

eAoPP

Practice Educator/Mentor User Guide

Pre-registration Nursing

The screenshot displays the eAoPP (Assessment of Professional Practice) interface for a Practice Educator/Mentor. The top left features the eAoPP logo and the text 'Assessment of Professional Practice'. The top right shows the user's name 'Jill Horris' and the 'UNIVERSITY OF Southampton' logo. A navigation menu on the left includes links for Home, My Qualification, Mentoring History, Help, Contact Us, and Logout. A session timer indicates 'Session expires in 34:41'. The main content area shows 'My Students' with a dropdown for 'Jane Horris (PGDip A) - Practice experience 2'. Below this, there are tabs for 'Commencing practice experience', 'Skills and competencies', 'Continuous assessment', and 'Practice assessment'. The 'Commencing practice experience' tab is active, displaying a table of tasks.

Task	Detail	Actions	State
Practice details	- practice educator(s) Jill Horris Chris Cotton	Jane must complete this information within the first two days of your practice experience starting	✕ Completed by Student
Professional development		Jane Does not appear to have created their professional development, they need to within the first two days of your placement	✕ Completed by student

University of Southampton

November 2014

Welcome to the eAoPP for mentoring the undergraduate student.

Below you will find information about how to complete each section of the eAoPP which will be replacing the paper portfolio from January 2015.

When the student starts placement, they will be able to search for their mentor and buddies on the database if they already have an account. They will then request to be added as their student. However, if the student's mentor or buddy does not have an account, they will need to visit www.eAoPP.com to create one. Please see the document 'Creating Your Account - A Guide for Practice Educators and Mentors' for help with how to do this.

If you have any further queries, please contact eAoPPsupport@soton.ac.uk or your practice educator in your area of work.

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Getting Started

Access the eAoPP via www.eAoPP.com and enter your username and password.

However, if you do not have an account, you will need to visit www.eAoPP.com to set up an account. Please see the document 'Creating your account- a Guide for Practice Educators & Mentors' for help with how to do this.



Accessibility toolbar
Jill Horris

UNIVERSITY OF
Southampton

Home
My Qualification
Mentoring History
Help
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Logout

Session expires in 34:21

My students

Student	Contract	
Horris (PGDip A), Jane jhorris	PG Dip Adult nursing Consent: ✓ Completed by student ✗ Completed by tutor Public protection: ✓ Completed by student ✗ Completed by tutor	Practice experience 2 - current You are the Practice educator Induction - started

When the mentor or buddy logs in to their account, they will see a screen that looks like the one above. This is their home page and should be used to navigate the eAoPP.

In the centre panel, the mentor can see the PGDip student's portfolio by clicking on 'practice experience 2-current'

Clicking on the students name will take the mentor to the print view of the placement that they supervised. They can use this as proof when completing their tri-annual review in their workplace. When the mentor clicks on the 'Mentoring History' menu item, they will see a list of their past and current students.

Students will be able to search for their mentor and buddies on the eAoPP system. They will then receive a system e-mail telling the mentor that they have been added to the student's eAoPP.

In this example, the mentor Jill Horris has a student, Jane Horris. Jane will have requested to add Jill as her mentor. Jill will then have received an e-mail and will have accepted Jane as her student.

TAB 1 Commencing Practice Experience

Overview



Accessibility toolbar

Jill Horris

UNIVERSITY OF
Southampton

- Home
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- Mentoring History
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Session expires in 34:41

My Students

Jane Horris (PGDip A) - Practice experience 2



- Commencing practice experience
- Skills and competencies
- Continuous assessment
- Practice assessment

Task	Detail	Actions	State
Practice details	- practice educator(s) Jill Horris Chris Cotton	Jane must complete this information within the first two days of your practice experience starting	✗ Completed by Student
Professional development		Jane Does not appear to have created their professional development, they need to within the first two days of your placement.	✗ Completed by student
Initial interview	Jane Does not appear to have created their initial interview, they need to do so within the first two days of the placement.		✗ Completed by student ✗ Completed by practice educator
Induction programme	You have started to complete the induction programme	<input type="button" value="Edit"/>	✗ In progress by practice educator

Commencing Practice Experience

This provides the groundwork of the student’s portfolio, including the skills and competencies, continuous assessment and practice assessment.

Practice Details

The student should enter the full details of their practice placement including dates and their mentor in practice. If you are the mentor, your details will appear here. Please ensure that they are correct.

Professional Development

In this section, the student will create a S.W.O.T. analysis. Their S.W.O.T. analysis will provide a starting point for their placement and enable their mentor to discuss any concerns with them. The student will then complete an action plan and their mentor can monitor their progress throughout their placement.

Initial Interview

In their initial interview, the student will need to record their learning needs and create an action plan to meet these. This should be done following discussion with their mentor.

Induction Programme


This should be completed within 5 days of the placement start date.

Practice Details

Current Practice Experience

In this section, the student will be able to edit the details to reflect their current practice experience. Please ensure that they are kept up-to-date. They can add a lead mentor and 2 buddy mentors; also please ensure that they add the details of their practice educator (they will be informed of these details during their induction).



 Accessibility toolbar
[Jane Horris \(PGDip A\)](#)

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- Home
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PG Dip Adult nursing

- Period 2
 - Practice experience 1 ✓
 - Practice experience 2 *
 - Practice experience 3
- Period 3
 - Practice experience 4
 - Practice experience 5
 - Practice experience 6

Session expires in 34:27

Current practice experience

Below you will see the details of your current practice experience, you can edit them by clicking the edit button.

Practice experience 2

Name of placement
Name of Trust/Practice experience provider
Start Date
End Date
Name of mentor Jill Horris
Email of mentor j.horris@southern.nhs.uk
Name of buddy/associate mentor Chris Cotton
Email of buddy/associate mentor cc@soton.ac.uk
Name of buddy/associate mentor 2
Email of buddy/associate mentor 2
Name of lead practice educator
Email of lead practice educator
Phone number of placement

 Edit

Professional Development

<u>Professional development</u>		✓ Completed by student
Strengths My strengths are that i enjoy working as part of a team and i am confident and outgoing and find it easy to talk to people.	Weakness I have never worked in a Health care setting before.	
Concerns I lack experience in looking after very ill people.	Expectations My mentor will explain thing to me in an understandable way and will provide me with opportunites to participate in hands on care whilst being supervised.	

When the student has completed their professional development, their mentor will see the screen above. Their mentor will need to review and discuss the content of the S.W.O.T. analysis with their student during their initial interview.

Initial Interview

Mentor approval initial interview

Please review the Initial Interview from your student, you can make amends as required, once satisfied please sign the proposal and set a date for the interim review.

Comment for student

B *I* U ABC | [List icons] [Undo] [Cut] [Copy] [Paste] [Text color] [Background color] [Link] [Unlink] [Image] [Fullscreen]

I have added aaanother learning out come for you to consider.

Provide Guidance

When the student has created their initial interview and added learning needs/action plans, their mentor will be able to review these and, if they wish add more learning needs, provide guidance and then approve the records and lock them. Think of this section as recorded correspondence and a way that guidance can be provided.

Session expires in 33:52

My students > Phoebe Allman - Practice experience 1

Set interim review date

The initial interview has been approved you now need to set the interim review date, please select the date in the form below and click save.

Proposed date for interim review [Calendar icon]

Save

Student: Phoebe Allman
Adult nursing
Practice experience 1
Approved

When the student's initial interview has been approved, a date for their interim interview will need to be arranged. The system will then prompt the mentor and student to complete the review when the date arrives.

Session expires in 34:48

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My students

Jane Horris (PGDip A) - Practice experience 2

Practice educator/mentor programme for ALL students

The induction should be completed within 5 days of a practice experience.

Student name: Horris (PGDip A), Jane
 Mentor name: Horris, Jill
 Course: PG Dip Adult nursing

Last update: ()

		1	2	3	4	5	6
Personal issues	Discuss any adjustments re health or learning needs e.g. latex free gloves, dyslexia		<input checked="" type="checkbox"/>				
Introduction to staff	Include all staff working within the practice area		<input checked="" type="checkbox"/>				
Orientation to practice area	Include: <ul style="list-style-type: none"> • Staff toilets • Staff rest room/canteen • Where to keep personal belongings • Meal breaks • Relevant link areas and who to contact for visits • Inform of university link – name and contact details 		<input checked="" type="checkbox"/>				
Professional conduct and appearance	Discuss: <ul style="list-style-type: none"> • Dress code • Professional conduct specific to the practice e.g. working guidelines, etiquette in patients' 		<input checked="" type="checkbox"/>				

The Induction Section should be completed within five days of the start of the placement and the induction covers all aspects of the clinical area. To complete this section the mentor needs to tick the relevant boxes and click **save** at the bottom of the screen.

TAB 2 Skills and Competencies

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- Logout

Session expires in 34:53

My Students **Jane Horris (PGDip A) - Practice experience 2**



Commencing practice experience **Skills and competencies** Continuous assessment Practice assessment

Task	Detail	Actions	State
Field specific competencies - Adult nursing	Field specific competencies have been started.	Edit	Started by practice educator
Essential skills clusters	Essential skills clusters have been started.	Edit	Started by practice educator
Formative exercise for communication and compassion	Formative exercise for this practice experience has been created	View Sign	Completed by student Signed by practice educator
Service user/carer involvement in practice	There are 2 records for this practice experience.	Edit	records added
Record of practice experience and visits	There are a total of 5 of which 1 records are for this practice experience.	View	Completed by student

Field Specific Competencies

Here you will find the field specific competencies which need to be met during the student's placement. The mentor will complete this section as the student fulfils the competencies.

Essential Skills Clusters

The completion of the student's essential skills clusters needs to be signed off when they have achieved them.

Formative Exercise

In this section, the student needs to discuss their entries with their mentor who will then be prompted to verify that this section is complete.

Service User/Carer Involvement in Practice

The student can add feedback from service users or their carer. Gaining this feedback should be directly overseen by the mentor or buddy in practice.

Record of Practice Experience and Visits

Here the student can record any additional visits that they have undertaken. If the member of staff mentoring them in this area has an eAoPP, they can add comments about the students practice and can electronically 'sign' to verify that they attended. The student's mentor is also able to sign this section, and the practice educator in your clinical area can also comment here.

Field Specific Competencies

Competency 7

All nurses must be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe.

7.1 - Adult nurses must recognise the early signs of illness in people of all ages. They must make accurate assessments and start appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care.

Pass ▾

Competency 8

All nurses must provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote selfcare and management whenever possible, helping people to make choices about their healthcare needs, involving families and carers where appropriate, to maximise their ability to care for themselves.

8.1 - Adult nurses must work in partnership with people who have long-term conditions that require medical or surgical nursing, and their families and carers, to provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management.

Pass ▾

Save

Here the mentor can select pass or fail for each of the field specific competencies, then click save at the bottom of the page.

My Students
Phoebe Allman - Practice experience 1

Commencing practice experience
Skills and competencies
Continuous assessment
Practice assessment

Task	Detail	Actions	State
Field specific competencies - Adult nursing	Field specific competencies have been passed.	Edit	✓ Passed by practice educator
Essential skills clusters	No essential skills clusters have been selected yet.	Edit	✗ Completed by practice educator
Formative exercise for professional attitude and behaviour	The student has not created their formative exercise yet.	-	✗ Completed by student ✗ Signed by practice educator
Service user/carer involvement in practice	There are 0 records for this practice experience.	Edit	✗ records added
Record of practice experience and visits	There are a total of 0 of which 0 records are for this practice experience.	View	✗ Completed by student

When this section is completed, the screen will look like the one above.

Essential Skills Clusters

1) Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people.	This ESC is achieved in the grading grid
24.0 People can trust a newly registered graduate nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.	
24.1) Adheres to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercing and nails.	This ESC is achieved in the grading grid
24.2) Maintains a high standard of personal hygiene.	This ESC is achieved in the grading grid
24.3) Wears appropriate clothing for the care delivered in all environments.	This ESC is achieved in the grading grid
30.0 People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.	
1) Reports to an appropriate person where there is a risk of meals being missed.	<input type="text" value="Pass"/>
2) Follows food hygiene procedures in accordance with policy.	<input type="text" value="Pass"/>
33.0 People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations.	
1) People can trust the newly registered graduate nurse to correctly and safely undertake medicines calculations. 1. Is competent in basic medicines calculations relating to • tablets and capsules • liquid medicines • injections including: • unit dose • sub and multiple unit dose • SI unit conversion.	<input type="text" value="Pass"/>

Here the student can be signed as either having passed or failed each of the essential skills clusters that can be reviewed and amended at any time before the final submission of the eAoPP.

Note. These sections cannot be adjusted after you have signed the student as having completed their placement.

Formative exercise for communication and compassion



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- PG Dip Adult nursing**
- Period 2
 - Practice experience 1 ✓
 - Practice experience 2 *
 - Practice experience 3
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Session expires in 34:32

Formative exercise for communication and compassion

Very often, in our day to day interactions with others, we tend to use repetitive forms of communication and respond using a similar range of related interactions because we are not aware that other options are available. This exercise is aimed at helping you identify the different sorts of interventions we can use. By identifying a range of interventions we can act more precisely and with a greater sense of intention. The nurse-service user interaction then becomes more structured and less haphazard: we know what we are saying and also have insights into how we are saying it. This gives us greater interpersonal choice.

B I U ABC | [List Icons]

Consider the first time a service user asked you questions about their diagnosis and associated treatment. How did you feel?

Please type here

How did you deal with this encounter? In particular how did you communicate with the service user (verbally and non-verbally)?

Please type here

Find out about Heron's six category interventions (1989). The six categories are-

- prescriptive (offering advice)
- informative (offering information)
- confronting (challenging)
- cathartic (enabling the expression of feelings)
- catalytic (drawing out)
- supportive (confirming or encouraging)

Then discuss with your mentor how this model for understanding interpersonal relationships will influence your interpersonal relationship with future service users.

B I U ABC | [List Icons]

Make a list of the key points that you want to remember for future interactions

Attachments

My attachments

Add attachments

File Br

In this section the student will have completed a formative exercise which focusses on communication & compassion. Please review their comments and use them as a point for discussion, as their reflections will be valuable for their future development as a student nurse. The mentor will also need to sign to say that they have discussed this with their student.

clusters	have been started.	practice educator
Formative exercise for professional attitude and behaviour	Formative exercise for this practice experience has been created	<input type="button" value="View"/> ✓ Completed by student <input type="button" value="Sign"/> ✗ Signed by practice educator
Service user/carer involvement in	There are 0 records for this practice experience	<input type="button" value="Edit"/> ✗ records added

Service user/carer involvement in practice

Patient/ Service User/ Carer/ Family member feedback

As part of their clinical experience students are required to receive feedback from a patient/ service user/ carer/ family member that they have cared for.

This is an essential and valuable part of a student's progression within their clinical practice. We would therefore appreciate if you could answer the following questions regarding your interactions with the student. Please note that this form will become part of the student's electronic portfolio of evidence and stored in a secure site.

Please note that any feedback that you provide will be anonymous and will not in any way affect the care and treatment you receive within this service. If you have any questions then please talk to the student or any trained member of staff. There is no requirement for you to participate in this exercise if you do not feel able to.

Any additional comments are appreciated and can be recorded below.

(Note to students: consent must be gained from the patient/ service user/ carer with the mentor present to participate in this exercise. The patient/service user/ carer may complete the form or it can be undertaken as a discussion and the mentor should then record the points raised)

User Patient Feedback Form

Student: Phoebe Allman
Adult nursing
Practice experience 1

Date	eAoPP Comment	Attached Comment
03/06/2014	✗	✓ second service user feedback
03/06/2014	✗	✓ service user feedback

Here the student can ask for feedback from service users or their carer/family, which should be directly overseen by their mentor or buddy.

There is a 'patient feedback form' which can be printed and filled in by hand. This can then be scanned and saved to their eAoPP or completed on the computer by their mentor or buddy and saved to their eAoPP. Alternatively, your student can send an e-mail request to the person leaving them feedback, or their mentor or buddy can input the details from the hand written form onto the system, if the service user/carer would prefer.

Record of practice experience and visits

Start Date - End Date	Number of Hours Completed	Type of experience/service user group visited	Name of facilitator/practice contact	State	
03/06/2014 - 03/06/2014		worked with Occupational therapist	Pauline Morgan	Waiting for approval	Edit Submit View
Assessment					
Phoebe Allman to Guest Mentor On 03/06/2014		Waiting for approval	Dear Pauline please find details below xxxxxxx xxxxxx Thank you		
Guest Mentor to Phoebe Allman On 03/06/2014		Guidance	Pauline Morgan p.morgan@soton.ac.uk Please can you summarise your learning		
Phoebe Allman to Guest Mentor On 03/06/2014		Waiting for approval	Please can you confirm my visit with you		

Here the student can add records of practice experiences & visits that they may undertake while in your clinical area. The staff member who oversaw their visit will be sent an 'invite' by the student asking for feedback and the staff member can then ask the student to summarise the learning that they gained from undertaking the visit.

TAB 3 Continuous Assessment

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Session expires in 34:49

My Students

Jane Horris (PGDip A) - Practice experience 2



Commencing practice experience

Skills and competencies

Continuous assessment

Practice assessment

Task	Detail	Actions	State
Record of mandatory skills	There are no records for this item in Practice experience 2	<input type="button" value="Edit"/>	✕ Student records
Desirable skills achievement	There are a total of 0 of which 0 records are for this practice experience.	<input type="button" value="Edit"/>	✕ Completed by student
EU directives	0 directives are linked to this practice experience.	<input type="button" value="View"/>	
Medicines management	Detailed administration 0 records linked to this practice experience.	<input type="button" value="Edit"/>	✕ Completed by student
	Drug administration 0 records linked to this practice experience.	<input type="button" value="Edit"/>	✕ Completed by student
Acuity competencies	To view claim competencies please use the view button.	<input type="button" value="View"/>	

Record of Mandatory Skills

This section is completed by the university.

Desirable Skills Achievement

Here the student can add any desirable skills that they have achieved while on placement. Please encourage them to follow the guidance in their eAoPP for skills which are relevant. Please ask your student to speak with their academic tutor or the practice educator in their area if you or they have any queries regarding which skills they are legally able to undertake.

EU Directives

Here the student will need to add information describing how they achieved each of the EU Directives. They will then submit these to their mentor for approval.

Medicines Management

In this section, the student can add information about administering medications by clicking 'add' at the bottom of the screen. Please advise them to complete all sections of the form and then they will send them to you to review and sign.

Acuity Competencies

Here students on an ADULT PROGRAMME 'claim' the completion of competencies based on the ESCs set out by the NMC, as they are required to demonstrate specific skills required to safely care for patients who are acutely ill.

Desirable skills achievement

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PG Dip Adult nursing

- Period 2
 - Practice experience 1 ✓
 - Practice experience 2 *
 - Practice experience 3
- Period 3
 - Practice experience 4
 - Practice experience 5
 - Practice experience 6

Session expires in 34:56

Record of desirable skills achievement

Desirable skills are those agreed between the University and an individual organisation as being attainable in that organisation / experience under normal circumstances. These may vary from organisation to organisation according to their needs, wants and governance arrangements.

In addition to their achievement of required skills, students can engage with any skill providing that they:

- have been appropriately prepared and supervised by their mentor or suitably prepared designee
- are undertaking a skill that is not a function limited for students by legislation, university guidance or the placement provider's organisation
- judge that they are sufficiently prepared for, and ready to undertake the skill
- are taught and assessed according to the standards expected of the placement provider's organisation by a person authorised and competent to do so

+ Add

Student: Jane Horris (PGDip A)
PG Dip Adult nursing
Practice experience 2

Date Trust/Organisation	Skill	
25/09/2014 UHSFT	Undertaking neurological observations	<input type="button" value="Edit"/> <input type="button" value="Submit to mentor"/>
25/09/2014 UHSFT	Removing clips from a surgical wound	<input type="button" value="Edit"/> <input type="button" value="Submit to mentor"/>

Here the student can add any desirable skills that they have achieved while on placement and are asked to follow the guidance in their eAoPP to do this. They are also asked to speak with their academic tutor or the practice educator in your area if you or they have any queries regarding which skills they are legally able to undertake. As their mentor, you will be asked to approve these skills when they have completed them.

The following information appears in your students' eAoPP as guidance-

Note. You should not be undertaking in any intervention for which trained staff would have had to attend additional training, for example intra venous administration & male catheterisation.

.....
In addition to their achievement of required skills, students can engage with any skill providing that they:


- have been appropriately prepared and supervised by their mentor or suitably prepared designee
- are undertaking a skill that is not a function limited for students by legislation, university guidance or the placement provider's organisation
- judge that they are sufficiently prepared for, and ready to undertake the skill
- are taught and assessed according to the standards expected of the placement provider's organisation by a person authorised and competent to do so

EU Directives

Student: Phoebe Allman
Adult nursing
Practice experience 1

Evidence to meet the EU directive 2005/36/EC - nursing in relation to: Child Care & Paediatrics

You should provide evidence of practice experiences in which, as part of a team you have achieved the following in direct contact with an individual and/or community:

 10/06/2014

- Participated in meeting the essential needs of children or young people
- Taken account of the development of children and young people within the family context and how this affects their individual needs
- Worked with children, young people, their families and others to provide family centred care

Please use examples to support your achievement

During this placement I have had the opportunity to work with children receiving immunisations. This has required me to demonstrate my ability to work with children and their parents to ensure safe administration of injections.

Name and contact details of experience where this was completed

Staff nurse Driver at Out-patients department, St Elsewhere.

[Sign directive](#)

This section only needs to be completed by students undertaking an adult related programme.

The student will need to show evidence of practice experiences that they have completed in order to meet the EU Directives. They will then submit this to their mentor who will review and sign the Directive as being complete.

The Midwifery directive may be met when the student undertakes a taught session at the university. They will need to provide proof to have this signed as completed.

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Medicines management and administration

Supplementary record of knowledge and practice

This section identifies the specific medicines management competencies expected of a newly registered nurse in any care environment and is based upon the NMC standards for medicine management (2004).

Guidance for mentors

The completion of this document is the responsibility of the student.

It is the responsibility of the mentor to offer the student opportunity to practice the administration of medicines before making an assessment.

It is the responsibility of the mentor to give students feedback to improve their skill and proficiency.

Mentors must be confident that the student is safe to calculate drug doses without error. Please use this document to record drug calculations that the student has done which have convinced you of their ability to do this skill.

It is acceptable to develop practice scenarios to test this skill and /or request that the student undertakes a case presentation rather than in a formal drug round which is inappropriate in many settings.

Please identify students who are not achieving this competency early and involve their academic tutor as soon as possible.

The activity:

- Students are required to demonstrate knowledge and understanding about the 6 'rights' of medicine administration (right patient, right drug, right dose, right time, right route and right documentation) and the action, side effects and contraindications of medication.
- Documentation for 4 patients is provided and expected to be completed in the assessment of 3rd year student nurses. It is at the mentor's discretion to omit a medication from the assessment of competence.
- This includes the ability to calculate the correct dose for administration and show the workings of that calculation to verify ability.
- If no calculation is required to deliver the prescribed dose, then confirmation by calculation that the patient dose prescribed is correct according to the dose/ weight guidance could be requested by the mentor.
- The mentor should advise the student about patient selection for the activity.
- The student should prepare for the activity, but should not complete the record without the mentor present.
- The student is expected to complete the record during (or shortly after) a time where their competence has been assessed (for example, a drug round or discharge conversation with patient/family). If necessary the assessment could be supplemented
- by case presentation/ exploration of scenarios.
- It is suggested that the student is assessed on the medication of one patient per assessment and that it is recorded on one of the
- summary sheets in the following pages.

PG Dip Adult nursing	
Period 2	
Practice experience 1	✓
Practice experience 2 *	
Practice experience 3	
Period 3	
Practice experience 4	
Practice experience 5	
Practice experience 6	

Session expires in 34:49

In this section the student needs to add information about administering medications by clicking 'add' at the bottom of the screen. They will then submit these records to be reviewed and approved (see below).

Student: Phoebe Allman
Adult nursing
Practice experience 1

Date	Drug	
10/06/2014	Drug: Carbosistine Dose: 750mg Route: Oral Time: BD Documentation: JAC	 Approve record

Acuity Competencies

Acuity competencies

Skills relating to the assessment and management of AIRWAY difficulties		
A1	States factors which place the patients' airway at risk (e.g. Unconsciousness). Recognises signs of an obstructed airway. Reports new or abnormal findings with appropriate urgency to appropriate senior staff (e.g. mentor, medical team, outreach team, Nurse in charge).	✓ Practice experience 1
A2	Demonstrates appropriate interventions and equipment to maintain a patient's airway: <ul style="list-style-type: none">• Manual airway manoeuvres and positioning• Use of basic Airway adjuncts (e.g. oropharyngeal airway)• Suction (yankeur and suction catheter)	✓ Practice experience 1

Here the student can 'claim' the completion of competencies based on the ESCs set out by the NMC. They are required to demonstrate specific skills required to safely care for patients who are acutely ill and who may require higher levels of care.

These competencies may be completed in any practice experience and all must be achieved before the end of their course.

TAB 4 Practice Assessment



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Session expires in 34:53

My Students **Jane Horris (PGDip A) - Practice experience 2**



- Commencing practice experience
- Skills and competencies
- Continuous assessment
- Practice assessment**

Task	Detail	Actions	State
Interim assessment	Please start your interim assessment.	<input type="button" value="Edit"/>	<ul style="list-style-type: none"> ✗ Completed by student ✗ Completed by practice educator
Core attribute achievement	Not started needs to be completed before summative assessment	<input type="button" value="Edit"/>	<ul style="list-style-type: none"> ✗ Not started by mentor
Summative assessment	Please start your summative assessment.	You must complete an interim assessment before a summative one	<ul style="list-style-type: none"> ✗ Completed by student ✗ Completed by practice educator
Progression			<ul style="list-style-type: none"> ✗ Completed by student ✗ Completed by practice educator ✗ Completed by tutor

Interim Assessment

The student will be prompted to complete their interim review when they sign into their eAoPP, as this date will have been decided on during their initial interview. When your student has completed their section, it will be sent to you to comment on and approve.

Core Attribute Achievement

The student's attribute achievements should be completed by their mentor or buddy before their summative assessment.

Summative Assessment

The mentor will be prompted to complete the student's summative review when they sign into your eAoPP, and they can only complete this after the interim assessment. When the student has completed their section, it will be sent to the mentor to comment on and approve.

Progression

In this section the mentor will be able to review the student's eAoPP and sign them as having completed their practice experience. The student's academic tutor will then review and sign the student as having completed their practice experience.

Interim grading assessment - Student

Students can awarded a "+" grade if it is felt that they are achieving to the higher end of the grade A, B and C.

Student: Phoebe Allman
 Adult nursing
 Practice experience 1

Safe, person centred care which meets people's essential care needs. Recognises and works within own limitations. Demonstrates reflective skills to evaluate own practice.							
<input type="radio"/> A+	<input type="radio"/> A	<input type="radio"/> B+	<input type="radio"/> B	<input type="radio"/> C+	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Grade A Exceptional ability to provide safe basic person centred care which meets people's essential care needs. Confident and comprehensive nursing care provided. Excellent reflective ability when evaluating own practice.	Grade B Demonstrates a clear ability to provide safe basic person centred care which meets people's essential care needs. Confident provision of nursing care. Good evidence of reflection when evaluating own practice.		Grade C Satisfactory ability to provide safe basic person centred care which meets people's essential care needs but requires occasional prompting. Lacks confidence in the provision of nursing care. Satisfactory attempt at reflection when evaluating own practice.		Borderline fail D Is able to provide safe basic person centred basic care which meets people's essential care needs but requires frequent prompting. Lacks confidence to provide nursing care without constant support and guidance. Limited attempt at reflection when evaluating own practice.		Fail E Limited ability to provide safe, basic care which meets people's essential care needs. Not person centred. Requires constant direction in order to carry out safe nursing care. No attempt at reflection to evaluate own practice or poor reflective insight.
Professional image: appearance (adherence to organisational requirements for hygiene, uniform and dress code)							
<input type="radio"/> A+	<input type="radio"/> A	<input type="radio"/> B+	<input type="radio"/> B	<input type="radio"/> C+	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Grade A	Grade B		Grade C		Borderline fail D		Fail E

In this section the student will be able to complete the self-assessment before saving & submitting it to their mentor to complete their sections which will be saved and submitted.

This is an opportunity to give feedback to the student about their progress and highlight any areas which need to be focused on during the rest of their placement.

You will be prompted to complete a review of their learning needs & action plans.

Core Attribute Achievement

Core attribute achievement

✗ Failed by mentor

Professionalism	Decision
Demonstrates under supervision safe, basic person centred care which meets people's essential care needs.	-
Promotes a professional image in behaviour and appearance at all times	-
Demonstrates adherence to organisational requirements for hygiene, uniform and dress code in order to limit, prevent and control infection.	-
Demonstrates regular, punctual attendance and has knowledge of, or shows application of, organisational procedures for reporting absence from practice experience.	-
Recognises and works within limitations of knowledge, skills and professional boundaries.	-
Demonstrate reflective skills when evaluating own practice.	-

Here the mentor will be able to select either 'pass' or 'fail' for each of the students' core attributes.

Validation			
Please review the overview of the Students portfolio. At the bottom you will find a continue button that will take a snapshot of this page and allow you to complete the summative assessment.			
Phoebe Allman Run on 10/06/2014			
	Practice experience 1	Year 1	Adult nursing
Commencing practice experience			
Practice details	✓	-	-
Professional development	✓	-	-
Initial interview	✓	-	-
Induction programme	✗	-	-

A snapshot of the student's eAoPP will appear that will highlight any areas that haven't been completed. The mentor should work with their student to get these completed in order to sign them as having completed their practice experience.

Summative Assessment

Summative grading assessment - Student

Students can awarded a "+" grade if it is felt that they are achieving to the higher end of the grade A, B and C.

Student: Phoebe Allman
 Adult nursing
 Practice experience 1

Safe, person centred care which meets people's essential care needs. Recognises and works within own limitations. Demonstrates reflective skills to evaluate own practice.					Student formative: B Mentor formative: B+		
<input checked="" type="radio"/> A+	<input type="radio"/> A	<input type="radio"/> B+	<input type="radio"/> B	<input type="radio"/> C+	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Grade A Exceptional ability to provide safe basic person centred care which meets people's essential care needs. Confident and comprehensive nursing care provided. Excellent reflective ability when evaluating own practice.	Grade B Demonstrates a clear ability to provide safe basic person centred care which meets people's essential care needs. Confident provision of nursing care. Good evidence of reflection when evaluating own practice.		Grade C Satisfactory ability to provide safe basic person centred care which meets people's essential care needs but requires occasional prompting. Lacks confidence in the provision of nursing care. Satisfactory attempt at reflection when evaluating own practice.		Borderline fail D Is able to provide safe basic person centred basic care which meets people's essential care needs but requires frequent prompting. Lacks confidence to provide nursing care without constant support and guidance. Limited attempt at reflection when evaluating own practice.		Fail E Limited ability to provide safe, basic care which meets people's essential care needs. Not person centred. Requires constant direction in order to carry out safe nursing care. No attempt at reflection to evaluate own practice or poor reflective insight.

In this section, the mentor will need to grade their student's practice, and the grades that were submitted for their formative assessment will be displayed. The grades that the student achieved can be used to formulate a plan for their future placements and we encourage you to grade the student fairly; not to under grade them at their formative assessment in order to show 'improvement' at their summative assessment.

Progression

Future professional development: self assessment by student at final assessment

Please complete the form below

Student: Phoebe Allman
Adult nursing
Practice experience 1

Key achievements identified during this practice experience

B *I* U ABC | [List Bullets] [List Squares] [List Triangles] [List Circles] | [Undo] [Cut] [Copy] [Paste] [Image] [Link] [Text Color] [Background Color] [Text Size] [List Bullets] [List Squares] [List Triangles] [List Circles]

Key areas for development identified as a result of this practice experience

B *I* U ABC | [List Bullets] [List Squares] [List Triangles] [List Circles] | [Undo] [Cut] [Copy] [Paste] [Image] [Link] [Text Color] [Background Color] [Text Size] [List Bullets] [List Squares] [List Triangles] [List Circles]

What is to be achieved during next practice experience

B *I* U ABC | [List Bullets] [List Squares] [List Triangles] [List Circles] | [Undo] [Cut] [Copy] [Paste] [Image] [Link] [Text Color] [Background Color] [Text Size] [List Bullets] [List Squares] [List Triangles] [List Circles]

This section has been designed as a tool to help the student to reflect upon their placement and what they hope to gain from their next placement. The mentor will be able to view and comment upon the student's entries which will be available for future mentors to view and see what how the student plans to progress their course.

This will also provide a reference for completing their S.W.O.T. analysis for their next placement.

My Students **Phoebe Allman - Practice experience 1**

Commencing practice experience Skills and competencies Continuous assessment **Practice assessment**

Task	Detail	Actions	State
Interim assessment	Please start your interim assessment.	View	<ul style="list-style-type: none"> ✓ Completed by student ✓ Completed by practice educator
Summative assessment	Please start your summative assessment.	View	<ul style="list-style-type: none"> ✓ Completed by student ✓ Completed by practice educator
Progression	You need to sign the practice experience as complete	<p>What is your favourite food?</p> <input type="text"/>	<ul style="list-style-type: none"> ✓ Completed by student ✗ Completed by practice educator ✗ Completed by tutor
		<p>NMC Number</p> <input type="text"/>	
		Submit	

In order to sign a student as having completed their placement, the mentor will need to enter the answer to one of the security questions set when they created their account. The mentor will also need to enter their NMC pin number. This information is used to verify that the mentor is on the mentor data base. The mentor needs to ensure that this data is entered exactly as it appears on the register, with no additional spaces or digits. When the mentor has entered their data correctly, they will be able to click 'submit' after selecting either 'pass' or 'fail', from the drop down box.

Important Note- When the mentor clicks to sign the student as complete they will not be able to re-enter the portfolio to make any amendments.

My Students **Phoebe Allman - Practice experience 1**

Commencing practice experience Skills and competencies Continuous assessment **Practice assessment**

Task	Detail	Actions	State
Interim assessment	Please start your interim assessment.	View	<ul style="list-style-type: none"> ✓ Completed by student ✓ Completed by practice educator
Summative assessment	Please start your summative assessment.	View	<ul style="list-style-type: none"> ✓ Completed by student ✓ Completed by practice educator
Progression	You need to sign the practice experience as complete	<p>Your answers match our records please click the button below to allow progression.</p> <p>Decision Pass ▼</p> <p>Submit</p>	<ul style="list-style-type: none"> ✓ Completed by student ✗ Completed by practice educator ✗ Completed by tutor