achievement of proficiencies'** section

13. Record of Meetings

Any meetings undertaken should be recorded in this section of the eMORA

Records of meetings

This section can be used by anyone who supports your practice learning and may include practice supervisors, practice assessors, academic link staff, academic assessors or the practice nominated person.

— Add Summary of meeting or periodic observation

Summary of meeting or periodic observation

Text

Save Summary of meeting or periodic observation

Fig 28

14. End of Year Summative Assessment

To be added at a later date.