

Introducing PebblePad
BSc (Hons) P.G. Diploma Community Nursing

Manual for Practice Teachers



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1. Introducing ePortfolios

Welcome to PebblePad.

Implementing a new BSc (Hons) and P.G Diploma Community Nursing curriculum has enabled us to work in different ways. The introduction of an online e-portfolio for the assessment of practice offers many benefits to us as assessors but more so to our students not only for the duration of the programme but for their future careers (Willis 2015).

Of course any change to the way we work will inevitably create some challenges so we are working closely with the Technology Enhanced Learning team who have helped to produce this manual and have included a quick start page for those activities you will need to get you up and running.

Please see Section 6 for details of how to get in touch with the support team.

Yvonne Wilkinson

Programme Lead, BSc Hons / PG Dip Community Nursing

1.1 Why change

By moving to electronic portfolios we want to:

- make the student's portfolio secure and deal with the risks of both loss and unauthorised access
- enable faster and more in-depth interaction between students, practice teachers and personal supervisors
- allow greater monitoring and feedback on student progress
- give our students a portfolio which they can take with them after graduating and use for further professional development and evidence for revalidation.

For you this will mean:

- you have access to all of the student's progress records at any time
- you can complete assessments when it is convenient for you
- where needed academic supervisors will be able to see the same ePortfolio as you remotely
- we will also give you access to your own personal ePortfolio.



1.2 What is PebblePad?

PebblePad is a well-established on-line portfolio which is used internationally and utilised in many UK Universities, offering nursing/midwifery/medical and allied health professional programmes.

There are 2 areas within PebblePad,

- **Pebble+** (Pebble Plus): this is the personal learning space. Here your student will maintain and complete their practice assessment book. This area also includes personal documents only seen by the student such as reflective comments and other records.

You also have access to a Pebble+ space and we invite you to explore this space and consider how it might be helpful to you, for example in maintaining your portfolio. This document will necessarily focus on the use of ATLAS to assess your student's work.

And

- **ATLAS** (Active Teaching, Learning and Assessment System): this is the tool used by practice teachers, mentors and personal supervisors for interacting with the students and where you can access your student's workbook.

1.3 Accessing PebblePad

PebblePad is a Web based application that can be accessed from any device with internet access. PebblePad works across a range of browsers. In practice this means computers, tablets and smart phones can all access PebblePad.

When we register you onto PebblePad you will receive an e-mail (Figure 1) from PebblePad with your username and password. This is personal to you and must **never** be shared with a colleague or a student.

1.3.1 First login

Within your email from PebblePad, click on the Pebble+ link in the message.

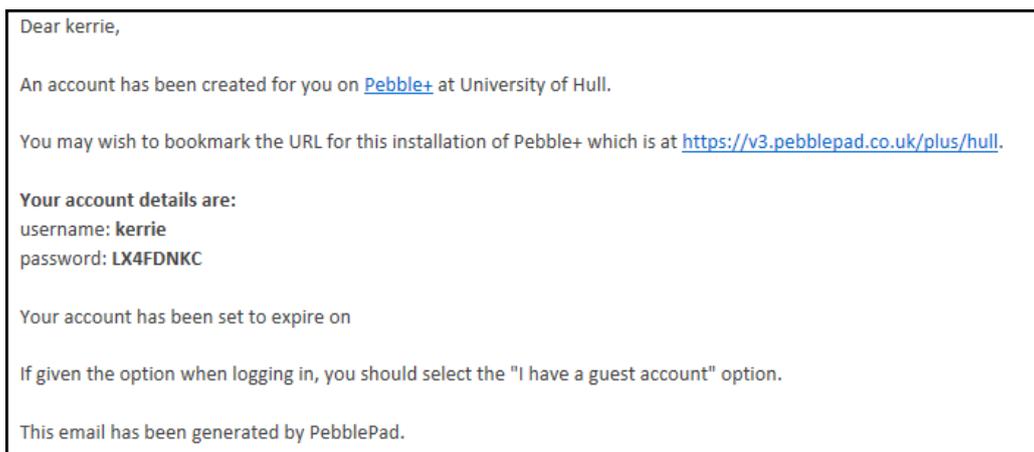


Figure 1: Registration email from PebblePad



On the PebblePad login screen, select 'I have a guest account for PebblePad', type your username and password, as it appears in the email and click the 'Or go straight to ATLAS' button.

You will then have the option to change your password to something more memorable, type the new password and confirm, click 'change' and the ATLAS Dashboard will open (Figure 2).

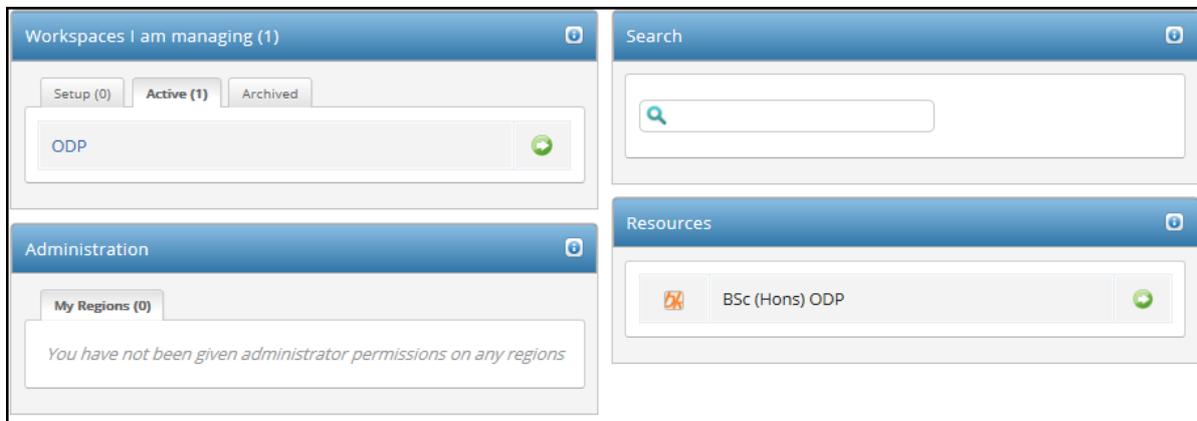


Figure 2: ATLAS Dashboard

PebblePad has the facility to change the login options for accessibility. These can be set as default settings or changed at any time to fit the device you are using. Click 'Login Options' to expand the menu and see different settings available (Figure 3).

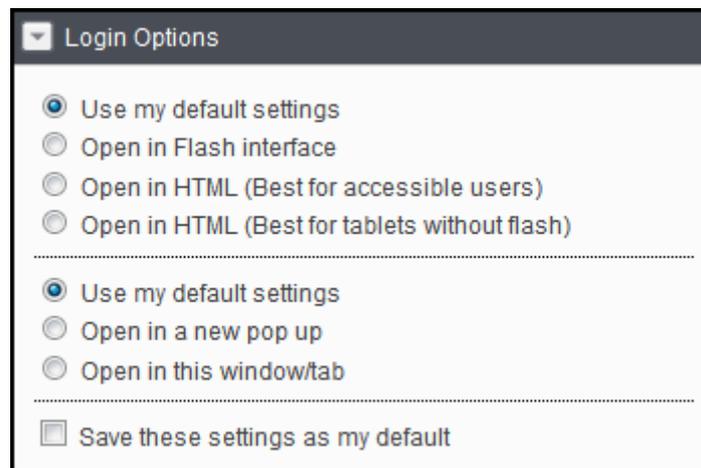


Figure 3: Login Options

Login Options:

- Use my default settings – select to save the default settings you have selected
- Open in Flash interface – for non-Apple devices
- Open in HTML (Best for accessible users) – this option is the most accessible, can be set for most devices
- Open in HTML (Best for tablets without flash) – this option is for devices that do not support Flash, eg iPad.



- Use my default settings – select to save the default settings you have selected
- Open in a new pop up – PebblePad will open in a new window
- Open in this window/tab – PebblePad will open in the current window.
- Save these settings as my default – if you want the same settings every time you log in to PebblePad.

1.3.2 Further logins

For future visits to PebblePad, type <https://v3.pebblepad.co.uk/login/hull> into the browser address bar and select 'I have a guest account for PebblePad'. Use your new password.

If you forget your password you can click 'forgotten password' and you will receive an e-mail with a new one.

1.3.3 Notifications

Throughout your use of PebblePad you will receive many messages and notifications in relation to shares, comments, reminders, receipts, feedback, and resources.

You own preferences can be set for how you receive your notifications. Click the 'Settings' tab (Figure 4) in the menu bar and click 'Notifications'.

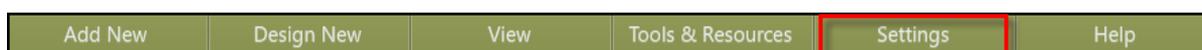


Figure 4. Notifications

For each of the notification types you can choose to receive the notification via a:

- **Digest** - Notifications will be kept in a chronological order and emailed in a single digest on a day and time you decide.
- **Email** - Notifications will be emailed automatically every time a new message is generated
- **Feed** - Notifications appear in your Message Centre in chronological order.

The following table explains the various notification types:

Notification	Description
Grades	Grades have been added to an asset submitted to ATLAS
Feedback	Feedback has been added to an asset submitted to ATLAS
Comments	Comments have been added to an asset
Updated	An asset that you have shared with one or more others has been updated
Reminders	Note: Reminders are currently NOT available in Pebble+
Shares	An asset has been shared with you
ATLAS Receipts	Receipt confirming the submission of your asset to an ATLAS workspace



1.4 ATLAS

ATLAS is the space designed to support teaching, learning and assessment. This is the main area of PebblePad you will use in assessing students' progress.

The ATLAS dashboard is the space you first see when you log into ATLAS. The dashboard contains four panels.

As a practice teacher, you have access to three of these panels:

- **Workspaces I am managing** lists the workspaces you have access to and as a mentor on this programme you will be managing submissions in the Community Nursing Workspace
- **Resources** shows documents which have been added to the workspace, currently the only resource available is BSc (Hons) / P.G. Dip Community Nursing which is the electronic workbook mentees will complete
- **Search** allows you to search for keywords found in workspace titles and descriptions.

You can also access ATLAS from Pebble+ by clicking the ATLAS icon (Figure 5), visible at the top of the screen.



Figure 5: ATLAS icon

1.4.1 The Community Nursing workspace

The Community Nursing workspace (Figure 6) is where you will view your student's workbook. To view the workspace Click 'ODP' in the 'Workspaces I am managing' panel and the ODP workspace page will open, this has three buttons at the top of the page:

- **Submissions** – contains your students' workbook
- **Resources** – has links to documents
- **Management** – this will show a list of the students in the workspace.

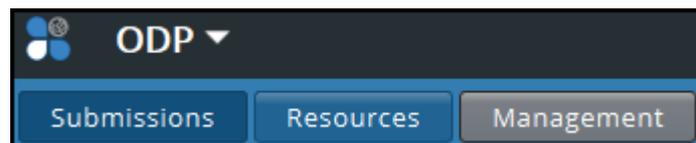


Figure 6: ODP Workspace



2. Instructions for students to start their workbook

The workbook provides details of the programme and the process for submitting evidence and these instructions are included to help you understand the steps the student needs to take.

Students will use the same procedure to log in to PebblePad but on the PebblePad login screen, instead of selecting 'I have a guest account for PebblePad' they should select 'I have an IT account at this organisation' and click the 'Login to Pebble+' button.

When the student has logged into PebblePad, they will have access to the BSc (Hons)/PG Dip Community assessment workbook from the Resource Centre. On the main page of PebblePad, the practice teacher should click the 'Resource Centre' icon or the 'Tools & Resources' tab and from the Resource Centre, click the 'For Me' tab (Figure 7).



Figure 7: ODP Workbook

The student will:

1. select the workbook by clicking on the words 'BSc (Hons) / PG Dip Community Nursing'
2. click the 'Use' button at the bottom of the screen, the Workbook will open and be ready to use
3. the student should click the 'save this asset' icon (Figure 8) and the workbook will then disappear from the Resource Centre and become available as an Asset in their Asset Store. The workbook will, at the same time, be automatically submitted to ATLAS
4. after the initial save the student can either start editing the workbook or close it.

Automatic submission will make the workbook available for assessment in ATLAS. This won't be the final submission, it can be edited and resubmitted by the student many times.



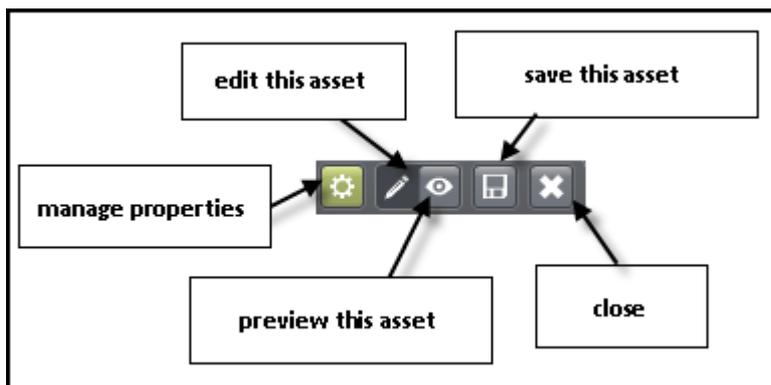


Figure 8: PebblePad icons

Students can start editing and adding evidence by clicking the 'Edit' button at the bottom of the Asset Store screen. Clicking on 'Module 47828', for example, will result in a list of the learning outcomes dropping down. Clicking on a learning outcome will open the form to complete assessment of that learning outcome.

3. Assessing progress

The aim of the assessment is to determine whether the student has achieved and demonstrated competence and capability in relation to the learning outcomes and professional behaviour required to achieve the standards for the Specialist Practice Qualification or the Specialist Community Public Health Nursing.

3.1 Evidence of performance

The evidence submitted must be gained whilst on placement working as a student undertaking the Specialist Practice Qualification (SPQ) or Specialist Community Public Health Nurse (SCPHN) over the duration of the programme. Previous experiences gained must not be included as they cannot be considered to achieve the level of a Specialist Practitioner.

At the beginning of each section, separate guidelines regarding completion of the section are provided and should be read before entries are made for submission. Students will be required to submit their work at the end of each semester to be verified by the academic supervisor. In semester 1 and 2 this contributes to the final assessment of modules on a pass / fail basis. All aspects of the module must be successfully achieved to be awarded a pass for the module. Assessment criteria for the practice assessment book are detailed below. Where a learning outcome has been achieved, evidence should be provided in the relevant box to support the claim clearly stating how it was achieved in 50 words. Opportunities for discussion relating to interpretation of the practice learning outcomes and the required level of student activity to demonstrate competence in each specified area will be timetabled during the relevant semester. Students and/or practice teachers can also request individual help/advice from the student's personal supervisor at any time.



3.1.1 Placement attendance record

It is an NMC (2004) requirement that students must complete 115 days in a practice setting within the programme and these must be recorded in the Portfolio.

3.1.2 Log of Broader Opportunities

The programme aims to prepare students for practice in a generic role as community specialist practitioner however there are increasing opportunities for community specialist practitioners to develop their skills in more specialised areas of practice such as specialist teams working with specific client groups, multi-agency teams, specialist therapeutic teams etc. It is therefore required that students on the programme demonstrate that they are aware of and have some experience of an appropriate range of practice settings to which they may contribute in the future. Students are required to keep a log of time spent within different settings

3.1.3 Triangulation interviews

The student must make arrangements with all three parties for this to take place around week 6 of the semester. Discussion should also include feedback received by the practice teacher, either verbal or written, from service users/clients/careers. An action plan will also be created to guide learning and achieve the desired outcome.

The Practice Assessment Grid (PAG) is a formative tool which utilises behaviours in the form of descriptors which have been cross referenced to Compassion in practice Nursing Midwifery and Care staff: Our vision, our strategy (DH 2012) embedding the 6 C's in education and training. Practice teachers may use the descriptors as a guide to the expected behavior of a Specialist Practice student and the level of performance sought as part of the Specialist Practice Qualification and Specialist Community Public Health Nursing to feed into an action plan.

3.2 Viewing submissions in ATLAS

In order for you to be able to view your student's workbook the student must have already created the workbook, see section 2 above.

Every time a student updates the workbook it is resubmitted to the workspace, meaning that you will always see the most recent version of the workbook.

To view submissions, select the Community Nursing Workspace in ATLAS, click the Submissions button and a list of submissions will be visible (Figure 9). This includes dates of submission and modification, along with the student's name.

Submission details		✓	✉	📄	🗑️	📁
	<p>BSc (Hons) ODP</p> <p>Practice assessment workbook</p> <p><small>Submitted: 22nd Aug 2014 10:26 Modified: 22nd Aug 2014 09:51 Publisher: Gemma Buchanan (odpstudent)</small></p>	0%

Figure 9: Submission details



To view a workbook, click on the appropriate workbook in the list, (Figure 8) shows a submission from Gemma Buchanan. This will open the workbook, just the same as if a paper based assessment file had been opened.

The paper workbook has been modified to work within the PebblePad environment, but is essentially the same. There are areas for the students to state how they have evidenced their work and areas for the practice teacher to agree that their evidence is sufficient and judge that they have demonstrated the learning outcome/performance criteria. Figure 10 shows that the student hasn't evidenced learning outcome 3.3. If the student had submitted this outcome for assessment, only the option used to demonstrate the evidence would be visible to the practice teacher in the workbook.

Figure 10. Evidence

3.3 Approving progress claims against learning outcomes

A student can include additional evidence when submitting an outcome for assessment. This is depicted by the rosette icon. The rosette shows when evidence has been, if no evidence had been attached this would have been red.

The images below show three outcomes assessed by a practice teacher.

Example 1

Figure 11 shows that a student is claiming to have completed this outcome by observation with no additional evidence. The practice teacher has selected 'Not achieved' to indicate this outcome isn't satisfactory.



1.1. Evidenced by
Observed

1.1. Completed
No Yes

Mentor details and timestamp

0

Completed By Assessor

Assessed: 19 Sep 2014 at 12:18 by Charles Craddock

Figure 11: Assessed outcome example 1

Example 2

Figure 12 shows that a student is claiming to have completed outcome 1.3 by observation, discussion and an attached a piece of work which partially evidences the outcome. The practice teacher has selected 'Not achieved' to indicate this outcome isn't satisfactory.

1.3. Evidenced by
Observed
Discussion

1.3. Completed
No Yes

Mentor details and timestamp

1

Completed By Assessor

Assessed: 19 Sep 2014 at 12:18 by Charles Craddock

Figure 12: Assessed outcome example 2



Example 3

Figure 13 shows that a student is claiming to have completed outcome 1.4 with written evidence and two pieces of work to fully evidence the outcome. The practice teacher has selected 'Achieved' to indicate this outcome has been completed satisfactorily.

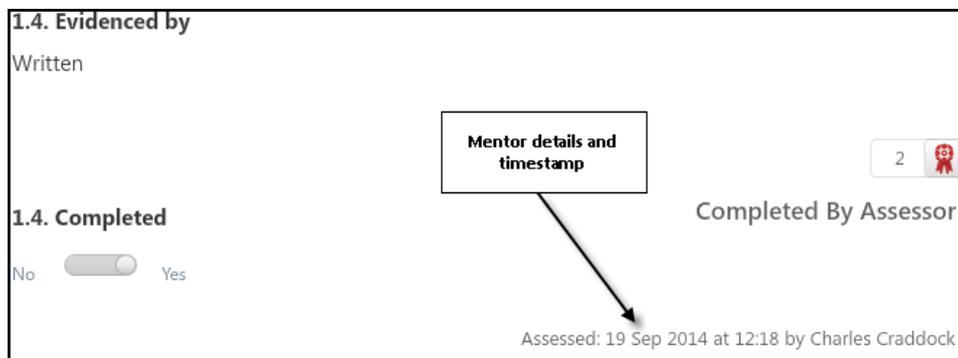


Figure 13: Assessed outcome example 3

3.3.1 Adding Comments and Feedback

Comments can be also be added to pages (Figure 14). These would generally be used for more informal discussion between the practice teacher and the student, for example “we need to chat about something”, “remind me to mention a new procedure” etc. The feedback option is also available but this isn’t the place to leave formal feedback, it would be more appropriate to give feedback during your joint meetings and recorded in the review forms.

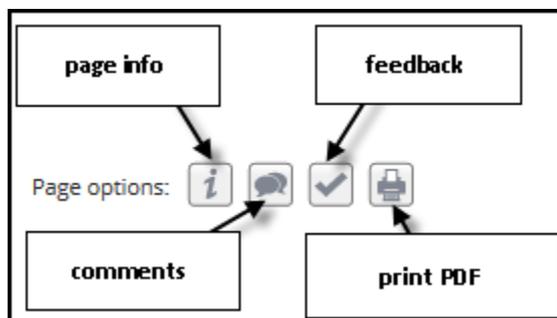


Figure 14: Page options

To add a comment to a page, click the comments icon and click the Add Comment button. Type the comment and click 'Save'. Figure 15 shows a comment made by the practice teacher on the 12th September. When the student re-visits their portfolio they can click on the comments icon and any comments made will be visible. They can reply to or add any new comments in their workbook.



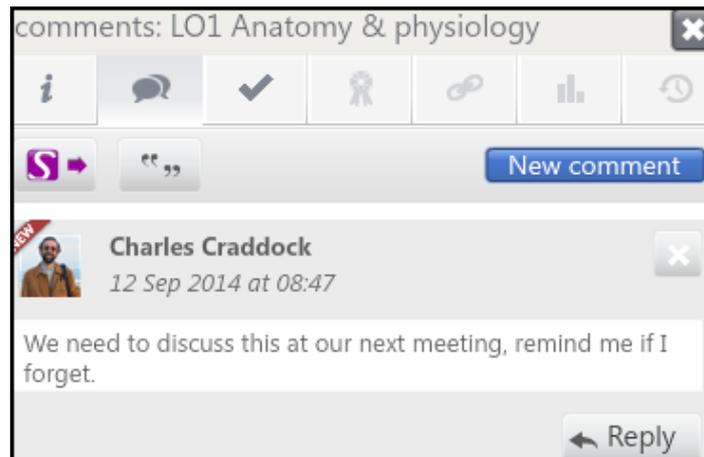


Figure 15: Mentor Comment

Images do make it easier to identify individuals and Figure 15 also shows the profile image of the practice teacher, students should also be encouraged to add an image to their profile. See Appendix 1 for adding an image to your profile.



4. Progress reviews

At the initial meeting with the student you should agree appropriate timescales for further reviews of progress in achieving the learning outcomes. It is very important to have documented evidence of discussion which takes place.

4.1 Professional conduct

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 2015). Practice teachers must also be confident that the student meets the criteria outlined within the professional behaviours shown in the Practice Assessment Grid.

Feedback should be given to the student and when a student is failing to meet professional behaviours a triangulation meeting must be arranged with the practice teacher, student and academic supervisor.

4.2 Involvement of academic supervisors

Academic supervisors are required to be involved in the process of clinical assessment by a process of triangulation in the workplace. Triangulation can occur as a formal tripartite meeting of student, tutor and practice teacher. Where this cannot occur for whatever reason, evidence of contact between all three parties must be documented in the Triangulation Interview sections. The workbook provides a method of monitoring and sharing progress between the student, practice teacher and academic supervisor.

Any projected shortfalls or problems in the process of assessment of practice must be identified and learning opportunities sought through which the specific learning outcome/numbered performance criteria can be achieved.

5. Signing off the student – Consolidation

Before completing the final sign off you will need to check that your student has completed all of the learning outcomes. You will also need to ensure that the behavioural criteria have been signed off. Only when you are happy that all of these have been achieved can you allow your student to complete the declaration.

After the student has recorded their final comments on the module/placement you should add your final comments. When you have finished recording your comments.

The workbook will then be available for the academic tutor to review.

When the student begins working as a Specialist Practitioner or Specialist Community Public Health Nurse they will take the workbook with them and will be able to use these final comments to help them prepare for preceptorship building on their experience and developing their careers.



6. Help and support

Technical support is available from a number of sources:

- In the first instance this guide will offer you guidance
- Pebble help is extensive and includes both written help and videos of activities. The help is however by nature generic and although it will explain PebblePad in detail there is no recognition of the student's specific workbook
- The programme team may be able to assist
- Ros Glanville in the Faculty of Health can be contacted on r.i.@hull.ac.uk or 01482 464654

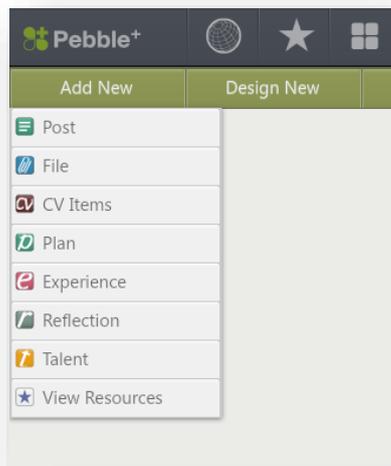
If you have any feedback on this handbook, good or bad or any other aspects that you would like adding please contact Ros Glanville.

We will be contacting everyone for feedback PebblePad, but if there is anything that is causing problems, or that you think could be improved do let Ros know.



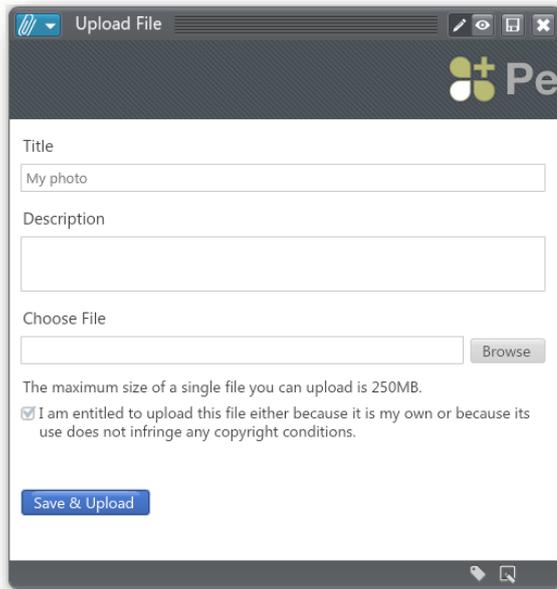
Appendix 1. Creating a profile image in PebblePad

1. When you first start with PebblePad you will have no assets. (You can see your asset store by clicking on the window-like icon at the top of the screen.)
2. To be able to upload an image you need to have a picture as a file on your computer or an image on your smart phone/tablet.
3. To add an image to your profile you need to first upload the image file. To do this select 'Add' from the menu and then 'File'.

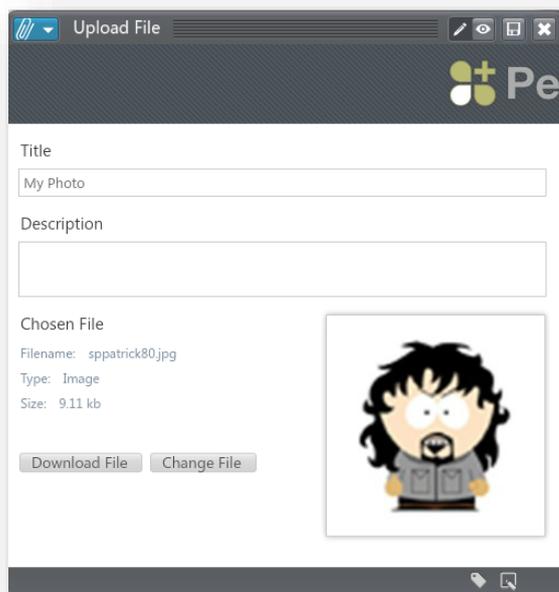


4. On the Upload File screen you need to give the file a name – I chose 'My photo'. You then need to click the 'Browse' button to find your image file. Tick the box declaring that you are entitled to use the file and then click 'Save & Upload'.





5. Once the file is uploaded you will see a representation of the image similar to below.

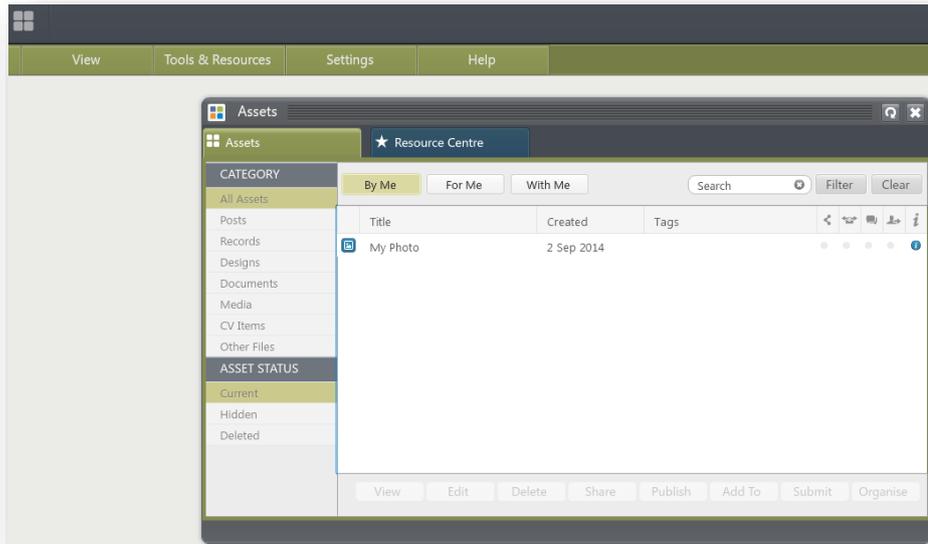


6. To save the asset click the icon that looks like a floppy disk (if you can remember those!)

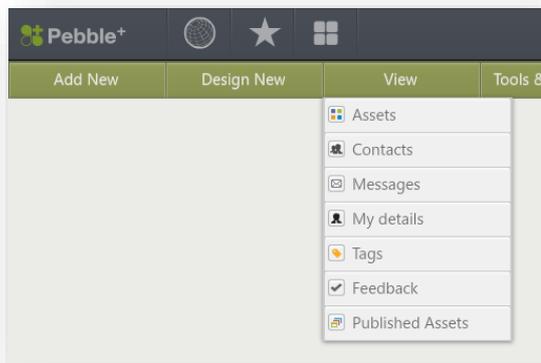


7. You can check that the asset has been stored by looking in your asset store (use the window icon).

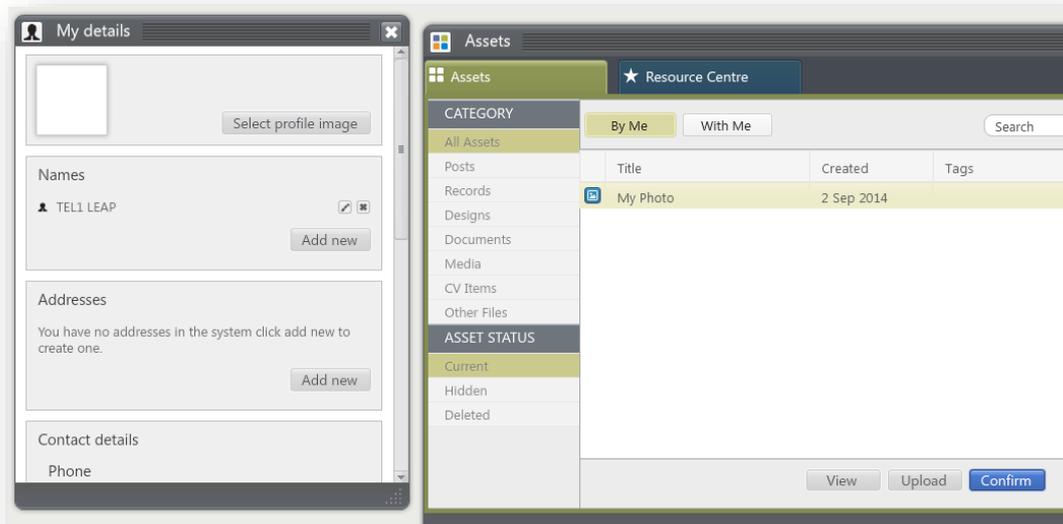




8. Now we have added a file asset we need to link it to our profile. Select the 'View' menu and then 'My Details'



9. Click 'Select profile image' and then select the asset that you uploaded by clicking once on it and then clicking the 'Confirm' button.



You will now see your profile page updated with your photo.



