

# **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.

All students starting at Edinburgh Napier University from September 2020 will be using the ePAD.

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# No more mentors

With the introduction of the revised NMC (2018) standards for student supervision and assessment, terminology of practice assessment changed. The model of assessment changed during summer 2020 as part of the NMC emergency standards during the peak of the COVID-19 pandemic, the old mentorship model was removed and instead we have a tripartite approach to student assessment. From September 2020, Edinburgh Napier University students started using the new practice education assessment standards.

This tripartite model consists of Practice Assessor, Practice Supervisor and Academic Assessor, all of whom contribute to student achievement across their programmes. There is also no longer a requirement to for 40% of the students' clinical hours to be spent directly with their assessor, meaning students can get more well-rounded feedback from numerous sources and puts less pressure on those who are Practice Assessor's.

From 2020, all students' assessments should be recorded through the ePAD, the 2019 cohort are the final cohort of students who remain on MyProgress. The use of MyProgress will phase out entirely when these students complete their programme.

## Practice Assessor (PA)

A Practice Assessor must be a registered nurse, ideally in the field the student is training in; however, if a nurse has experience in the student's field of practice, they can be a PA- a Mental Health nurse with Learning Disability experience can be a PA to a Learning Disabilities student nurse etc.

All new PA's must complete six online modules via TURAS Learn. Nurses who have previously completed the mentorship course can access training and should discuss with their local PEF/CHEF how to transition from their previous role to the new assessment standards.

## Practice Supervisor (PS)

Practice Supervisors do not have to be a registered nurse/midwife; however, they must be with a registered body such as the NMC, GMC, HCPC, GPHC or Scottish Social Services Council. Each student can also have more than one PS if staff work part time. The PS must be prepared to support the student and be able to share knowledge and experience relevant to the student they are supervising.

An experienced PS can transition to become a PA; they can do so by contacting and arranging additional training through their local PEF/CHEF.

## Academic Assessor (AA)

Academic Assessors are registered nurses currently working for the University within the School of Health and Social Care. The AA is the point of contact for Practice, if they have concerns about a student's attainment, if they want to confirm information about the ePAD or about what the student can do at their current stage of training. They can be contacted through the PEF/CHEF or asking the student. On completion of each PLE the AA is responsible for ensuring all ePAD documentation is completed accordingly so the student can achieve this PLE.

## Prior to practice

Before students attend each PLE, they will attend Preparation for Practice Learning Experience. Within this session they will get a recap on the ePAD and the necessary documentation needed to achieve that PLE. The student is awarded clinical hours approved by the Edinburgh Napier for attending this session.

Some students still struggle with the ePAD, if your student is struggling with the ePAD they should refer to their PLE Assessment Workbook on Moodle, to rewatch the recordings for the Preparation for PLE session to remind themselves or refer to their student guide.

# Pre-practice

<b>PRE-PLACEMENT</b> 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 are awarded on completion of mandatory training such as, Cardiopulmonary Resuscitation, Prevention and Management of Violence and Aggression and Manual Handling training.

## Pre-Practice Learning Activities

These should be completed before students start practice. These activities enable them to gain an understanding of what your practice area does and what the learning opportunities could be.

# 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 Practice Assessor/ Practice Supervisor (PA/PS) are on their first day of each PLE and when they will meet them, if they do not meet them that day. To complete this section the PA or PS will need to input their NHS email or appropriate work email address and name, in the section appropriate to them, either PA or PS.

## Orientation and Preliminary Meeting

A PA or PS should meet with the student during their first 48 hours in the practice area to complete their Orientation and Preliminary Meeting. This allows the student to become orientated to the practice area, procedures for reporting sickness, emergency protocol. Clinical areas should also collect contact details from the student at this time.

## Learning Development Plan

This allows the student to set out a plan of what they would like to achieve during this placement, teams they would like to work with within the MDT, skills, and procedures they can achieve. This should be done in tandem with the PS/PA so learning opportunities remain appropriate and contextualised to the clinical area.

# Interim

<p><b>INTERIM</b></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. Students should be given constructive feedback on their performance so far, as well as reviewing the learning opportunities that may be upcoming. 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 not achieving 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 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

<b>FINAL</b> 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; a PS should not complete the Final Assessment- unless in pre-discussed with PEF and AA and then this should be countersigned by a PA. This gives the students feedback of areas where they have developed and done well during that PLE and what they can build on in future PLE.

## PA Confirmatory Statement

This must be completed to confirm that the student has achieved or not achieved this PLE and must be completed by a PA.

Both the final assessment and PA Confirmatory Statement must be the same person, and this should match the PA allocation section.



# Anytime

<b>ANY TIME</b> 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) as a minimum. PLE3 is mandatory and must be completed (their first placement of 2<sup>nd</sup> year due to the pharmaceutical links). If the service user group is unable to give feedback, the students PA/PS can give feedback on the service user's behalf where appropriate.

## 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 identified that need specific supports put in place, a Learning Development Support Plan must be implemented. It is the PA/PS responsibility to implement this and involve the university- the AA; either directly or via the PEF/CHEF. If a Learning Development Support Plan is not implemented and a student does not achieve the PLE, an appeal can be made, and the outcome could overturned due to lack of documentation.

Learning Development Support Plans are there to support the student and help them improve and grow as a student nurse.

## Part-Specific

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

### **Mandatory Training and Compulsory Practice Skills**

This is monitored by the university

### **Platforms and Proficiencies**

The Platforms and Proficiencies cover the three parts of development: dependent, developing independence and independent. As a result, for each Part the Platforms and Proficiencies will have different wording to reflect progression through each stage.

There are 90 Platforms and Proficiencies to complete by the end of Part 1, 103 Platforms and Proficiencies for Part 2 and 103 Platforms and Proficiencies for Part 3. All Platforms and Proficiencies must be completed by the end of each Part to progress through the programme.

When completing the Platforms and Proficiencies please do not press not achieved unless it is the final PLE of each part, i.e. if not achieved in PLE3 leave blank. If not achieved in PLE4 then can be recorded as not achieved.

# 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- 1<sup>st</sup> year

Part 2 -P2- 2<sup>nd</sup> year

Part 3- P3- 3<sup>rd</sup> year

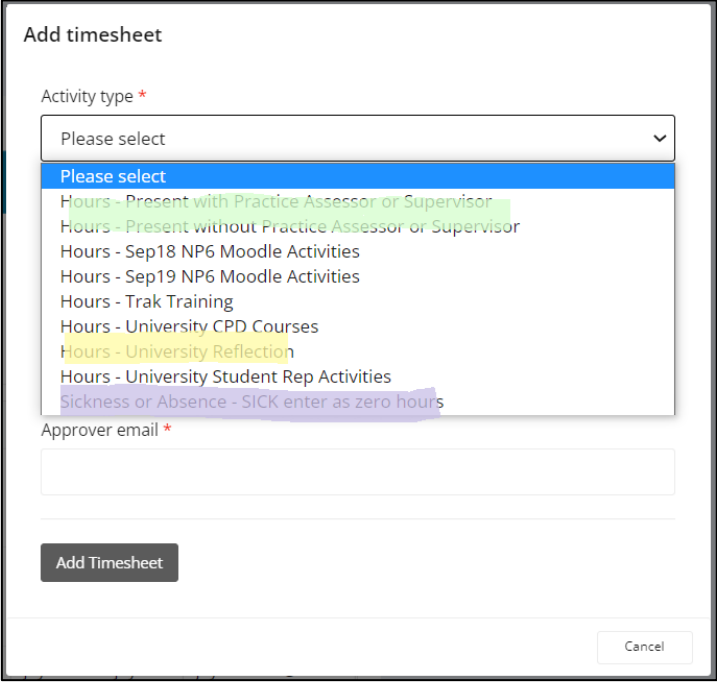
Ideally the student should focus on the skills appropriate for their year. These are to be completed throughout the three years.

**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.

# Hours



The screenshot shows a web form titled "Add timesheet". It contains a dropdown menu for "Activity type" with a list of options. The options are: "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", and "Sickness or Absence - SICK enter as zero hours". Below the dropdown is a text input field for "Approver email". At the bottom of the form are two buttons: "Add Timesheet" and "Cancel".

## Hours

For when students are on practice- all breaks should now be counted in hour's total. Approved by PA or PS

E.g., 7.5 hours shift = 8 hours total

Should you need to extend a practice please contact your Academic Assessor to ensure this is possible in conjunction with theory, hours total and other student allocations to a clinical area.

Preparation for Practice and Reflection are the only University activities that should be filled in on timesheets.

## Reflection

This happens at least once every practice and students must attend.

## Sick leave

Record these as 00hr 00min. Approved by PA or PS

It is the student's responsibility to report all sickness leave to their Academic Assessor and Sighthill Placement via email and their practice area following local reporting policy.

We hope this helps.

For any further concerns please contact your PEF/CHEF, the ENU  
ePAD team ([myprogress@napier.ac.uk](mailto:myprogress@napier.ac.uk)) or the students'  
Academic Assessor