

Electronic Practice Assessment Document (ePAD) guide for Practice Assessors and Practice Supervisors

Foreword

The Electronic Practice Assessment Document (ePAD) is how we now record student nurses progress in clinical practice. It is still a new system so hopefully this guide will assist you in navigating it. This is a short snapshot guide to the ePAD to make it more user friendly.

With the introduction of the revised NMC (2018) standards the assessment process changed, so placements were previously called Nursing Practice 1-6 or NP 1-6. The new terminology for this is Practice Learning Experience 1-6 or PLE 1-6.

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No more mentors

With the introduction of the revised NMC (2018) standards the assessment process and terminology changed. As of September 2020, all students were transferred over onto the new assessment process. The old mentor and link lecture model has been removed and instead we have a tripartite approach to student assessment.

This consists of Practice Assessor, Practice Supervisor and Academic Assessor. There is also no more having to work 40% of the students' hours with your mentor. This means students can get more well-rounded feedback from numerous sources and puts less stress on those who are PA's.

Practice Assessor

Practice Assessor must be a qualified nurse in the field the student is training in i.e., Mental Health Nurse for Mental Health Student Nurses, Adult Health Nurse for Adult Health Student Nurses etc. A PA must have completed an online training course via TURAs to be a PA.

Practice Supervisor

The PS can be any member of the MDT within a clinical area that the student will spend time with during their placement, for example, a senior Clinical Support Worker, a Physiotherapist, a Midwife, a Nurse. Each student can also have more than one PS if staff work part time.

Academic Assessor

Academic Assessors are qualified nurses currently working for the University within the School of Health and Social Care. In 1st and 3rd year these are usually the Personal Development Tutor (PDT), and in 2nd year are another member of the school. The role of the Academic Assessor is to ensure all the ePAD documentation is completed by the end of each placement. They are the point of contact for Practice if they have concerns about a student, these can be contacted through the PEF/CHEF or asking the student.

Prior to placement

Before students start placement, they will attend Preparation for Practice Learning Experience. Within this session they will get a recap on the ePAD and therefore should know what to do for each placement in terms of the ePAD.

However, some students still struggle with the ePAD. If your student is struggling with the ePAD get them to refer back to their PLE Assessment Workbook on Module and this will help guide them or watch the recordings for the Preparation for PLE session to remind themselves.

Pre-placement

PRE-PLACEMENT The following forms need to be completed before the start of your placement.
Pre-Placement Mandatory Training and Compulsory Practice Skills
Pre-Practice Learning Activities

Pre-placement Mandatory Training and Compulsory Practice Skills

This is monitored by the university, these are certificates linked to mandatory training like CPR, PMVA and Manual Handling training.

Pre-Placement Learning Activities

These should be completed before students start placement. This enables them to gain an understanding of what their placement area does and what the learning opportunities could be.

Within this please ensure the contact details are for the ward and PA, not the PEF/CHEF or University staff.

Start

START
The following forms need to be completed at the beginning of your placement.
Practice Assessor Allocation
Practice Supervisor Allocation
Orientation and Preliminary Meeting
Learning Development Plan

Practice Assessor/ Supervisor Allocation

Students should know who their PA/PS are on their first day of placement and when they will meet them if they do not meet them that day. This must be completed

Orientation and Preliminary Meeting

PA or PS should work with the student during their first 48 hours to complete their Orientation and Preliminary Meeting. This allows the student to become orientated to the ward, procedures for reporting sickness, emergency protocol etc.

Learning Development Plan

This allows the student to set out a plan of what they would like to gain from this placement, teams they would like to work with within the MDT, skills and procedures they can achieve etc. this allows a plan to be put in place for students, so they are aware of what skills and procedures they can achieve within this PLE, taking into account covid restrictions and staffing levels.

Interim

<p>INTERIM</p> <p>The following forms need to be completed around the middle of your placement.</p> <p>Interim Feedback Meeting</p>
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Interim Feedback Meeting

The interim assessment should be done at the halfway point of the placement. It is at this point if not already done that student may need a learning development support plan implemented. This was previously called an Action Plan- see ANYTIME for more info

Any possibility of the student failing this placement needs to be documented in the Interim and with a Learning Development Support Plan in the Anytime section, to enable the student to prove that they can improve and rectify the issues raised, to pass. At this point the Academic Assessor and PEF/CHEF should be involved with a clear plan for achieving this.

Final

FINAL The following forms need to be completed by the end of your placement.
Final Assessment - Part 3, PLE 1
Practice Assessor Confirmatory Statement - Part 3, PLE 1

Final Assessment

This is completed by the PA. PS should not complete the Final Assessment- unless in pre-discussed with PEF and AA. This gives the students feedback of what they have improved on and done well during that placement and what they can build on in future placements.

PA Confirmatory Statement

This must be complete to confirm that that student has passed or failed.

Both Final and PA Confirmatory Statement must be the same person and this should match the PA allocation section- name and correct NHS email address

If a student is going to fail the Academic Assessor should be there to support the student and the PEF/CHEF should also be involved if appropriate.

Anytime

ANY TIME These forms can be completed throughout your placement.
Patient/Service User/Carer Feedback
Student Reflection on Service User / Carer Feedback
Feedback from Additional Learning Opportunities
Learning Development Support Plan
Additional Notes

Feedback and Reflection

Students must complete this once a part (year); except for PLE3 (their first placement of 2nd year which is pharmaceutically based). If the patient group is unable to give feedback PA/PS can feedback on the patient's behalf where appropriate. At ENU we advise students to get feedback for every PLE to get them into the practice of reflecting on feedback

Additional Learning + Additional Notes

This is where extra notes can be added in if the student spends time with other members of the MDT and wants to record this.

Learning Development Support Plan

If there are any issues that have been flagged up that need actioned, a Learning Development Support Plan must be implemented. It is the PA/PS responsibility to implement this and involve the university- the AA. If a Learning Development Support Plan is not implemented and a student is failed the student can appeal and get the fail overturned due to lack of documentation. They are there to support the student and help they improve and grow as a student nurse, hence why they are no longer called an Action Plan.

Part-Specific

<p>PART SPECIFIC These assessments should be completed on any placement in the part.</p> <p>Mandatory Training and Compulsory Practice Skills - Part 3</p> <p>Platforms and Proficiencies - Part 3</p>

Mandatory Training and Compulsory Practice Skills

This is monitored by the university

Platforms and Proficiencies

These must all be signed off by the end of each part, they change each year so there will be a different set of Platforms and Proficiencies for each year. These cover the three parts of development: dependent, developing independence and independent

Skills and Procedures

Skills and Procedures
Skills (Annexes A + B)
Procedures (Annexes A + B)

Skills and Procedures

These are the Skills and Procedures need to complete over the three years. They are coded

Part 1- P1- 1st year

Part 2 -P2- 2nd year

Part 3- P3- 3rd year

Ideally the student should focus on the skills appropriate for their year. These must be completed throughout the three years.

Demonstrated safely in practice whilst
acknowledging own limitations - YES

Demonstrated safely through simulation
whilst acknowledging own limitations - YES

The Simulation column will only be completed if the skill or procedure has not been achieved by the end of PLE5- when the University will try and run sessions for outstanding skills.

Please remind students against using the Simulation Column prior to PLE5 completion so can work to achieve the outstanding skills in clinical practice.

Hours

Add timesheet

Activity type *

Please select

Please select

Hours - Present with Practice Assessor or Supervisor

Hours - Present without Practice Assessor or Supervisor

Hours - Sep18 NP6 Moodle Activities

Hours - Sep19 NP6 Moodle Activities

Hours - Trak Training

Hours - University CPD Courses

Hours - University Reflection

Hours - University Student Rep Activities

Sickness or Absence - SICK enter as zero hours

Approver email *

Add Timesheet

Cancel

Hours

For when students are on placement- breaks now counted in hours. Signed off by PA or PS

To extend or cut short a placement please contact the Academic Assessor to ensure this is possible in conjunction with theory and hours total.

Reflection

This happens once every placement and students must attend. This is signed off by students PDT

Sick leave

Record these as 00hr 00min. Signed off by PA or PS

All sickness needs to be reported to the practice area, the students Academic Assessor and Sighthill placements.

Theory modules are not counted in hours

We hope this helps.

For any further concerns please contact your PEF/CHEF, the ENU ePAD team (myprogress@napier.ac.uk) or Nicole Clarke, University Tutor at ENU (n.clarke2@napier.ac.uk)

