



The West Yorkshire and Humber ePAD



Practice Supervisor/Practice Assessor guidance for ePAD

From September 2017, all four pre-registration nursing field students' practice assessment documentation will change to an electronic portfolio called ePAD (e = electronic, PAD = practice assessment document). This guidance explains the key points to enable practice supervisors/practice assessors to access the students' ePAD and how a practice supervisor/practice assessor navigates around and completes the assessments and assessor sections in ePAD.

Why are we moving from paper to PebblePad?

PebblePad is the e-portfolio system used by the University of Hull that provides a personal learning space where users can record and reflect on their learning. An electronic practice assessment portfolio enables better and easier support of student learning and allows practice supervisors/practice assessors and academic staff to securely view, comment on,

and assess student work at any time. Electronic portfolios also provide easy reporting on what students have (or have not) done, and who might need help.

The introduction of an online e-portfolio for the assessment of practice offers many benefits to practice supervisors/practice assessors but more so to our students, not only for the duration of the programme but for their future careers (Willis, 2015; Dion & Smolenski, 2008). For nursing, PebblePad's flexibility offers many other ways of students using it to collect evidence to support achievement of practice standards and skills. They can also use it beyond the nursing degree programme in their professional work for recording CPD and revalidation evidence. Encourage your students to take greater personal responsibility and ownership of their ePAD. Students can start this by editing the 'About me' page in ePAD to create a professional identity.

From a work place perspective the move to an electronic portfolio will encourage the development of students' digital literacy (and ours!) and to prepare them for their future role in the modern healthcare workplace. Other benefits include the cost savings on printing, the safety of electronic information compared to paper documents and the portability of an electronic portfolio. As a practice supervisor/practice assessor you will have access to your student's online assessment document at any time which means that you can look at and complete assessor sections in ePAD when it is convenient for you.

Logging onto PebblePad

In order for you to assess your students' ePADs you have been given an external assessor account for PebblePad.

When we register you onto PebblePad this triggers an automated email to the practice supervisor/practice assessor from 'PebblePad' from the email address 'noreply@pebblepad.co.uk' with the subject line 'A new account has been created for you'. The email contains your username and password and provides a link to <https://v3.pebblepad.co.uk/login/hull/>. Your username will be your work email address. In the email click on the link to PebblePad and on the PebblePad login screen type in your username and password as it appears in the email. From this screen you will also have to option of changing your password, which is recommended, to something more memorable.

On a search engine (on a trust/organisation computer it is recommended to use google chrome or Firefox), type in pebblepad@hull. This will take you to the PebblePad login page where you enter the username and password that you have been given by PebblePad.

The username and password is personal to you and must **never** be shared with a colleague or a student. Your personal login acts as your signature, so whenever you complete assessor fields in ePAD your 'digital signature' is visible and acts as your own handwritten signature.

For practice supervisors/practice assessors with an existing student PebblePad account you will still have access to use this account but to access and assess your pre-registration nursing student's ePAD you will need the new username and password from PebblePad. You will not be able to use your own student PebblePad account to do this. For practice supervisors/practice assessors with an existing NHS/work email PebblePad account you may not have received an email with details of this external assessor account; you will need to ensure that you have access to your student's ePAD which will require you to contact the University using the help@hull.ac.uk help email address.

You can access PebblePad via a mobile device such as a tablet or mobile phone. However, remember that the screen size will be considerably reduced which can make viewing the student's workbook difficult. If students use the off-line mobile app you will have to check the information they have entered into the form before you sign it.

Remember to remind students and discuss with them the guidelines and policies relating to mobile phones and electronic devices during work hours.

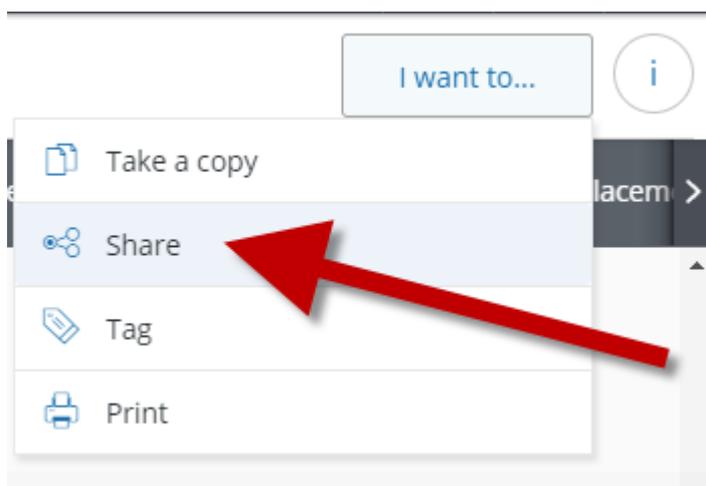
How do I see my student's ePAD?

Your student will 'share' their ePAD with you so that you can complete the assessment and practice supervisor/practice assessor sections for the practice placement. As this 'share' action is a student responsibility you will have to ensure that you remind students to share their ePAD for the purposes of assessment with you on the first day of placement. It is recommended that you ask a student to do this when they contact you before the placement begins.

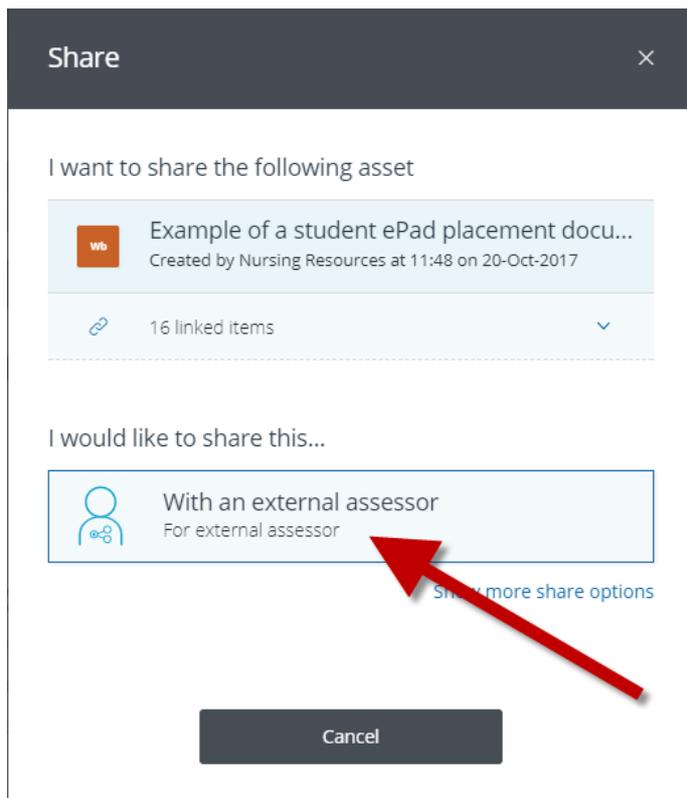
In order for the student to share their ePAD you will need to give them your work email address. Please note your email address is the email address that is on your practice supervisor/practice assessor record and is the username for your own PebblePad account. Make sure you give them the correct details otherwise they will not be able to share. Students can do multiple shares, so if you need additional practice supervisors/practice assessors to have access to the student's ePAD you will need to ask your student to share with them as well.

A student shares their workbook with the practice supervisor/practice assessor by selecting their workbook in their asset store and then choosing 'I want to – share – with an external assessor'. They then type in the external's email address to search for the user and select 'Share asset' (NB They have to search for their practice supervisor/practice assessor by adding the email exactly and any variation - capitalisation, spacing etc - will mean that that they will not be able to find them. For example, if the practice supervisor/practice assessor's username is annie.mentor@nhs.net and they search for Annie.mentor@nhs.net, they will not be able to find them. They have to share using the 'share with external assessor' method so that their practice supervisor/practice assessor is able to log in and complete assessor fields. If the student shares it any other way, e.g. sends them a link or sits down next to them to log into PebblePad and work on the epad, it won't let them do this. The instructions below must be followed **by the student** exactly to set up the external share:

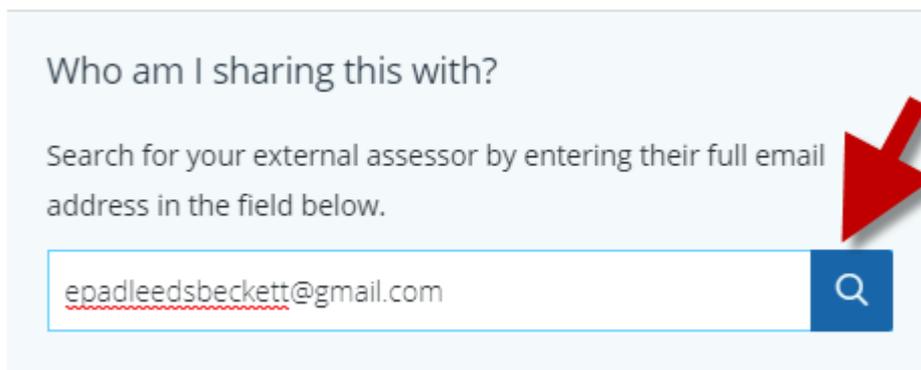
Select 'I want to – Share'.



Click on 'With an external assessor'.



Enter your practice supervisor/practice assessor's email address into the box and click on the search button (blue box containing a magnifying glass icon). This must be in the exact format – e.g. correct capitalisation, spacing etc).



Your practice supervisor/practice assessor should be displayed below the box. Click on 'Share asset' at the bottom of the panel to confirm the share.

Type exact email address to find external

EPad Demo (external)
Email: epadleedsbeckett@gmail.com

Share expiry date (optional)

Setting an expiry date will prevent the external assessor accessing your share after the given date.

Select date

Add a message to this share? (optional)

Add a message here for the external assessor(s) of your share

Share asset Cancel

If the student says that they have done this but they still have difficulties, check that they have not shared their workbook with the practice supervisor/practice assessor using the option:

‘Share with people - For their advice or collaboration on an asset’.

They can only share their workbook with their practice supervisor/practice assessor using the ‘Share with an external assessor’ option.

When the student shares their workbook with their practice supervisor/practice assessor, this triggers an automated email from PebblePad (noreply@pebblepad.co.uk) with the subject

line 'Asset share (With external assessor permissions)' informing the external that they have been given access to the workbook and including a link to the asset. This link will take the practice supervisor/practice assessor directly to the workbook (ePAD) via the log in page. Practice supervisors/practice assessors can log on to view all the assets that have been shared with them by logging on at <https://v3.pebblepad.co.uk/login/hull/>.

The share will last as long as the student keeps the practice supervisor/practice assessor shared. However, you need to avoid having accessing to multiple ePADs after a student has finished the placement. The students have been told to delete the share with their practice supervisor/practice assessor/s before they start their next placement. If this share is still visible when a new placement period begins you will need to ask the student to delete the share. If you are unable to contact the student you will have to ask the University to delete the share.

For this first launch of ePAD the only people who will be able to contribute to the students' ePAD are practice supervisors/practice assessors on the educator register. This means that the student will have to maintain records of when they worked with other professionals so that these people can contribute to the student's assessment. The student has access to paper pdf versions of attendance forms, feedback forms, patient testimonies and the Record of Alternative/Complementary Short Experience Opportunities form as well as access to a mobile phone app with an off-line attendance and an offline assessment form so that they can provide evidence of achievement of practice standards, skills, additional field evidence and practice hours.

Screen shot of the sections in ePAD (nb this appears as one banner in epad)



What do I need to do in ePAD?

Essentially you are completing any box in the ePAD sections that says 'assessor field' or 'completed by assessor'. You still have the 3 interviews: initial, intermediate and final; and you have a placement and practice assessor details page and a placement orientation page.

These sections also need to be completed as they are now within certain timeframes i.e. orientation on the first day and the initial interview by the end of the first week. The main difference in ePAD is that all of these forms are in the same place: in the tab called PAD forms stage 1; so there is no need for you to have to search for forms in one book and/or complete duplicated forms in different places.

Action Plan from SFP – the students will have an action plan that they have written after the SFP module at the University. You will be able to view this in the PAD forms Stage 1 section in the tab called Skills for practice.

We have stripped back as much unnecessary guidance as possible in the ePAD, and where we have felt guidance is needed, we have incorporated this onto the page that you will be completing. For example, at the interviews we have given guidance on what areas of ePAD you need to look in to check the student has completed all the necessary parts of ePAD and what specific aspects of the student's performance you need to comment on.

As ePAD is designed to support students in collecting ongoing evidence of their performance and achievements, students should be uploading evidence (called assets) during each placement. You will need to look at these assets during the student's placement with you and you should also be encouraging your students to upload evidence of their achievements and performance especially if they are going to work with another professional to meet practice standards, skills and learning outcomes. To enable students to do this they have access to pdf versions of an attendance form, and patient testimonies and the Record of Alternative / Complementary Short Experience Opportunities forms on their canvas site. They also have access to a mobile phone app with an off-line attendance and an offline assessment form so that they can provide evidence of achievement of practice standards, skills, additional field evidence and practice hours. Students can also create and complete their own pages from their resources section in PebblePad and upload these as evidence; for example if they write a short reflective piece to support their achievement of a practice standard.

Any identified shortfalls or problems in the student's ability during the process of assessment of practice must be identified and specific action plans created to support the student to achieve the specific skills, practice standards or professional behaviours. If you need to involve others e.g. the PLF/CST/PEF, link lecturer or the student's Academic Assessor in the process of supporting the student this should be evidenced in the student's ePAD. The workbook provides a method of recording when and who has been involved in supporting

the student and any documentation relating to meetings can be recorded in the interview sections or uploaded as additional evidence.

There is a link on the final interview page for the student to go directly to the healthcare placements webpage to complete a placement evaluation and upload the certificate directly into ePAD.



Once you have assessed something or completed assessor fields in your student's ePAD you must click 'save'. In your view of the student's ePAD the 'save' button is at the bottom of the screen so you will have to scroll down to find it.

Clicking 'save' also enable your digital signature to appear next to these fields so you and your student will know the date and time that something was assessed. The student will also receive an email telling them that their workbook has 'new feedback'.

Next to each assessor field is a history button  that enables you and any subsequent assessor to look at what has been recorded in that field. This is important because as an assessor you may have to reassess a practice standard and indicate that the initial assessment of the student has changed. Even if you deleted text that a previous practice supervisor/practice assessor had written, although it will disappear from the box, the original text will remain in the history. This applies to the 'achieved' and 'not achieved' fields and practice assessor comment boxes.

There are some differences in ePAD compared to the paper documents and the next few sections will explain these differences in more detail.

Guidance for verifying the attendance record

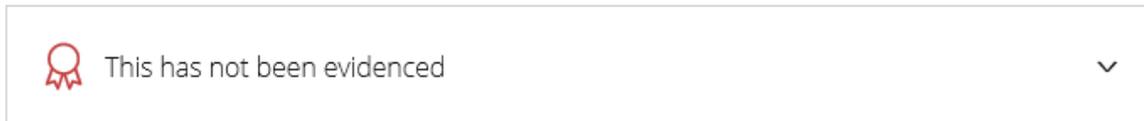
Students will be expected to maintain a daily record of their hours and shifts. In ePAD it is not currently possible for a practice assessor to verify each daily shift worked by the student. Instead you will be asked to verify the total number of hours a student has worked in each week. You will need to this at the end of each week worked by your student. The student **must** complete the attendance record daily and the student **must** provide evidence to you of all the hours they worked whether this is with you or if they have worked with another professional. They can do this by completing and uploading either an electronic or paper versions of an attendance form or the Record of Alternative / Complementary Short

Experience Opportunities form. Students have access to these forms in pdf version on the University's CANVAS site and as an off-line mobile app. If they complete and upload these forms for you as evidence you will find them in this section:

Add any forms from your mobile App here



Remember to still add this shift to the table above.



Remember, as a practice assessor you can only verify hours that the student and you can account for. When it comes to verifying the weekly attendance record, ensure that the student has all the evidence in ePAD for you. Do not verify the attendance record in 'good faith' as the student will be asked by the University to account for **ANY** variation in their hours. If needed, allow the student a 'grace' period to upload evidence of hours worked before you verify the hours. In the event that you are concerned about the hours a student is claiming for, discuss this with your PLF/CST/PEF or link lecturer.

The student must also record any absences from placement. Please ensure that your students are recording these hours correctly using the appropriate absence form template in ePAD.

If a student reports that they are not able to share their attendance records, remind them of the procedure below. Providing they have shared their ePAD workbook with their practice supervisor/practice assessor as an external share, following the instructions above everything that they add to the workbook will also be visible to their practice supervisor/practice assessor. So, to share their attendance records, they just need to make sure that they are visible and correct on the 'attendance record' page within their ePAD workbook. The process for recording attendance for students is:

1. 'Switch on' the search on the attendance records page of your ePAD workbook.
2. Each week collect a new attendance form from the resource store (click to agree and select continue to open it).
3. Add the title in the required format (e.g. Attendance w/c 07/11/2017) and then save it. It will be saved in your asset store.

4. Open the attendance form each day to record your hours in the table.
5. At the end of the week, ask your practice assessor to verify your hours by adding the total in the assessor field 'Total number of hours for the week'. Then click on the info button top-right (an 'i' within a circle) to open the information panel. Click on the 'Add hours' link and add the total hours for the week.

Once you have saved an attendance record, it will automatically be added into the attendance page in your ePAD workbook and once you have added hours for the week, this will be added to an overall total on that page. You can check this in your ePAD workbook.

Guidance for assessment of practice standards

The practice standards are the same as the PAD paper document except that where we have been able to they have been reduced or merged with another practice standard.

There are areas for the students to state how they have evidenced their work by writing in a text box. They can also add evidence as uploaded attachments to support their achievement of a practice standard which can be viewed by the practice supervisor/practice assessor by looking in the section depicted by a rosette icon. Students can complete and upload either electronic or paper versions of the Alternative / Complementary Short Experience Opportunities form. Students have access to these forms in pdf version on the University's CANVAS site and as an off-line mobile app. The rosette shows when evidence has been

attached, if no evidence had been attached this would be red:  but if the student has attached any evidence it will look something like this:



The student will need to review each individual practice standard before they meet with you at the agreed time for you to 'sign' the practice standards. They have the option of indicating whether they feel they are achieving the practice standard and are ready to be assessed or are working towards achievement of the practice standard. From an assessor point of view you are in effect only assessing the practice standards that the student indicates that they are ready to be assessed on. As a practice assessor you have the option of either indicating that the practice has been 'achieved' or 'not achieved' and where presented, to agree that their evidence is sufficient and judge that they have sufficiently met the required

competence. You also have the ability to indicate how the practice has been met: observation, discussion, written/documentation. You can also give feedback on each practice standard.

The biggest difference with assessing practice standards is that in ePAD they are not differentiated by placement, instead the student has to achieve all of the stage 1 practice standards by the end of stage 1 (year 1) and for stages 2 and 3 all the corresponding practice standards by the end of each of the stages.

Please note that for each stage there are additional medicine management specific practice standards in the medication section of ePAD. These also need to be signed as achieved by the end of the identified stage and are included in the overall number of practice standards for each stage.

Achievement of practice standards in stage 1

In stage 1 there are 37 practice standards and 1 medicine standard, totalling 38 standards to be achieved by the end of stage 1. To avoid a situation where a student has left too many practice standards for one placement to facilitate achievement, students are expected to achieve a minimum of 50% of the practice standards in placement 2 before they can progress to placement 3. As students have additional outcomes to achieve on placement we advise that students provide evidence of achievement of 19 practice standards in each placement but where students have the opportunity to achieve additional practice standards they should be encouraged to do so. Practice assessors are expected to liaise with the University where students are having difficulty achieving the minimum of 50% of the practice standards in each placement.

All practice standards for stage 1 **MUST** be achieved by the end of stage 1 (year 1).

The expectation is that once a standard is signed as achieved, the student is expected to perform that standard to a competent level for that stage in all the remaining placements. Where the standard is not assessed until a later placement within that stage the student is expected to be working towards that standard in the earlier placements. As an assessor you may have to reassess a practice standard and indicate that the initial assessment of the student has changed by selecting either the 'achieved' or 'not achieved' button. Even if you change the original assessment, although it will disappear from the box, the original assessment decision will remain in the history.

History button - 

For achieving the Professional Behaviours in Practice, students are assessed on these at the interim and final interviews – these are to be assessed and achieved in each of the 2 placements that occur within stage 1. Although they relate to Standards they are not counted in the 38 Standards/Sub elements that need to be achieved by the end of stage 1.

Achievement of practice standards in stage 2

In stage 2 there are 75 practice standards and 15 medicine standards, totalling 90 standards to be achieved by the end of stage 2. Students are expected to achieve one third of the practice standards in each placement; i.e. 30 in placement 4, 30 in placement 5 & 30 in placement 6. As students have additional outcomes to achieve on placement we advise that students provide evidence of achievement of 30 practice standards in each placement but where students have the opportunity to achieve additional practice standards they should be encouraged to do so. Practice Assessors are expected to liaise with the University where students are having difficulty achieving the minimum of one third of the practice standards in each placement.

The expectation is that once a standard is signed as achieved, the student is expected to perform that standard to a competent level for that stage in all the remaining placements. Where the standard is not assessed until a later placement within that stage the student is expected to be working towards that standard in the earlier placements. As an assessor you may have to reassess a practice standard and indicate that the initial assessment of the student has changed by selecting either the 'achieved' or 'not achieved' button. Even if you change the original assessment, although it will disappear from the box, the original assessment decision will remain in the history.

History button - 

For achieving the Professional Behaviours in Practice, students are assessed on these at the interim and final interviews – these are to be assessed and achieved in each of the 3 placements that occur within stage 2. Although they relate to Standards they are not counted in the 90 Standards/Sub elements that need to be achieved by the end of stage 2.

Achievement of practice standards in stage 3

In stage 3 there are 87 practice standards and 23 medicine standards, totalling 110 standards to be achieved by the end of stage 3. Students are expected to achieve one third of the practice standards in each placement. As students have additional outcomes to achieve on placement we advise that students provide evidence of achievement of one third of the practice standards in each placement but where students have the opportunity to achieve additional practice standards they should be encouraged to do so. Practice assessors are expected to liaise with the University where students are having difficulty achieving the minimum of one third of the practice standards in each placement.

The expectation is that once a standard is signed as achieved, the student is expected to perform that standard to a competent level for that stage in all the remaining placements. Where the standard is not assessed until a later placement within that stage the student is expected to be working towards that standard in the earlier placements. As an assessor you may have to reassess a practice standard and indicate that the initial assessment of the student has changed by selecting either the 'achieved' or 'not achieved' button. Even if you change the original assessment, although it will disappear from the box, the original assessment decision will remain in the history.

History button - 

For achieving the Professional Behaviours in Practice, students are assessed on these at the interim and final interviews – these are to be assessed and achieved in each of the 3 placements that occur within stage 3. Although they relate to Standards they are not counted in the 110 Standards/Sub elements that need to be achieved by the end of stage 3.

Guidance for assessment of clinical skills

Clinical skills assessment in ePAD follows the same format and process as the paper OAR documents. All skills in each stage **must** be achieved by the end of that stage. All skills **must** be achieved by the end of the programme. Where achievement of clinical skills may be problematic in a clinical area, you can still facilitate opportunities for your student to attend other areas to achieve skills. The student should then complete a either an electronic or paper version of the Record of Alternative / Complementary Short Experience Opportunities form and upload it as evidence to support their achievement of skills. Students have access to these forms in pdf version on the University's CANVAS site and as an off-line mobile app. There is now an area at the end of each skills section where students can directly upload this additional evidence to support their achievement of skills, particularly if this has been undertaken by another practice supervisor/practice assessor.

Guidance for assessment of professional behaviours and attitudes

Professional conduct is an integral part of the students' role and as qualified practitioners students must work within the Code, Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC, 2018). Practice assessors must be satisfied that the student meets the criteria outlined within the professional behaviours shown in the professional behaviours list at the intermediate and final interviews. To assist practice assessors, there is a space to record if a student has not met the professional requirements as satisfactory and to write an action plan to support the student to improve professional behaviours.

Feedback should be given to the student and when a student is failing to meet professional behaviours this should trigger support from your PLF/CST/PEF, link lecturer and/or academic assessor.

Guidance for assessment of the additional field experience (AFE) section

The student must provide evidence of working with patients from fields of nursing other than their own. The AFE section is where students will record this and where you as a practice assessor will assess whether the student has achieved or not achieved the required outcome. The student will be able to write supporting evidence to say how they have achieved the learning outcome and the option of uploading supporting evidence (assets) via the rosette. The AFE outcomes **must all** be completed by the end of stage 2.

Guidance for assessment of the medication logs

As students do in the PAD and OAR documents, they need to keep a record of developing their knowledge in medicines management as they progress through the programme. In Stage 1 they need to complete a minimum of 5 tables and in both stages 2 and 3 they need to complete 10 medication tables in both stages. The student will complete the tables, providing evidence of how they are developing their knowledge in medicines management. As a practice assessor you will be required to assess whether the student has completed the drug calculation correctly and indicate whether the student gave the medication and if so how it was administered – you have 3 options to choose from: given by student / self-administered / given by other e.g. practice supervisor/practice assessor/carers.

Testimonies

This section allows the student to upload evidence of feedback from patients and carers. There is link to a paper testimonial form in this section for students to download and print.

Hints and tips

Practice supervisors/practice assessors can change their password from the log-in page and also reset their password by clicking on the links on the log-in page and adding their username. This will trigger an automated email from PebblePad.

Due to the number of sections and drop down sections within the tabs, it is easier to navigate around ePAD by using the 'Contents' button on the left of the banner.

The student will only be able to access the forms and sections they need for the stage they are in. In stage 1 for example, they will only be able to open up and complete the documentation for stage 1 and the practice standards for stage 1. Once the student progresses to the next stage the previous stage's documentation will remain open so that you as a practice supervisor/practice assessor can have access to all previous documentation which supports ongoing assessment of practice and record of achievement.

You can use ePAD to provide you with evidence for your NMC revalidation like you can with paper assessment documents. You can do this by holding down Ctrl + Alt + PrtScn buttons on the keyboard; open up a blank word document; right click on the page and press the paste option. Or you can use the snipping tool to copy selected sections of the page. Find the snipping tool by using the magnifying glass (usually on the bottom left of the screen) to search windows; start typing snipping tool into this search function; when snipping tool appears click on the found search; click new on the dialogue box that will have opened on the screen and using the cross shaped cursor 'snip' the section you want to take as evidence; when you have highlighted the section you want you can save this to your computer or chosen file location. Remember to anonymise any evidence that you are using.

You can search within web pages including the ePAD workbook using a browser's own integrated 'find' function to take you instantly to a key word, phrase or number. In windows hold down the Ctrl and F keys together; on a Mac Cmd and F keys, this opens up a search box (usually at the top of the screen) where you can search for words or numbers. Handy if you want to find a particular practice standard or skill!

References

Dion, W and Smolenski, M (2008) 'Why you need an electronic professional portfolio'. *American Nurse Today*. Available online: <http://www.americannursetoday.com/article.aspx?id=5598&fid=5558>.

Willis, G (2015) Raising the Bar Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants. Health Education England. Available online: <https://www.hee.nhs.uk/sites/default/files/documents/2348-Shape-of-caring-review-FINAL.pdf> [accessed 06.12.17].

NMC (2018) *The code. Professional standards of practice and behaviour for nurses, midwives and nursing associates*. London: Nursing and Midwifery Council.

Help with ePAD

If you experience IT issues with PebblePad, for example not being able to log onto PebblePad, your student has problems sharing their workbook with you or assessor / student fields don't work, contact the university for assistance. You will need to email your query or issue to Pebblepad@hull.ac.uk

For non-IT related queries, for example if you are having difficulty with completing assessor fields or you have concerns about your student's progress in practice, please contact the usual support mechanisms: PLF/CST/PEF, Link Lecturer, ACADEMIC ASSESSOR.

As a member of the working group for ePAD development I welcome any feedback/comments/suggestions/queries about ePAD. If you wish to do so please contact me on:

Tony Chambers

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COMPETENCY FRAMEWORK (Adapted from Steinaker and Bell (1979))

Academic Level	Competency Statement	Level of Student Performance Expected	Student role	Mentor role
Year 1	The student has been exposed to the experience/activity	The student observes others undertaking the activity, can accurately describe it and is a helper	Has observed or been oriented to the experience/activity	Facilitates exposure to the experience/activity and observes student's performance
	The student can undertake the activity	The student demonstrates an acceptable performance under direct supervision and is a knowledgeable observer	Has participated and assisted in the activity/experience	Supports the student in participation and observes student's performance
Minimum threshold achieved by end of Year 1				
Year 2	The student can undertake the activity and explain how the outcome relates to nursing practice	The student carries out the activity as instructed, showing understanding of the rationale behind it. The student is beginning to function more independently and is beginning to formulate principles to guide practice. The student is beginning to adapt and apply nursing skills	Can undertake the activity with supervision explaining the rationale	Supervises the student whilst undertaking the activity/experience
Minimum threshold achieved by end of Year 2				
Year 3	The student uses previous experience and applies this knowledge to new settings and is beginning to influence others	The student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills	Can do this independently in a safe and competent manner	Assesses the student's ability to work independently in a safe and competent manner
Minimum threshold for professional registration				