

## Staff Specific Pebble Pad User Guide

Written By Patrick Moore

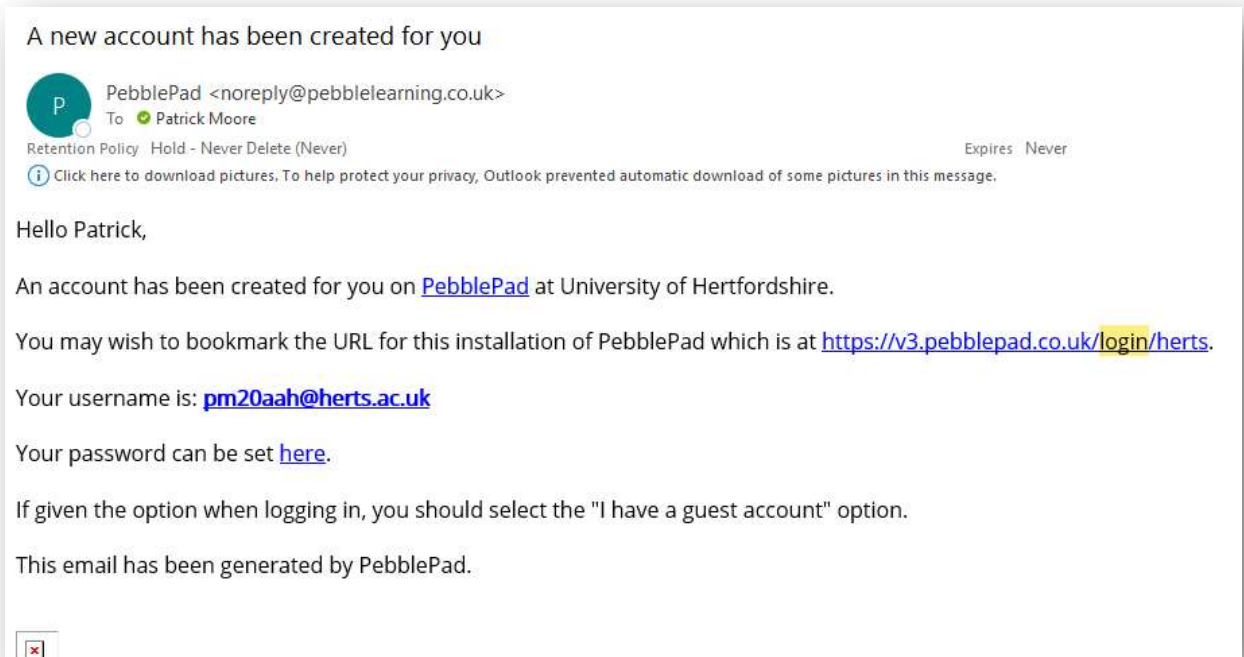


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## How to Log on to Pebble Pad

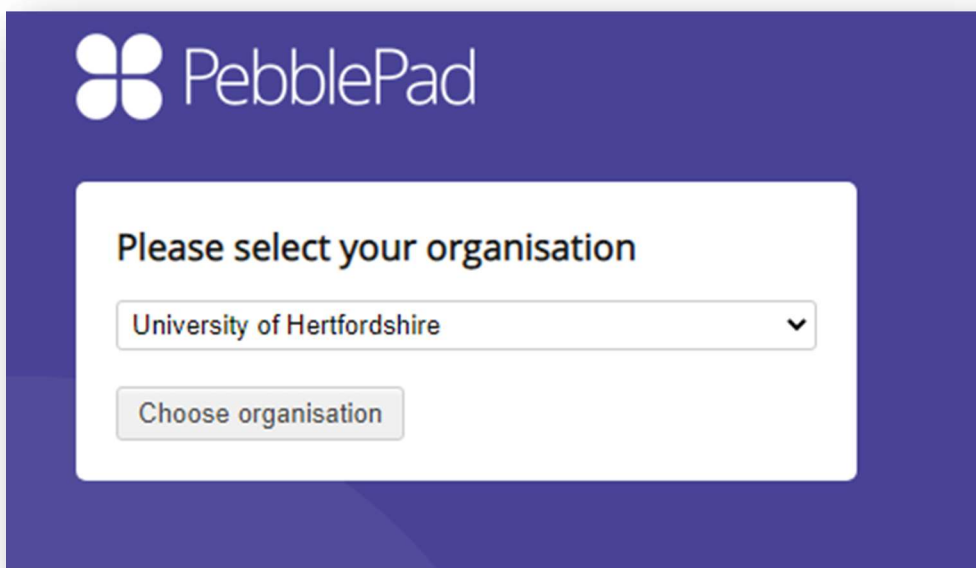
When you have been added to pebble pad, you will receive an email from pebble pad such as the one below –



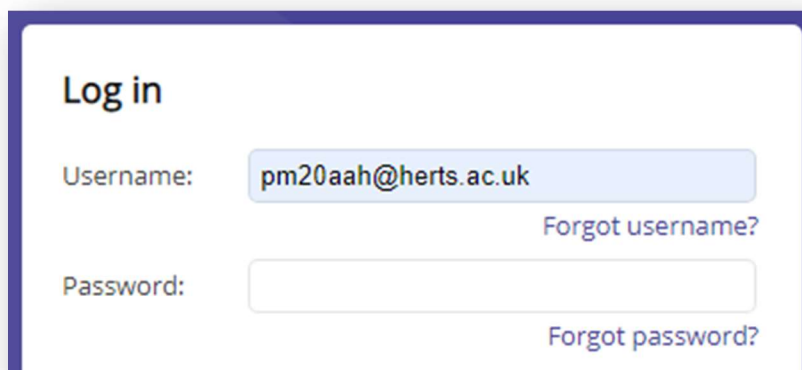
There is a blue hyperlinked 'here' which should be clicked to set your password.

You will then be able to log in to pebble pad using the link in the email - <https://v3.pebblepad.co.uk/login/herts>.

If you are navigated away from the UH-specific weblink, just scroll down to the University of Hertfordshire under the Organisation drop-down menu –



Should you not receive the initial email and you have been assured you are enrolled, use the web link above and use the forgot password button –



The screenshot shows a login form with the following elements:

- Log in** (Section Header)
- Username:** Input field containing `pm20aah@herts.ac.uk`. A link [Forgot username?](#) is located to the right of the input field.
- Password:** Input field. A link [Forgot password?](#) is located to the right of the input field.

You should then enter your UH username and click reset –



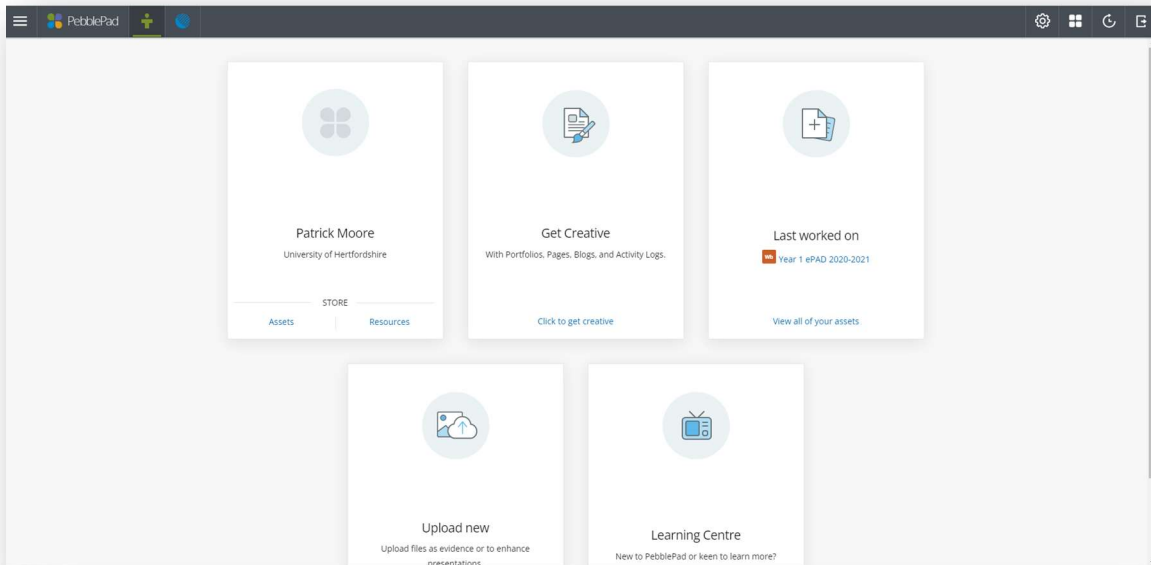
The screenshot shows the PebblePad interface for password reset:

- PebblePad** logo at the top left.
- University of Hertfordshire UH** logo in the center.
- [Change organisation](#) link below the logo.
- Reset your password** section header.
- Username:** Input field containing `pm20aah@herts.ac.uk`.
- Reset** and **Cancel** buttons at the bottom.

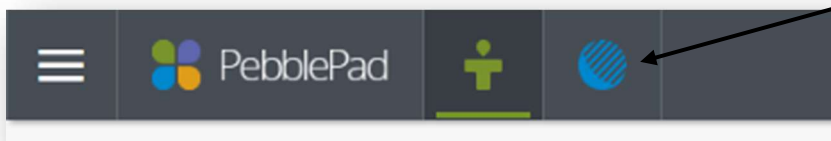
You will then receive a password reset email. Once you have reset the password you should be able to log on.

## How to Access Specific Module Workspaces

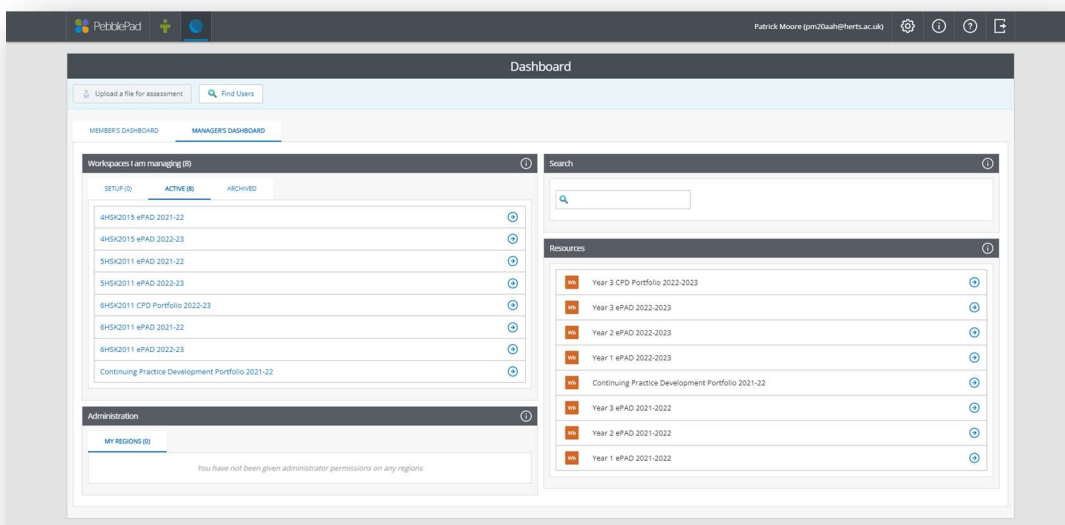
Once logged on, the page should look like the following image –



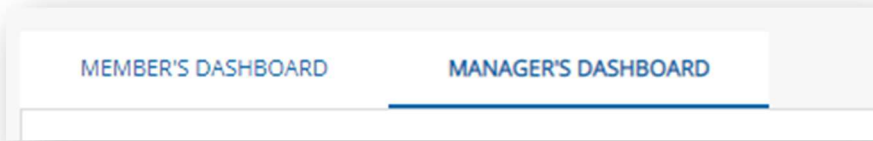
To open a specific workspace, select the 'ATLAS' button shown below –



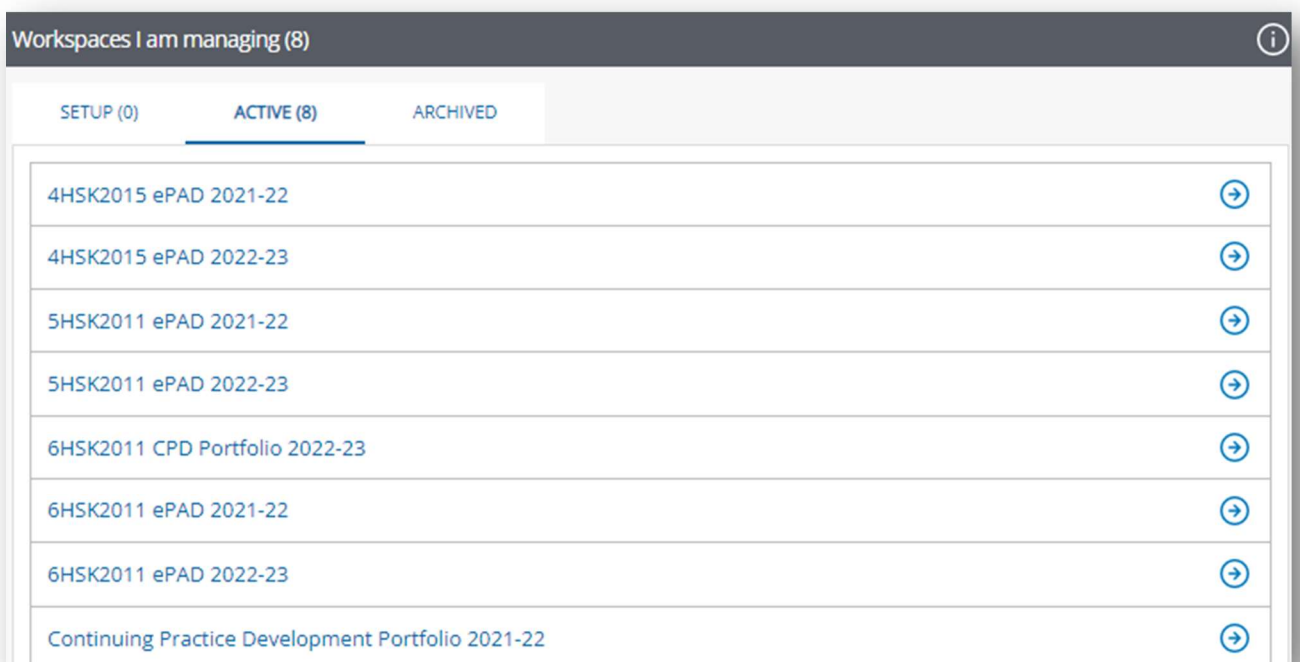
Your screen should then look like the following –



Ensure you are looking at the manager's dashboard shown below –



The specific module workspaces will be shown under 'Workspaces I am managing' shown below –

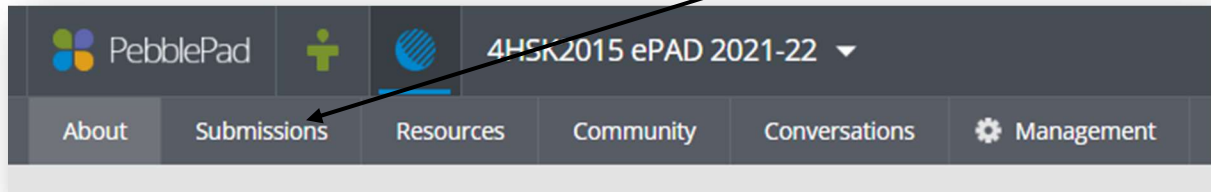


The module workspaces that have been shared with you will be listed in that box, you can either click the hyperlinked module code or the arrow to the right.

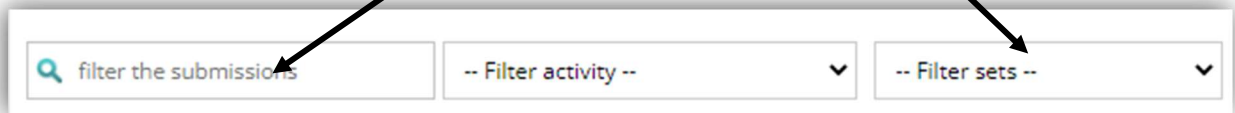
If the workspace is not showing, speak to the module leader to be added to the module workspace.

## How to Open a Student's PAD

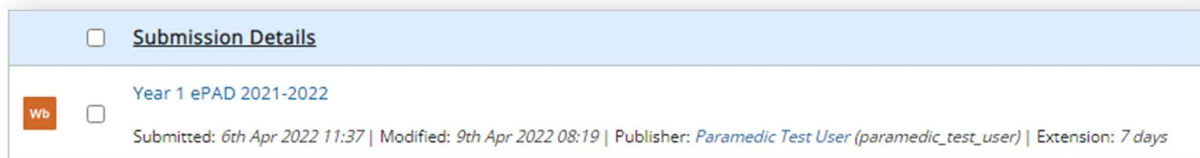
Once you have accessed the workspace, select the submissions tab –



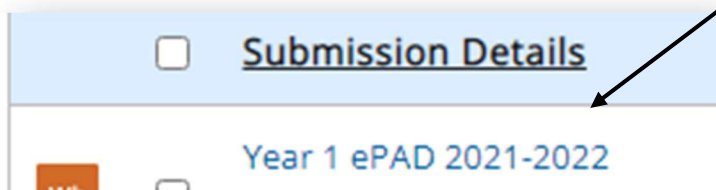
Search for the student using the search bar or filter to your marking Set.



You should then see the details of the student below 'Submission Details.' This will give you information regarding when they last accessed the PAD, as well as any extensions in place –

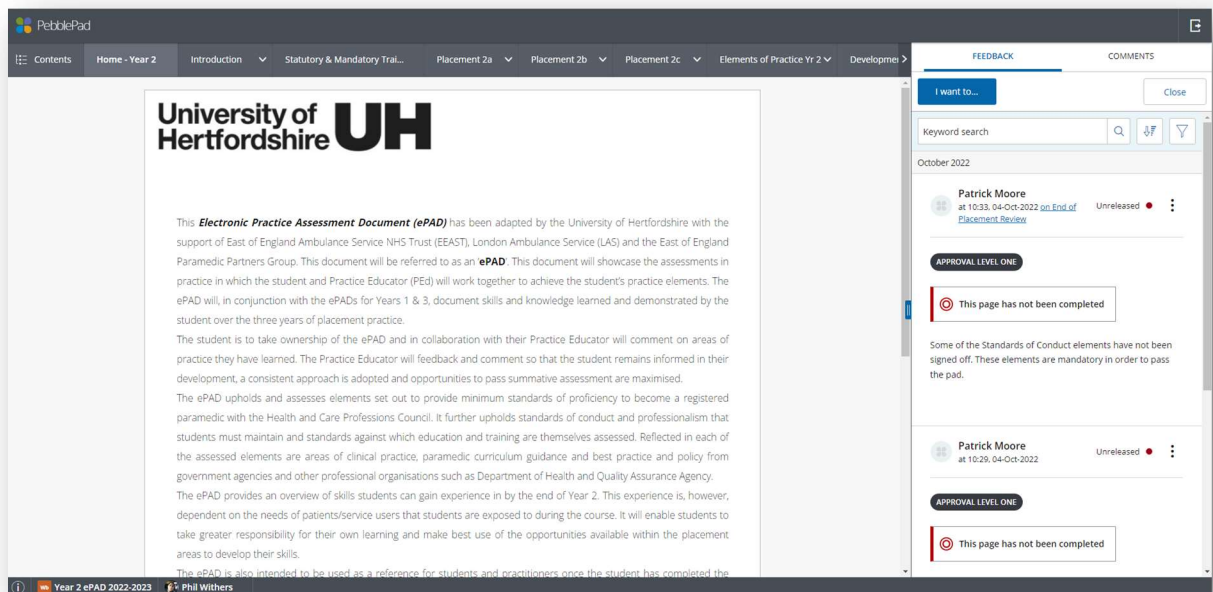


To open the pad, click the hyperlinked workspace code –

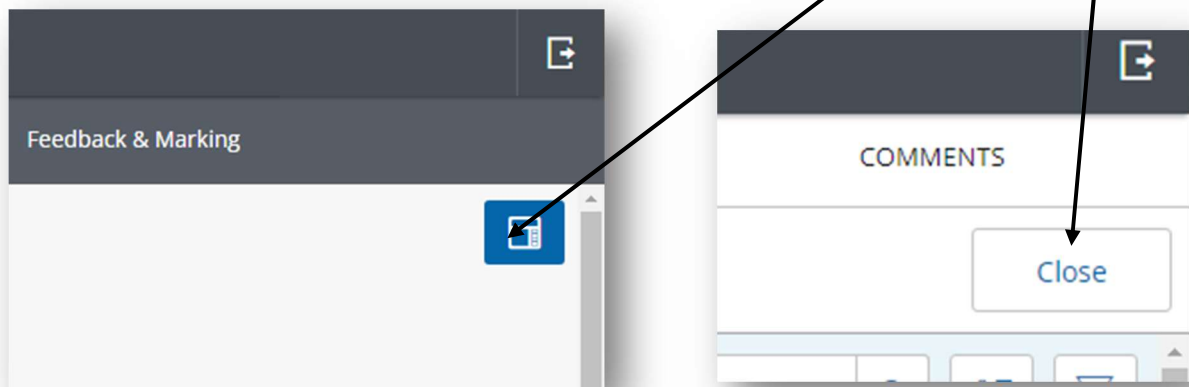


## How to Navigate the PAD

Once the PAD has been opened, the screen should resemble the photo below –



On the right is the feedback and comments box which can be opened and closed using the buttons shown below –

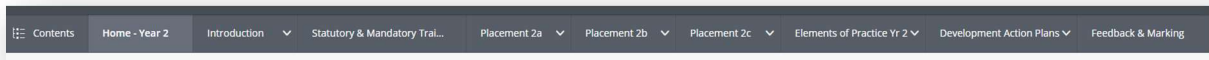


This will be discussed more in the marking and feedback section.

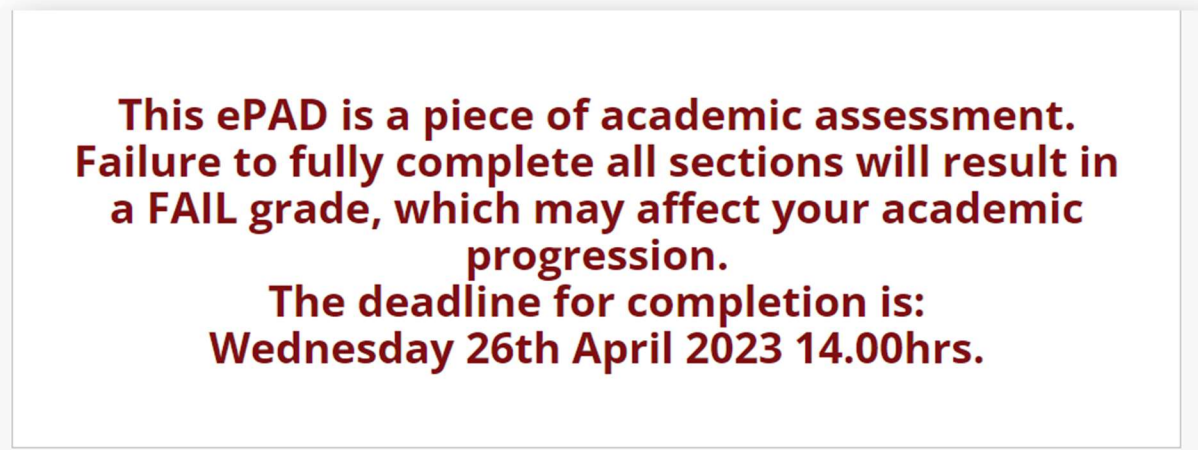


## Contents, Home, and Navigation

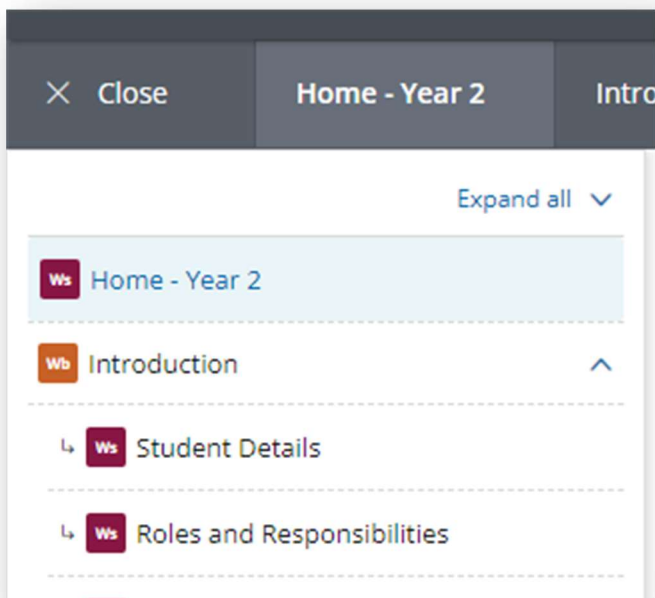
Along the top of the Pad is a navigation bar shown below –



The PAD will automatically open on the 'Home' page which has an overview of the key information the student and PPED will need for the assessment of the module. At the bottom of this page will be a bold paragraph shown below –

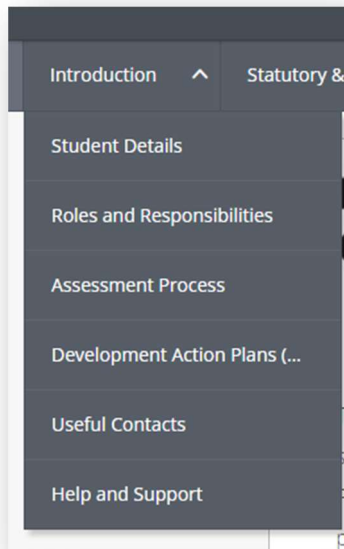


The left-most button is a contents button which will open to reveal the same drop-down menus shown on the navigation bar –



## Introduction Tab

When the Introduction Tab is clicked, a drop-down menu will appear with the options shown below –



The student details tab will be where the student enters the details below –

### Student Details

Student Details

Name	Test Student
UH ID number	
Telephone number	
UH e-mail (e.g. ab12cde@herts.ac.uk)	

Emergency contact details

Please provide details of someone to contact in case of emergency

Name	
Relationship	
Telephone number	

The Roles and Responsibilities section does not only outline the responsibilities of the student and PPEd. This section will also detail what additional PPEds can do when the student is not with their allocated PPEd –

#### ANOTHER PRACTICE EDUCATOR

Sometimes you might be in a practice environment where your named PEd is not present, but a practice learning opportunity may be essential to develop your knowledge and skills. In this situation another PEd can take responsibility and be held accountable for your supervision and assessment of your knowledge, skills and attitude in practice. The supervising clinician will have the same responsibilities as a named PEd with regards to completing assessment of Elements of Practice. In these circumstances, the student should record the name and details of this PEd in the 'placement information' section of the ePAD. The student should also advise their named PEd that they have been assessed by another PEd.

This section will also outline what the university recognises as a PPEd –

#### PRACTICE EDUCATORS

The University of Hertfordshire recognises that **any** paramedic (including NQPs) in the employment of the placement provider who has undertaken and successfully completed a practice education development programme is suitability qualified to supervise and undertake summative assessment of students (providing the skill falls within the scope of the practice of the paramedic).

The Assessment Process section will highlight how the student is assessed in practice, including a brief discussion on the physical app-based process –

The PEd will discuss with the student their progress and then record their feedback, comments and grade on an Asset [created by the student](#) using the [PebblePocket app](#). The PEd can type directly into the student's device, or they can dictate to the student to complete. Once all the fields are completed, the PEd should sign the Asset to lock it and prevent further editing.

There is information on the elements required to pass the pad –

#### PASSING THE ePAD

The ePAD is a piece of assessment for the module Practice-Based Learning (1), and is graded as PASS or FAIL.

In order to **PASS** the **Year 1 ePAD**, the student must:

- achieve the grade of **Assisted** (or above) in **all** the Year 1 Elements of Practice
- complete the required number of placement hours (average of 37.5 hours per week)
- have satisfactory End of Placement reviews
- have no outstanding Development Action Plans
- fully complete the Pre-placement, Placement Information and Placement Meetings sections

Followed by the deadline for completion –

The deadline for completion is **Wednesday 16th February 2022 14.00hrs.**

There is information for the PPED regarding the need to complete Developmental Action Plans in any student that they believe will not meet the required standard –

If at any point the Practice Educator is concerned that the student will not meet the required standard, then a DAP should be used to help the student achieve the identified Element(s) of Practice or Standard of Conduct, Performance and Ethics.

Followed by information regarding non-exposures and how these should be managed by the student and their PPED –

**IMPORTANT:** If a student has genuinely not had the opportunity to undertake an Element of Practice, this should be recorded by the PEEd in the End of Placement review. Additionally the relevant EOP Asset should still be submitted, but with a supporting statement from the PEEd that there was non-exposure. The grading can be left blank. It should be signed by the PEEd as normal, and uploaded against the EoP. Do not tick the 'this evidence is complete' box.

The Development Action Plan (DAP) section outlines the need and the process of creating a DAP. This is complimented with a pneumonic for how DAPs should be viewed and generated –

All development action plans should be **SMART**:

**Specific:** Leave no room for ambiguity. The learner should know exactly what is expected of them

**Measurable:** Set outcomes against objective standards, PAD, portfolio document or professional guideline

**Achievable:** Ensure everything within the development action plan is within an appropriate scope of practice and something that can realistically be achieved. A series of small wins will hold motivation better than one seemingly impossible task

**Relevant:** Any development action plan should be relevant to the individual and their development needs

**Time limited:** Implementing a development action plan and timeframe for review of the action.

At the bottom of the page, there is a sentence explaining how the PPED can physically achieve this –

To record a DAP, the Practice Educator should access the student's ePAD and complete a DAP template found on the navigation bar of this workbook. A copy of the DAP should be emailed to the relevant ambulance service link tutor.

The Useful Contacts section has information about university and trust contacts specific to that module.

The Help and Support section has a link to where students can access guidance on completing pebble pad.

## Statutory & Mandatory Training

Each year, the students are required to demonstrate they have completed the mandatory e-learning modules. The student is required to upload evidence for each module in the SMT tab.

The first paragraph of the page provides information on how the student should do this, with links to the e-lfh page.

In advance of your first placement of this academic year, you MUST undertake the Statutory and Mandatory training specified below. This is a requirement of all NHS staff and students.

This learning can be found on the [E-Learning for Health](#) website. You can create an account using your herts.ac.uk email address.

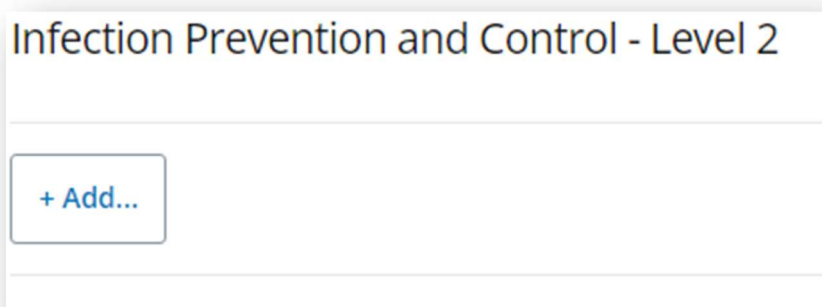
The full programme of training can be found here: <http://portal.e-lfh.org.uk/Component/Details/458587> Click 'Enrol' to access and complete the required courses.

Please upload a copy of your certificate as evidence of completion. The certificate must be dated after September 2022. Failure to demonstrate evidence of completion of this training will result in withdrawal from placement.

Each module will be clearly labelled with a button underneath to add the evidence. If the evidence has been added, the following icon will be visible –



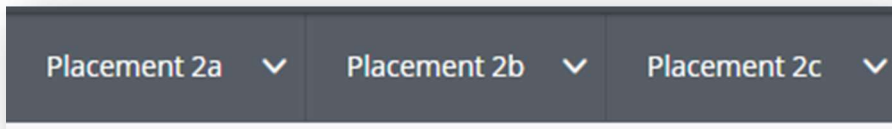
Otherwise, it will look like the following photo which shows the name of the SMT with a button for the assessor to add feedback –



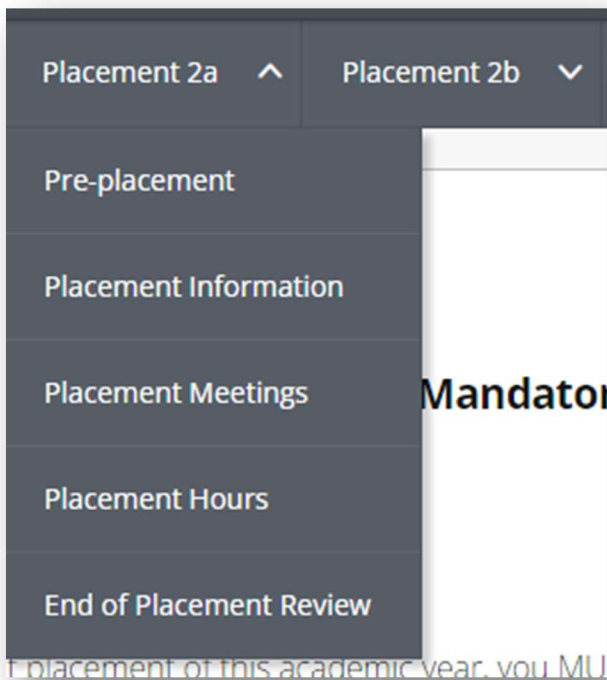
## Placement Tabs

The placement tabs are where the student will enter individual placement-specific information, therefore, the number of tabs will depend on the number of placements in the academic year.

In the following photo, there are three tabs split into a, b, and c. The first placement being 2a, the second being 2b and the third being 2c –



Each tab will have the same five headings as shown in the photo below –



The pre-placement tab is made up of two elements, the first of which is a pre-placement action plan which is created by the student and added as an asset. As with all asset fields, it will be clear if an asset is present with the presence of the following icon -



This section will appear as below –

### Pre-placement action plan

In advance of the placement, you should consider your own learning needs and development. Please create a **'Post'** using the PebblePocket app in which you identify 3 areas which you will focus upon in the coming placement, and how you intend to achieve your aims. This should form the basis of your discussion with your PEd during your 'Initial meeting'.

+ Add...

Below this section is a list of tick boxes the student should fill in when the action has been completed (when the student has been given access to GRS they can then tick the corresponding box). Once these have been done, the student will then input their signature in the signature box at the bottom. This can be seen below –

This pre-placement checklist should be completed in advance of your placement:

- I have my UH and Ambulance Service ID card and understand the requirement to have this on my person whilst on duty.
- I have access to my Ambulance Service email account.
- I have access to my Ambulance Service intranet service and can access the documents contained within that site.
- I have access to my rota and can access the Global Rostering System (GRS) service
- I have know the location(s) of the ambulance station(s) for my placement and I know that it is my responsibility to get to the placement location.
- I know and understand the expectation that I will be on site at my placement station and ready for my shift no less than fifteen minutes before my rostered start time.
- I know the placement absence reporting procedure and have access to the necessary phone numbers, emails and online forms..
- I have access to and am familiar with Uniform/Workwear Policy of my Ambulance Service.
- I have sufficient uniform to ensure that I can attend placement shifts and that I will wear it clean, ironed and in line with the Uniform/Workwear Policy of my Ambulance Service.
- I understand the expectations set for the successful completion of the ePAD. Where applicable, I have reviewed any Development Action Plans (DAPs) outstanding.

I have read and completed the pre-placement checklist

*This asset has not yet been signed*

**If you are unable to tick any of the above points, you must contact the Ambulance Service Link Tutor and Module Lead BEFORE starting the placement.**

The placement information section is made up of four sub-sections. The first section is where the student inputs their main ambulance station –

**Main Ambulance Station**  
Your primary ambulance station or group

The second is where the student enters the dates (from and to) of their placement –

**Placement dates**  
Please record the dates of the first & last shifts of this placement

The third is where the student enters the primary allocated PPED details –

**Practice Educator (PEd) Details**  
Please provide details of your named Practice Educator (PEd). This person should undertake your placement meetings and complete your End of Placement Review.

<b>Name</b>	
<b>HCPC number</b>	
<b>Work e-mail</b>	
<b>Telephone number</b>	

The last section is where the student enters the details of any PPED that has contributed to the PAD –

**Other Practice Educators / supervising clinicians**  
Please provide details of any other clinician who contributes to your assessment

<b>Name</b>	<b>Station</b>	<b>Work e-mail</b>	<b>HCPC number</b>



The placement meetings section is where the student is required to input meeting assets. They are required to undertake three meetings throughout their placement including an initial meeting, a midway meeting, and a final meeting. The guidance on doing so is shown below –

In advance of the placement, usually at the pre-placement briefing, the University will instruct students on the expected aims and objectives of the upcoming placement. The student should also consider their own individual needs and create an action plan to ensure success. Students should have an **initial meeting** with their PED at the beginning of each placement to discuss these objectives and set a plan of action to meet the intended goals. This agreed plan and the student's development will be reviewed during a **mid-way meeting** halfway through the student's placement to ensure they are on track to meet their goals and pass their assessment(s). A Development Action Plan (DAP) may be implemented at any time during the placement to maximise on opportunities for learning, especially in situations where elements and skills are not being met. A **final meeting** will take place towards the end of the placement to ensure that all assessment criteria for that placement have been met and to reflect on the student's progress.

These three meetings should be formally recorded by creating an asset on the PebblePocket app. The student should then upload the asset in this section of the ePAD.

Under the guidance are the three headings of the meetings, the first of which can be seen below –

**Initial meeting**

*This should take place ideally on the first shift to set a plan of action to meet practice elements and skills. A DAP may be implemented to maximise on opportunities for learning, especially in situations where elements and skills are not being met.*

---

+ Add...

As with all asset fields, it will be clear if an asset is present with the presence of the following icon -



The placement hours section is where the student should input the hours they have completed on placement. This section has two parts to it. The first part is the hours table which the student fills in from their device. This can be seen below –

Hours log

Please fully complete your shift details:

Date	Call sign	Practice Educator name	Shift times	Hours
				0h 0m

The second part is the PPED input section at the bottom. This must be completed on the PPEDs device and login. The PPED should type the student’s completed hours which generates a digital signature. This section can be seen below –

**COMPLETED BY: EXTERNAL ASSESSORS**

PEd: Please confirm the number of hours completed by the student in this placement:

The End of Placement Review section is made up of two parts. The first part is a written comment by the PPED which is done on the PED’s device so that it is accompanied by a digital signature and timestamp. This section will appear as below –

**COMPLETED BY: EXTERNAL ASSESSORS**

### General feedback and comments

Practice Educators should summarise the student's overall performance during the placement period, with reference being made to specific areas of achievement and areas in need of improvement. Should there be any areas of concern, they should be documented here, and the relevant Link Tutor contacted.

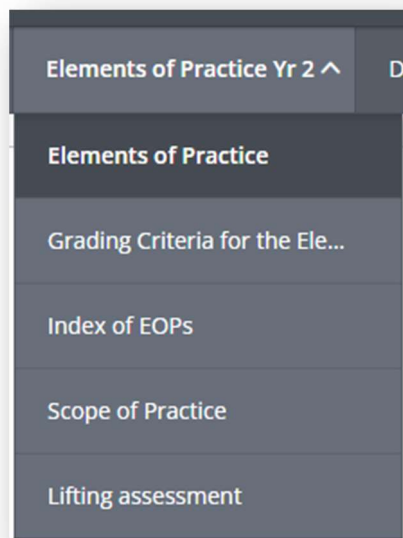
The second part of the End of Placement Review section is the Standards of conduct, performance, and ethics part. This part is also filled out on the PPED's device and consists of eleven tick boxes. These can be seen below –

- The student always acts in the best interest of the patient. (1,5,6,7)
- The student is always polite (2,9)
- The student's personal appearance is appropriate to the dress code (2,9)
- The student is punctual and their attendance is acceptable for their placement (9)
- The student's ability to practice has not been limited by illness or injury (6,9)
- The student reflects on outcomes and modifies their behaviour (3,8,9)
- The student reacts positively towards feedback (3,8,9)
- The student accepts appropriate responsibility for their practice (3)
- The student asks for help when appropriate (3,4)
- The student always behaves with integrity and honesty (9)
- The student always behaves in a professional manner (1,2,5,9)

Each of these tick boxes must be ticked by the PPED which will leave a digital signature and timestamp when completed.

## Elements of Practice Tab

The Elements of Practice tab is made up of five sections as shown below –



The first section is the main Elements of Practice (EOP) section which houses the EOPs the students need to demonstrate in practice. This list will depend on what academic year they are in as each year has a specific list they are required to get signed off. The EOP has a brief on what is expected from that element, as well as the required level. This will appear as below –


### 1. Communication (and technologies)

Students must demonstrate appropriate verbal and non-verbal communication skills when interacting with patients and their relatives, ambulance service colleagues and other healthcare providers. Students will also demonstrate the use of a range of IT communications including digital radio main sets/handheld radios and mobile data terminals (MDT); this may include passing pre-alert / blue calls.

**Level required: INDEPENDENT**

+ Add...

✓ 1



The next section of the EOP tab houses the grading criteria which can be used by the PPED and students to determine the level they performed at in practice.

(Please see appendix 1)

The next section is the Index of Elements of Practice. This section highlights what EOPs each year group are required to demonstrate and the level at which they need to be doing so.

(Please see appendix 2)

The Scope of Practice section is where the student and PPED can open a PDF document outlining the scope of practice of the students. The document is split up into semesters to reflect the changing scope of the student as they progress through the years. The initial presenting icon will appear as below –



When accessed, the corresponding squares will either be red, yellow, or green to outline the level of involvement the student can have. The key for this is below –

Key	
	<b>No formal training given or prohibited:</b> falls outside the scope of practice of the student at this stage. However, it may be appropriate for the student to assist in <u>part</u> of the activity under the <b>direct guidance</b> and at the <b>discretion</b> of the Practice Educator
	<b>Introductory training/awareness:</b> the student can assist or aid the lead clinician in the application of this activity, but the student is not capable of independent practice. It is the decision of the Practice Educator to determine the level of responsibility given to the student for the given activity on a case-by-case basis.
	<b>Training completed:</b> this is within the scope of practice of the student. The student is potentially capable of independent practice but may require advice and guidance from the Practice Educator.

The whole scope of practice cannot be shared here as it is a live document which can be edited, however, the link for the live document can be found here –

[UH Scope of Practice](#)

The last section of the EOP tab is the Lifting Assessment section. This area is not an assessed element of the pad, however, the student cannot lift patients until this has been completed. This will appear as below -

Lifting assessment evidence

Please upload either a photo of your completed lifting assessment form OR a completed PebblePad competency asset as described above.

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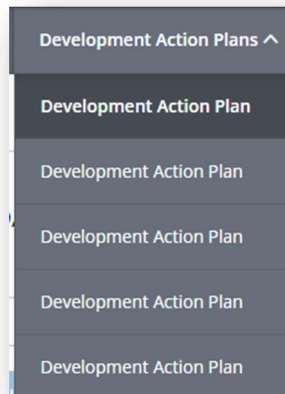
[+ Add...](#)

As with all evidence submitted by the student, if the evidence has been added, the following icon will be visible –

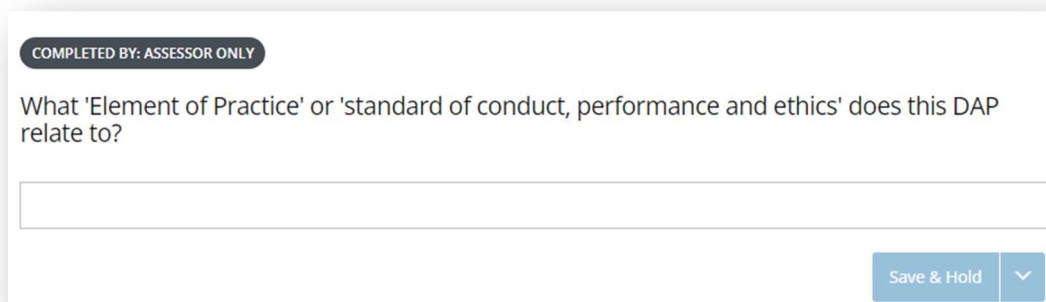


## Development Action Plans Tab

The Development Action Plans tab is made up of five separate development action plans (DAPS) which can be accessed from the drop-down menu shown below –

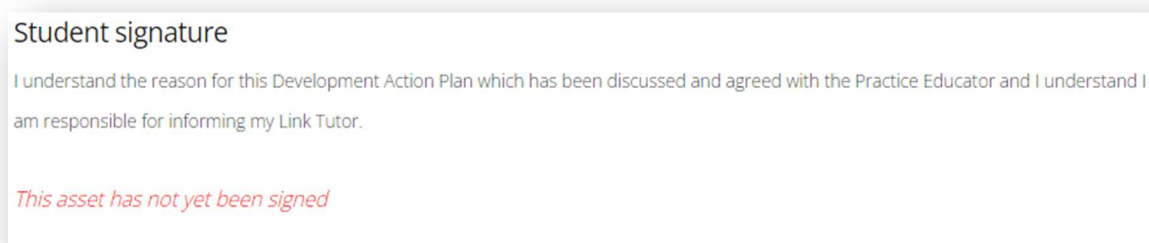


Each section contains a list of questions and statements the PPED must outline when compiling a DAP. This must be completed on the PPEDs device as is shown in the top left of each field –



A DAP can also be completed by the lecturing team or link tutors if an appropriate issue of practice arises.

Once the DAP has been compiled, the student will need to sign to state they understand the reason and expectation of the DAP. This can be done from the student's device –




## Feedback & Marking Tab

The Feedback and Marking tab is made up of three separate marking sections. The first section is the formative marking section. This section allows the marker to feedback on elements of the pad that are good and others that require further development. As this is a formative assessment, there is no tick box for pass or fail –

**COMPLETED BY: TUTOR AND LEAD TUTOR**

Date of review



Single date    Add an end date    Ongoing

**COMPLETED BY: TUTOR AND LEAD TUTOR**

Feedback and comments

The middle and bottom sections are summative and refer/defer sections. These sections appear the same as the formative section with the addition of three tick boxes in which the student receives their final mark –

**COMPLETED BY: TUTOR AND LEAD TUTOR**

Provisional refer/defer mark

This will be ratified at the next Board of Examiners

PASS

FAIL

Unable to provide a mark - see feedback/comments

## How to Mark Specific Pages: Overview

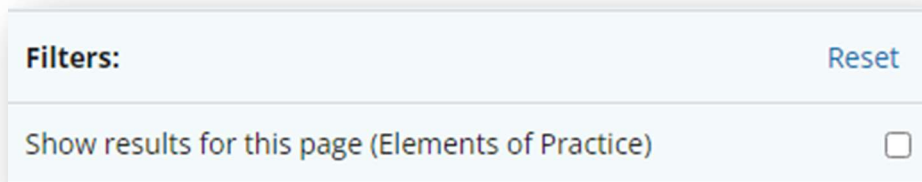
The pad specifies that every section must be complete for the pad to pass, so each editable page must be marked to reflect this. However, not every page will require in-depth analysis or personalised comments.

Several pages will require an approval mark which will mark the whole page as complete, whereas others will require individual assets to be marked.

Open the marking pane on the top right-hand side of the screen -



This will display a list of all the marked fields on the student's pad. This can be narrowed down to a specific page by using the filter –

A light blue filter panel with a 'Filters:' label on the left and a 'Reset' link on the right. Below the label is a text input field containing 'Show results for this page (Elements of Practice)' and a small square checkbox on the right.

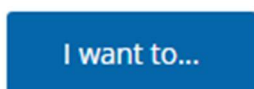
## Page Approval

Pages that require an approval mark can be done using the following guidance-

1. Whilst on the page that you intend to mark, open the marking pane on the top right-hand side of the screen



2. Select the blue box that says, "I want to..."

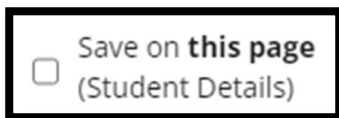


3. Select "Add approval."





4. Select the appropriate approval status.
  - a. If the page has been filled in correctly select “This page meets the requirements”
  - b. If the page is missing information, select “This page does not yet meet the requirements.”
  - c. If the page has not been filled in, select “This page has not been filled in.”
5. If the page has been filled in correctly then no comment is required, however, if either of the other statuses has been selected then use the appropriate feedback statement. This statement will be selected based on the specific page requirements.
6. Select the “Save on this page” tick box.



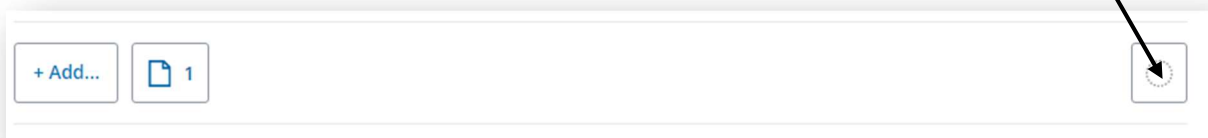
7. Click “Save & Hold”



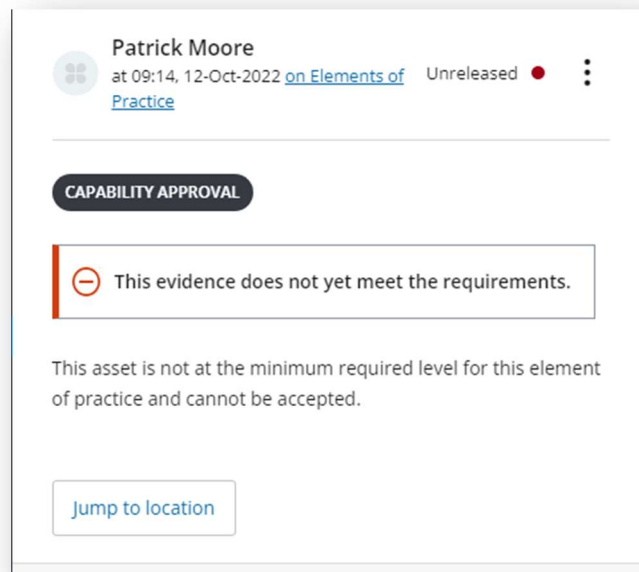
## Asset Marking

Pages that contain assets need to be marked differently. Each of the assets needs to be checked and marked individually. This can be done using the process below-

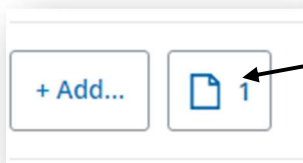
To mark assets uploaded in the elements of practice tab, first check that the asset has not already been marked by checking the circle on the right of the screen



Once opened it will jump to the mark that was given before –



If no circle is showing, then the asset has not been marked. To mark the asset, first, check the evidence by clicking the asset button shown below -



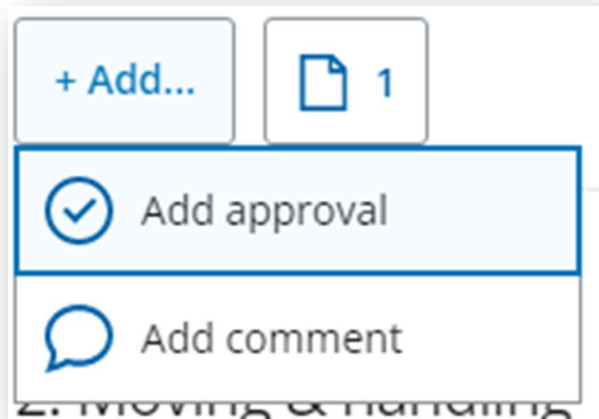
If the button is not there, then the student has not uploaded any evidence.

Once clicked, the marking pane will show the evidence uploaded for that section. Click the hyperlinked asset as shown below -



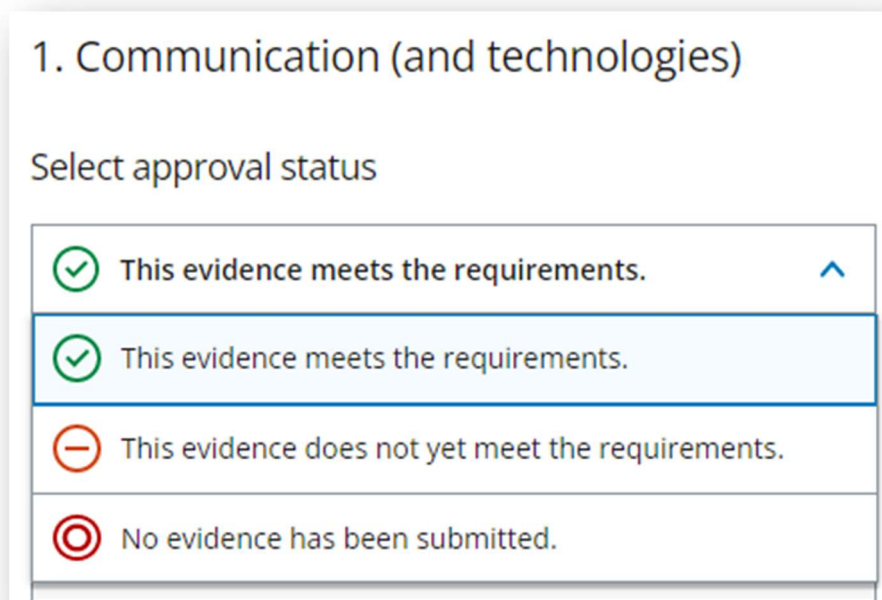
This will open the asset on the same tab, unlike previous versions. You will need to check the asset has been filled in correctly. This will include checking they have appropriate feedback and comments.

To mark the asset, click “Add” then “Add approval” as shown below -

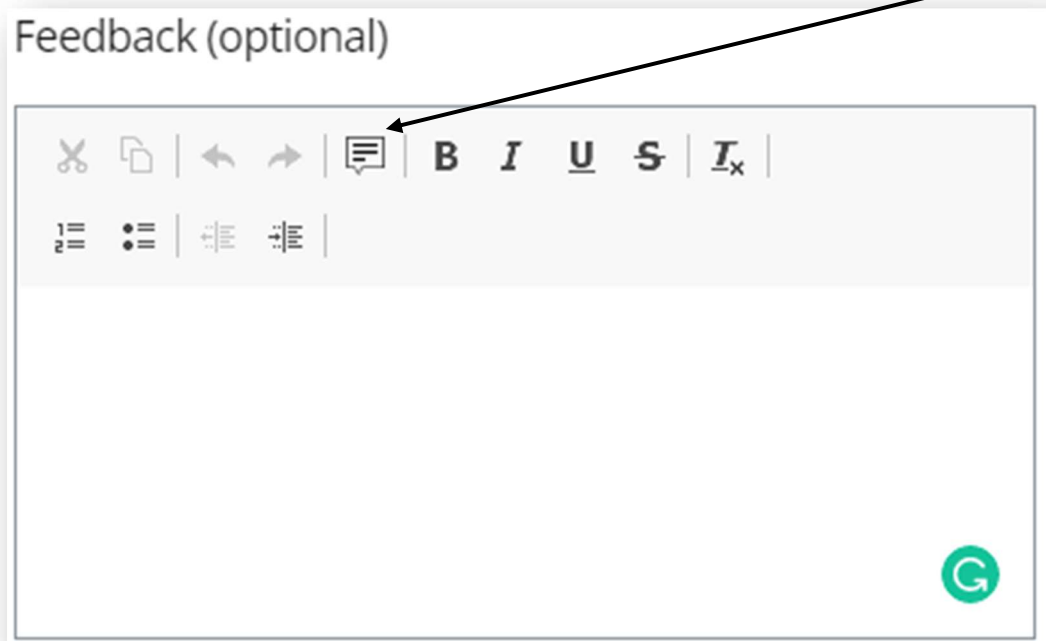


This will open the marking pane on the right of the screen.

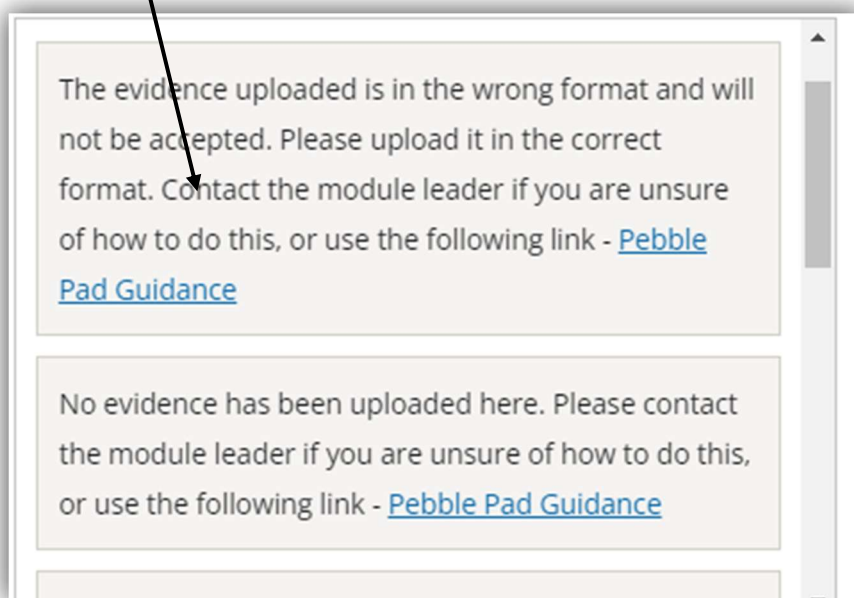
Click the “Select approval status” drop-down menu to give the mark. (Levels are explained lower down)



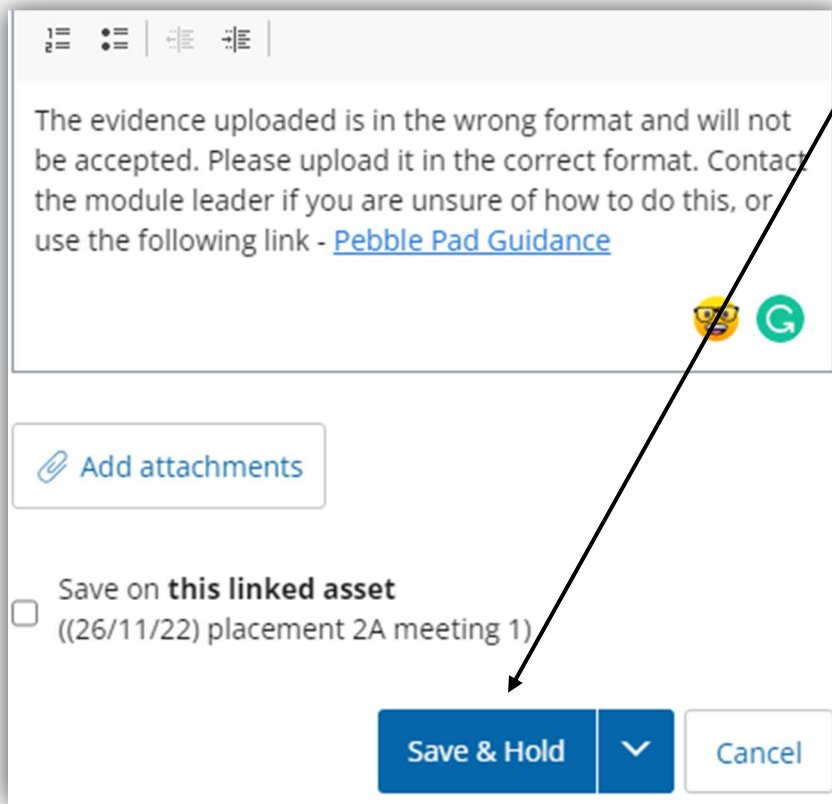
If the asset meets the requirements, then no further comments are required. However, if the asset does not meet the requirements, there is a list of predetermined feedback statements which can be found in the text bubble button -



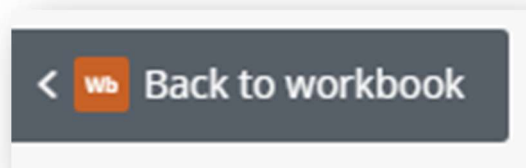
Which feedback statement you use will depend on the issue with the asset. For instance, if the asset has not been filled in correctly, then the following feedback statement would be selected -



Once selected, the feedback statement will automatically populate the box, and the marker can save the mark using the blue “Save & Hold” button -



To leave the asset, click the “Back to workbook” button in the top left corner –

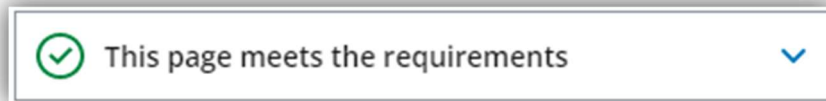


## **Student Details and Placement Information**

Marking these pages is quick and easy. Check the information that should be there is there.

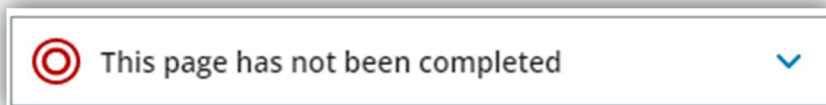
This page should be marked as an approval mark for the whole page as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the page should be marked as:



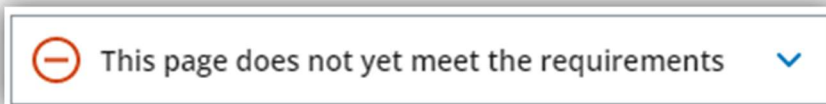
No comment is necessary here.

If the page has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)

If the page has not been filled in correctly, the page should be marked as:



Followed by the drop-down comment– “This page has not been filled in correctly. Please contact your module leader for guidance, or use the following guidance link - [Pebble Pad Guidance](#)”

## Pre-Placement


There are two parts to the Pre-placement page, the first being an asset that the student uploads to highlight their development goals. Unlike most assets, this will not be marked in the traditional way. Instead, review the elements on the page, and mark the same as you would for the placement information page. There are three elements that should be on this page.

- An asset is attached under the pre-placement action plan.

Pre-placement action plan

In advance of the placement, you should consider your own learning needs and development. Please create a **Post** using the PebblePocket app in which you identify 3 areas which you will focus upon in the coming placement, and how you intend to achieve your aims. This should form the basis of your discussion with your PEd during you 'Initial meeting'.

---

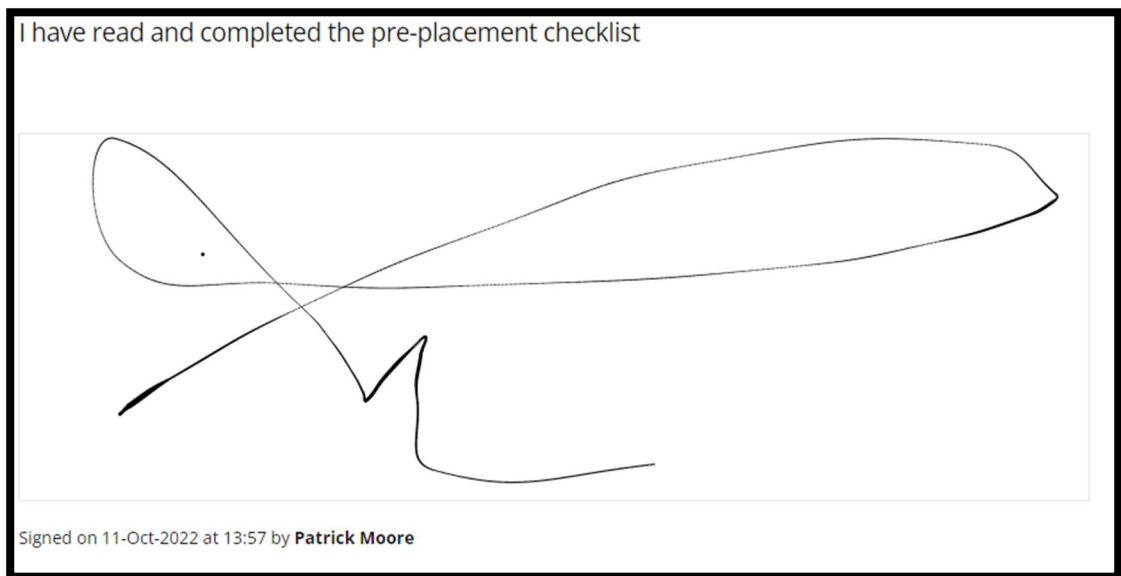
+ Add...  1

- All the tick boxes should be ticked before starting placement.

This pre-placement checklist should be completed in advance of your placement:

- I have my UH and Ambulance Service ID card and understand the requirement to have this on my person whilst on duty.
- I have access to my Ambulance Service email account.
- I have access to my Ambulance Service intranet service and can access the documents contained within that site.
- I have access to my rota and can access the Global Rostering System (GRS) service
- I have know the location(s) of the ambulance station(s) for my placement and I know that it is my responsibility to get to the placement location.
- I know and understand the expectation that I will be on site at my placement station and ready for my shift no less that fifteen minutes before my rostered start time.
- I know the placement absence reporting procedure and have access to the necessary phone numbers, emails and online forms..
- I have access to and am familiar with Uniform/Workwear Policy of my Ambulance Service.
- I have sufficient uniform to ensure that I can attend placement shifts and that I will wear it clean, ironed and in line with the Uniform/Workwear Policy of my Ambulance Service.
- I understand the expectations set for the successful completion of the ePAD. Where applicable, I have reviewed any Development Action Plans (DAPs) outstanding.

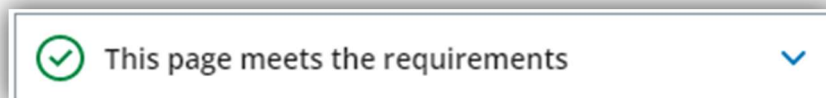
- A corresponding signature is at the bottom of the page.



Should the student leave individual tick boxes blank, check with the module lead before finalising the marking, the student may have already informed the module lead/Link tutor of a placement issue (lack of ID).

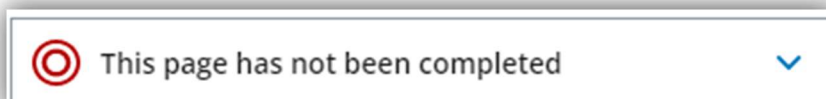
This page should be marked as an approval mark for the whole page as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the page should be marked as:



No comment is necessary here.

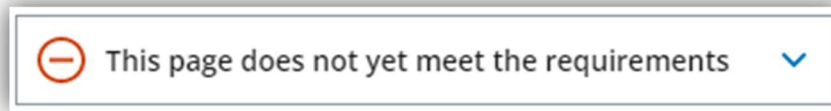
If the page has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)



If the page has not been filled in correctly, the page should be marked as:



Followed by the drop-down comment– “This page has not been filled in correctly. Please contact your module leader for guidance, or use the following guidance link - [Pebble Pad Guidance](#)”

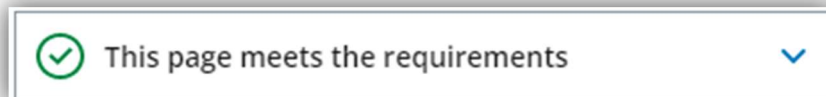
## **Placement Meetings**

If the meetings are not filled in at all, please highlight this in the feedback and marking section. This should be marked as a FAIL.

If not using the correct format but attempted to fill them in, please highlight this in the feedback and marking section. This should be marked as a FAIL.

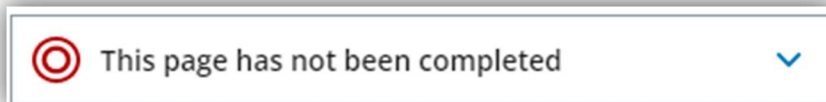
The assets on this page should be marked individually as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the asset should be marked as:



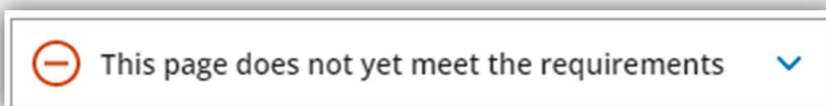
No comment is necessary here.

If the asset has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)

If the asset has not been filled in correctly, the page should be marked as:



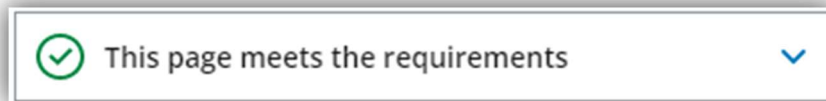
Followed by the drop-down comment- "The evidence uploaded is in the wrong format and will not be accepted. Please upload it in the correct format. Contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)"

## **Statutory Mandatory Training**

These assets must be completed with appropriate evidence to show that they have been completed. Please check the evidence and ensure mark accordingly.

The assets on this page should be marked individually as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the asset should be marked as:



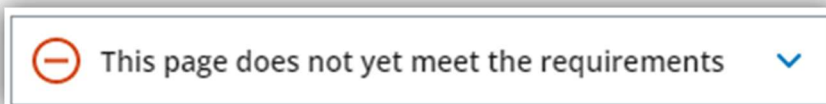
No comment is necessary here.

If the asset has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)

If the asset has not been filled in correctly, the page should be marked as:



Followed by the drop-down comment- "The evidence uploaded is in the wrong format and will not be accepted. Please upload it in the correct format. Contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)"

## **Placement Hours**

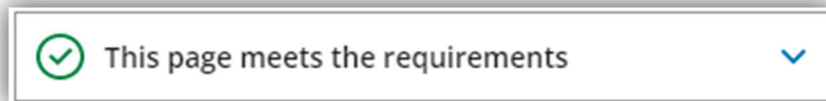
### **Placement Hours**

If they have not filled in their hours at all, mark as a FAIL.

If the hours are below 10 per cent of the requirements of the module, please let the module leader know the student's name so they can review it.

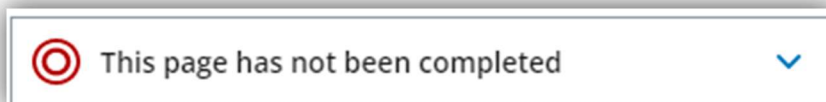
This page should be marked as an approval mark for the whole page as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the page should be marked as:



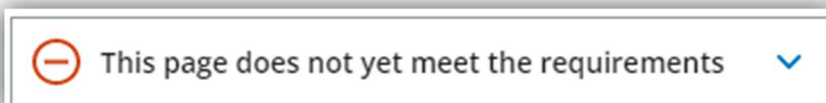
No comment is necessary here.

If the page has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)

If the page has not been filled in correctly, the page should be marked as:



Followed by the drop-down comment– “This page has not been filled in correctly. Please contact your module leader for guidance, or use the following guidance link - [Pebble Pad Guidance](#)”

## **End of Placement Review**

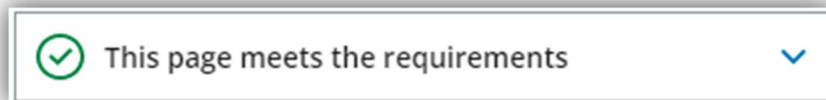
If the End of Placement Review has identified any problems (e.g., some of the SOCs have not been ticked), use the following phrase in the feedback and marking section

“Some of the Standards of Conduct elements have not been signed off. These elements are mandatory to pass the pad.”

Mark as a FAIL. (This should have been expected due to a pre-existing DAP, so please inform the module leader if a corresponding DAP is not present).

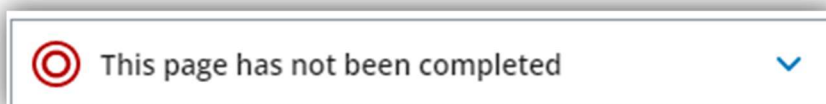
This page should be marked as an approval mark for the whole page as discussed in the [How to Mark Specific Pages: Overview section](#).

If everything has been filled in correctly, the page should be marked as:



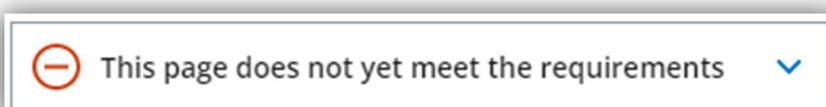
No comment is necessary here.

If the page has not been filled in, the page should be marked as:



Followed by the drop-down comment- No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)

If the page has not been filled in correctly, the page should be marked as:



Followed by the drop-down comment– “This page has not been filled in correctly. Please contact your module leader for guidance, or use the following guidance link - [Pebble Pad Guidance](#)”

## **Development Action Plans**

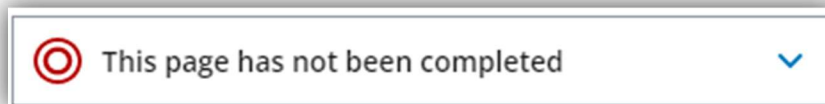
If there are any DAPs in place that have NOT been resolved, use the following phrase in the feedback and marking section-

“Current unresolved Development Action Plans in place. Unfortunately, you cannot progress with an unresolved DAP.”

Mark as a FAIL.

This page should be marked as an approval mark for the whole page as discussed in the [How to Mark Specific Pages: Overview section](#).

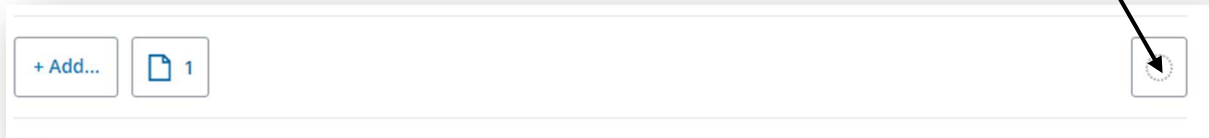
If there are any DAPs in place, mark the page as below-



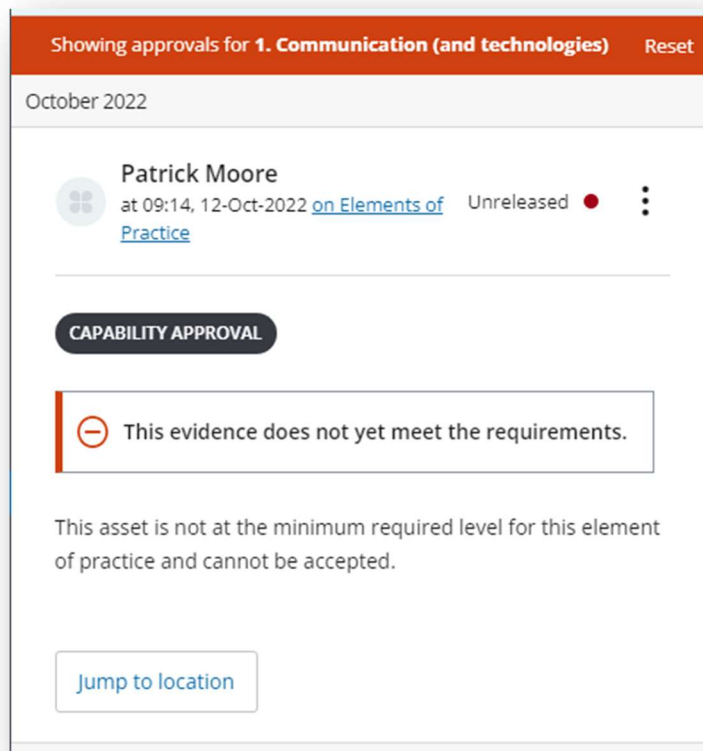
Followed by the drop-down comment- “Current unresolved Development Action Plans in place. Unfortunately, you cannot progress with an unresolved DAP.”

## Elements of Practice

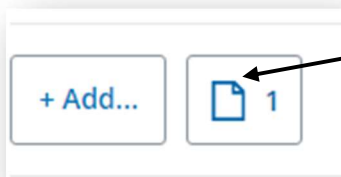
To mark assets uploaded in the elements of practice tab, first check that the EOP has not already been marked by checking the circle on the right of the screen



Once opened it will jump to the mark that was given before –

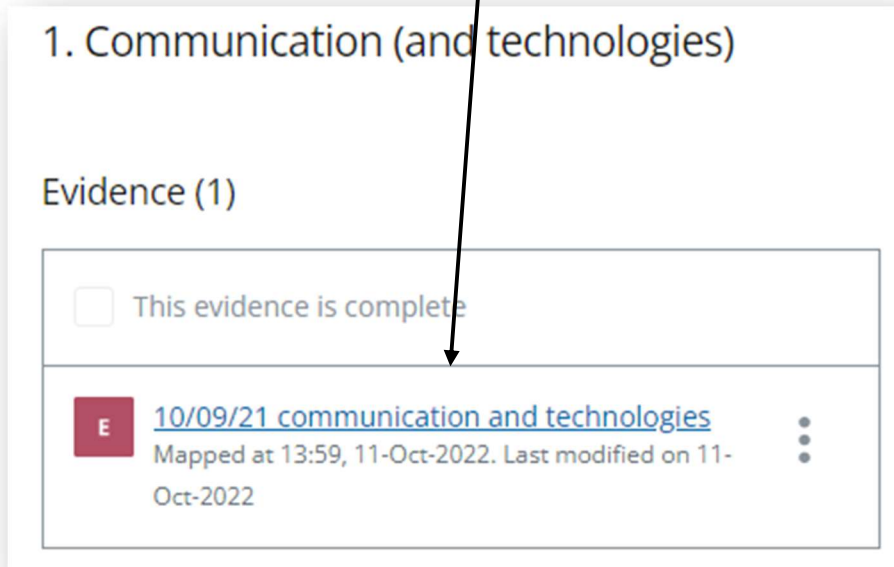


If no circle is showing, then the EOP has not been marked. To mark the asset, first, check the evidence by clicking the asset button shown below -

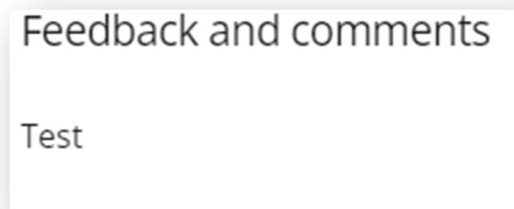


If the button is not there, then the student has not uploaded any evidence.

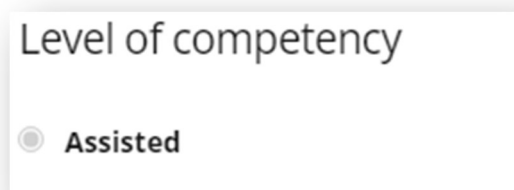
Once clicked, the marking pane will show the evidence uploaded for that EOP. Click the hyperlinked asset as shown below -



This will open the asset on the same tab, unlike previous versions. You will need to check the asset has been filled in correctly. This will include checking they have appropriate feedback and comments –

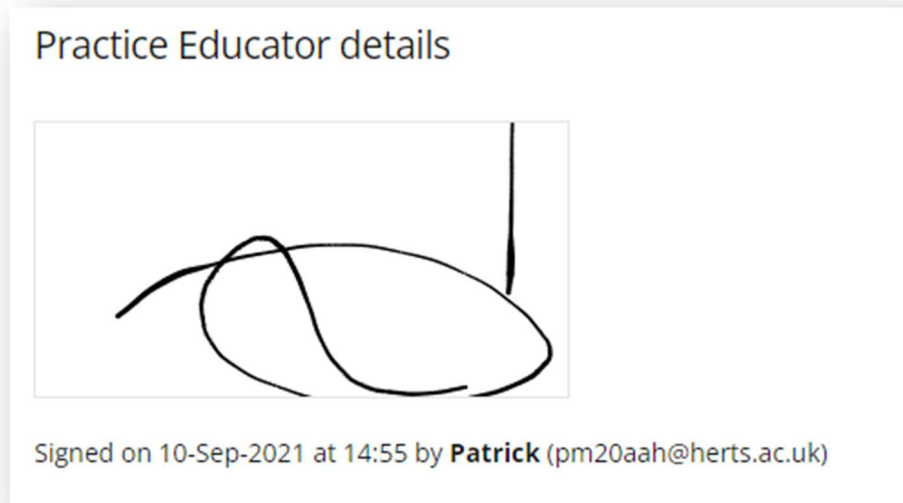


Check the level of competency has been achieved -

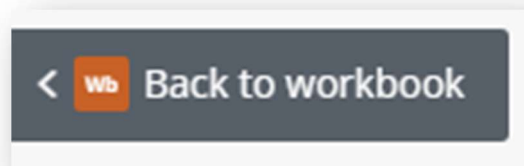




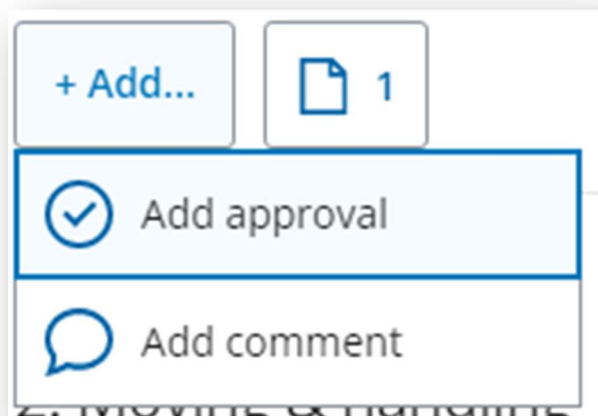
Finally, check the asset has been signed by the student's PPED -



To leave the asset, click the “Back to workbook” button in the top left corner –



To mark the asset, click “Add” then “Add approval” as shown below -



This will open the marking pane on the right of the screen.

Click the “Select approval status” drop-down menu to give the mark. (Levels are explained lower down)

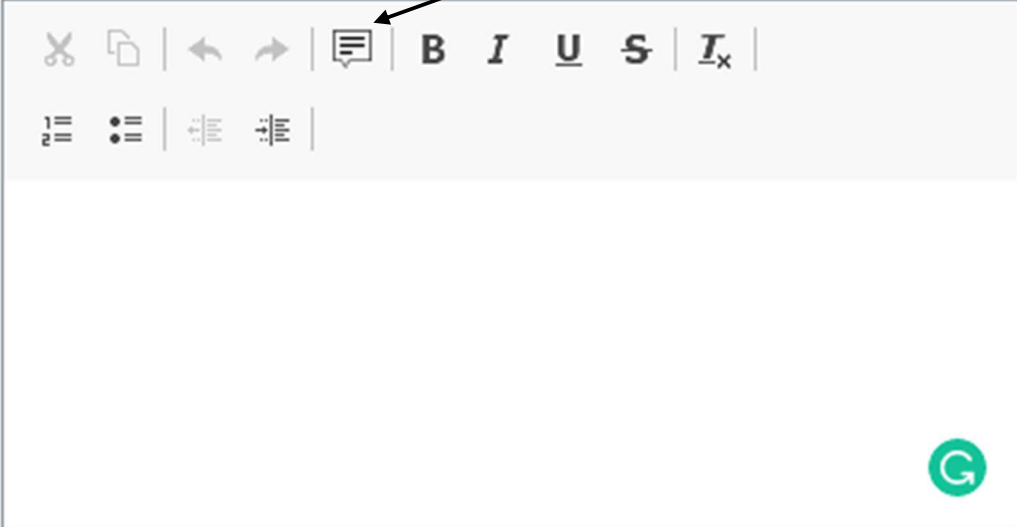
1. Communication (and technologies)

Select approval status

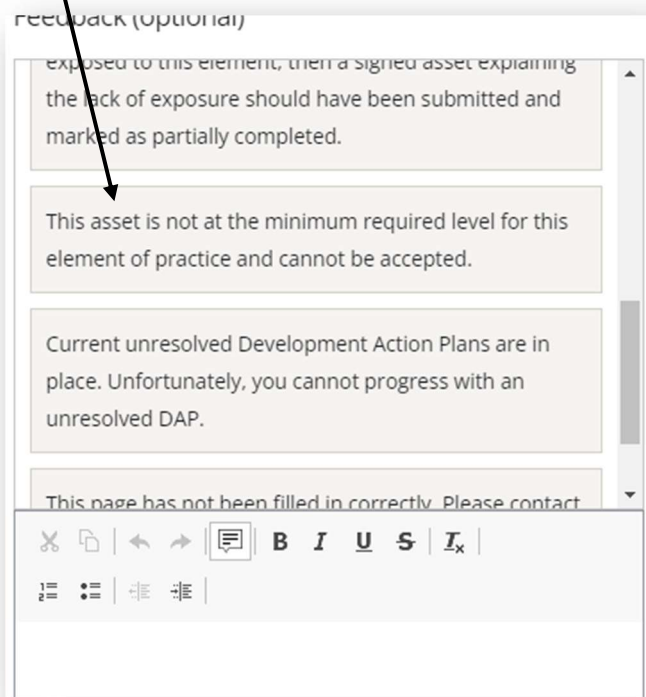
- This evidence meets the requirements. ^
- This evidence meets the requirements.
- This evidence does not yet meet the requirements.
- No evidence has been submitted.

If the EOP meets the requirements, then no further comments are required. However, if the EOP does not meet the requirements, there is a list of predetermined feedback statements which can be found in the text bubble button -

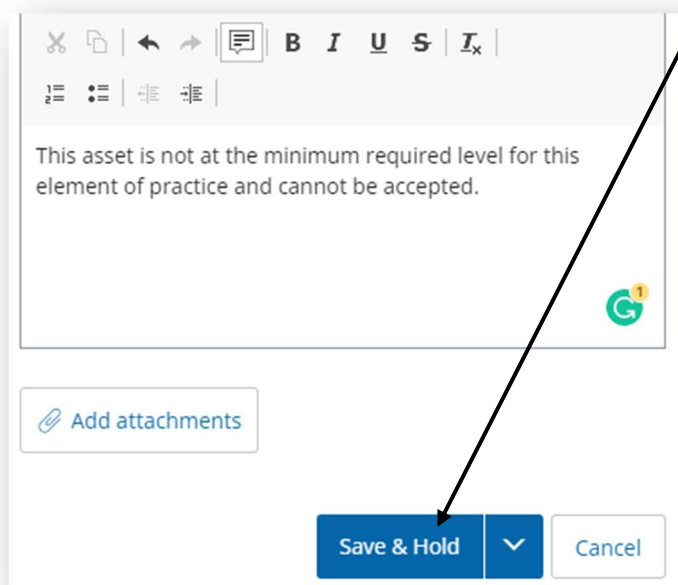
Feedback (optional)



Which feedback statement you use will depend on the issue with the EOP. For instance, if the asset is not at the correct level, then the following feedback statement would be selected -



Once selected, the feedback statement will automatically populate the box, and the marker can save the mark using the blue "Save & Hold" button -



## **When Assessing the EOPs, Please Use the Following Phrases.**

If the EOP is not evidenced and falls into the following categories, use the subsequent phrase: (see Appendix 3 for the Non-Exposure Matrix)

- Communication (and technologies)
- Moving & handling
- Scene safety
- Personal protective equipment (PPE)
- Infection prevention and control
- Patient health and wellbeing
- Patient involvement
- Consent
- Confidentiality
- Capacity
- Patient records
- Vulnerable Adults / Children
- Monitoring, recording and interpreting observations (adults)
- Monitoring, recording and interpreting observations (paediatrics)
- Lead II ECG acquisition, analysis and interpretation
- 12-lead ECG acquisition, analysis and interpretation
- History-taking - adults and paediatrics
- History-taking - mental health
- Primary survey
- Time critical patients
- Respiratory system examination and management
- Cardiovascular system examination and management
- Nervous system examination and management
- Gastrointestinal and genitourinary systems examination and management
- Musculo-skeletal system examination and management
- Obstetrics and gynaecological presentations and management
- Multiple casualties
- Medicine management
- Intravenous cannulation
- Wound care and dressings
- Cervical spinal care and immobilisation
- Patient transport and positioning
- Clinical decision making - including care pathways
- Patient handover
- Multidisciplinary working and collaboration

“No evidence has been uploaded here. Please contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)”

**For the following EOPs please use the subsequent phrase:**

- Oxygen therapy
- Basic Airway Management
- Recognition, assessment and management of cardiac arrest (all ages)
- Advanced airway management
- Ventilation
- IM/SC injections
- Intravenous infusion
- Fractures - including splinting and management

“No Evidence has been uploaded here. If you were not exposed to this element, then a signed asset explaining the lack of exposure should have been submitted and marked as partially completed.”

**If the EOP is in an incorrect format (no signed asset/comment/post), please use the following phrase:**

“The evidence uploaded is in the wrong format and will not be accepted. Please upload it in the correct format. Contact the module leader if you are unsure of how to do this, or use the following link - [Pebble Pad Guidance](#)”

**For any EOP that is not at the required level, please use the following phrase:**

“This asset is not at the minimum required level for this element of practice and cannot be accepted.”

## **Final Marking Guidance**

There are several guide comments set out below, however, this section of the PAD should be personalised to the student so feel free to write your comments in this section. Any specific feedback relating to errors identified can be added below comments resembling the following sentences:

### *Formative Assessment*

#### **No Errors Identified**

“Well done *insert name here*. Your EPAD is at an acceptable standard for a formative submission, and no issues have been identified. Please review any guidance you may have been given.”

#### **Errors Identified**

“Whilst efforts have been made to fill in the necessary elements of the PAD, it is clear some errors have been made in the process. There are several elements of practice in the wrong format/not at the required standard. There are several meetings that have been uploaded incorrectly. Please review the guidance or contact me or the module lead for further guidance”

### *Summative Assessment*

#### **PASS**

“Congratulations *insert name here*, you have passed your summative assessment of your EPAD. You are still required to fill in the remainder of the EPAD for all future placements. Please review any comments you may have been given.”

#### **FAIL**

“Unfortunately *insert name here*, you have not passed at this assessment stage and will need to ensure the EPAD is up to the required standard for the REFER submission. There are several elements of practice missing/in the wrong format/not at the required standard. There is an outstanding DAP in place with no evidence that this DAP has been rectified. Please review all the comments that have been made on your PAD for further details.”

### *Refer/Defer Assessment*

#### **PASS**

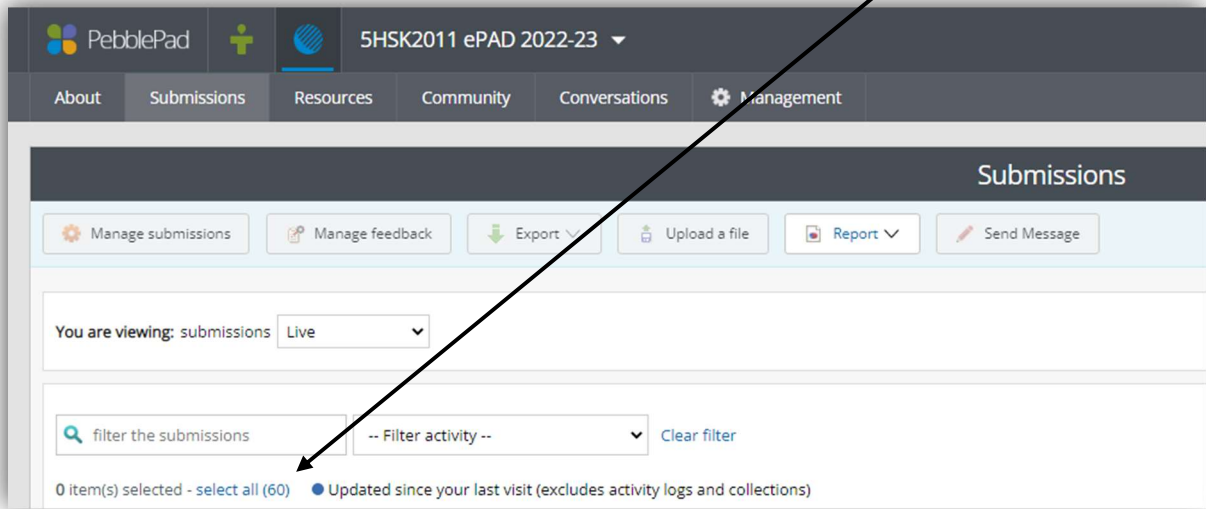
“Congratulations *insert name here*, you have passed your summative assessment of your EPAD. Please review any comments you may have been given.”

#### **FAIL**

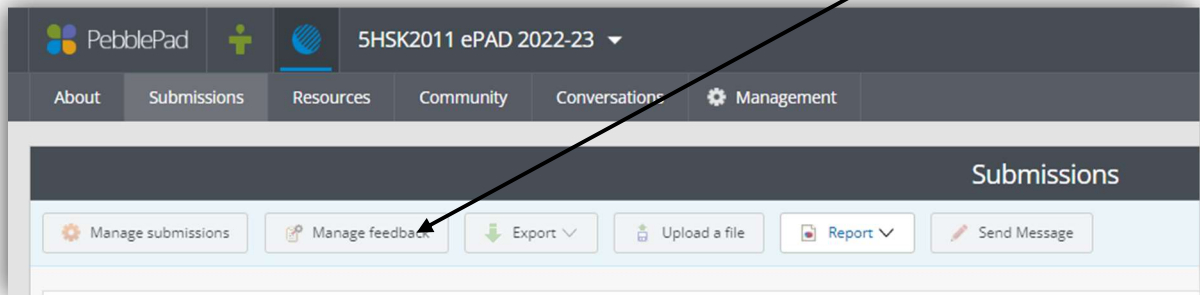
“Unfortunately *insert name here*, you have not passed this assessment. There are several elements of practice missing/in the wrong format/not at the required standard. There is an outstanding DAP in place with no evidence that this DAP has been rectified. Please review all the comments that have been made on your PAD for further details.”

## Releasing of Grades

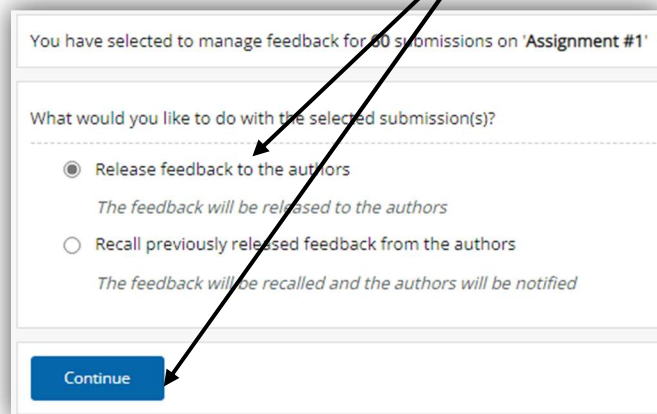
Go back to the main page and select all the students using the link shown-



Once all the EPADs have been selected, click the “Manage feedback” box-



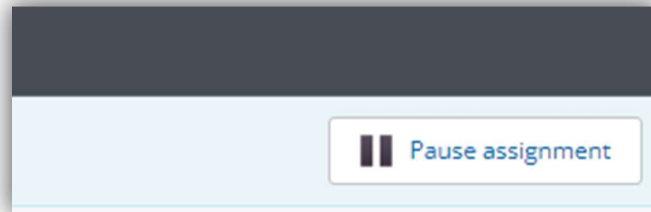
Click the release feedback option then select continue-



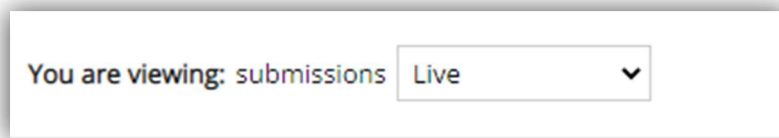
## Using the Timeline Function

You may occasionally want to mark an EPAD up to a specific time or view what changes had been made before a specific time. This can be done using the following steps –

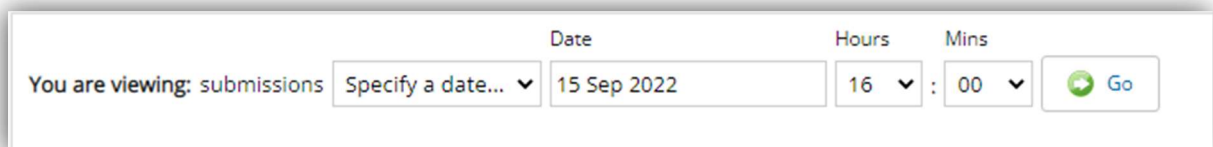
The assignment can be paused using the pause button on the top right of the screen; however, this will prevent changes being made during the time the assignment is paused-



Alternatively, you can alter the time and date you are viewing the EPAD to by clicking the following dropdown selector-



This will give you the option of specifying the date and time you would like to view the EPAD to-



Once you select GO, any changes to the EPADs after the specified date and time will not show.

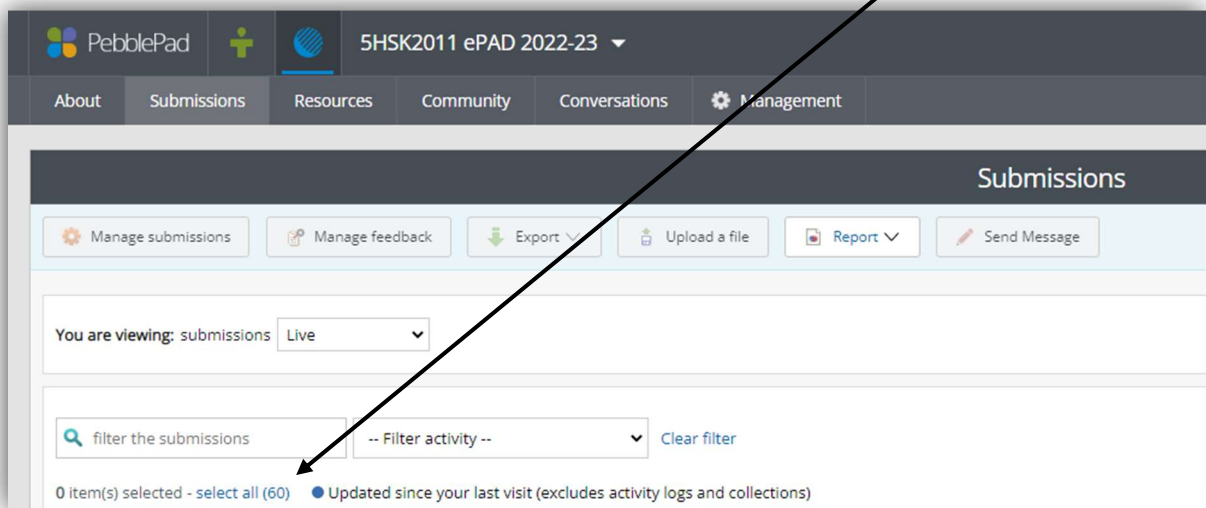


## Generating Reports

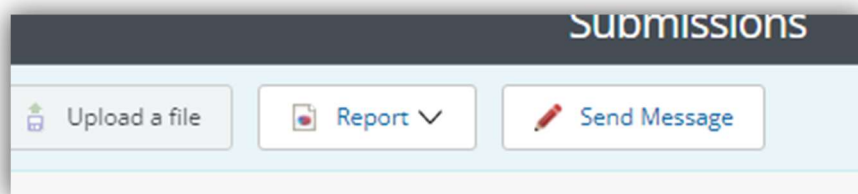
Generating reports can make the marking process easier. You can view exactly who has DAPs in place, or who has not filled in specific EOPs for example, without needing to look through each EPAD.

To generate a report, select all students-

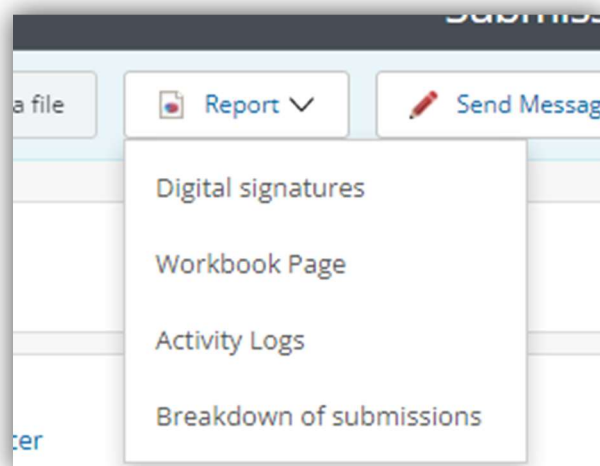
Go back to the main page and select all the students using the link shown-



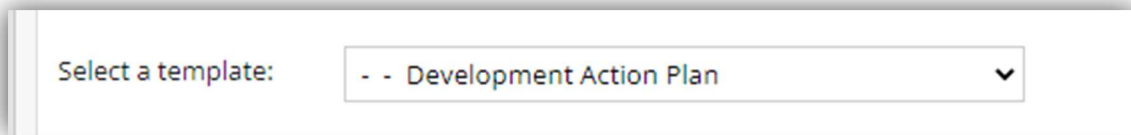
Click the Report tab-



Click Workbook Page –

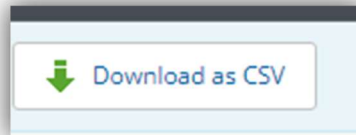


Use the dropdown menu to select the template you wish to view (for example DAPs)-

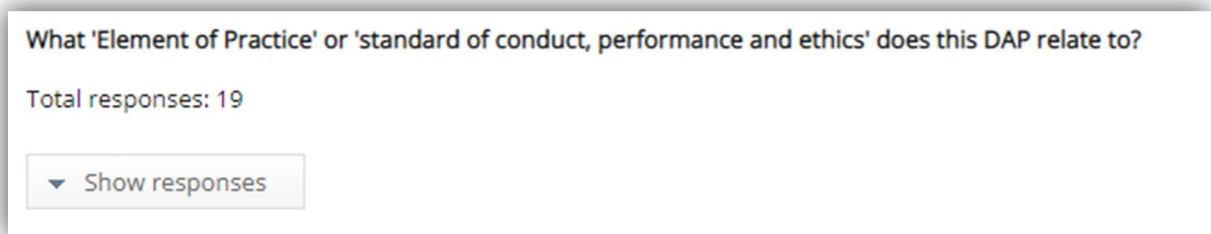


A screenshot of a web interface showing a dropdown menu. The text "Select a template:" is on the left. The dropdown menu is open, showing the selected option "Development Action Plan" with a small downward arrow on the right side of the menu box.

Now you can either choose to download the report as a CSV document –



Or you can use the “Show Responses” tabs to look through the results on the browser –

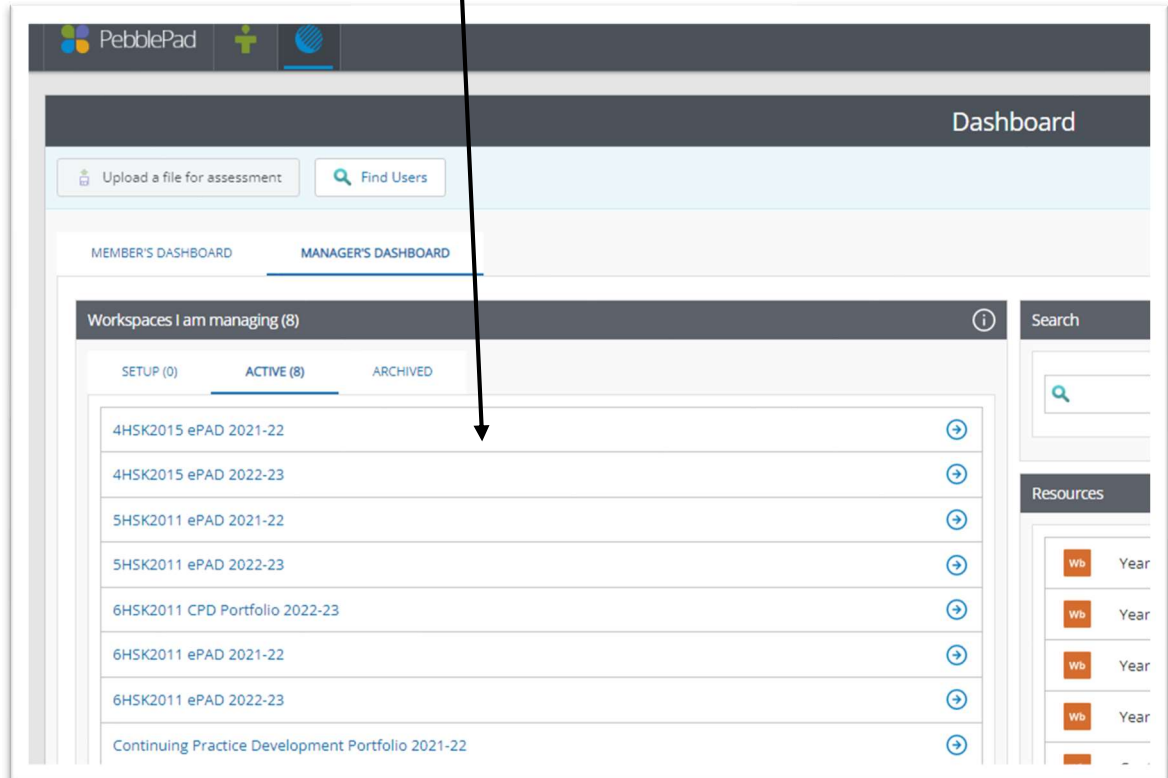


A screenshot of a survey question: "What 'Element of Practice' or 'standard of conduct, performance and ethics' does this DAP relate to?". Below the question, it says "Total responses: 19". At the bottom, there is a button with a downward arrow and the text "Show responses".

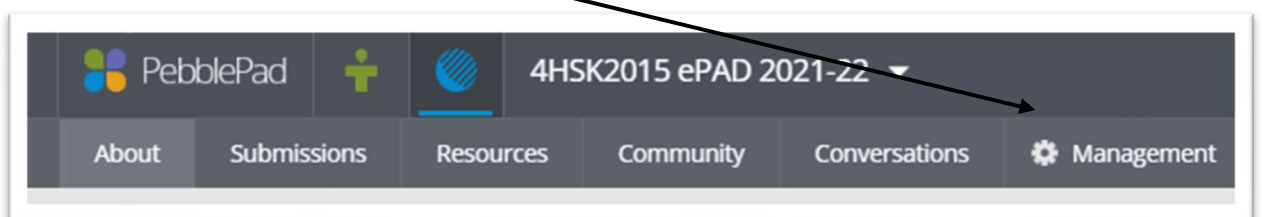
## Setting Deadlines

This section will detail how to set the timing parameters in which a student can access and alter their PAD. Follow the guide below:

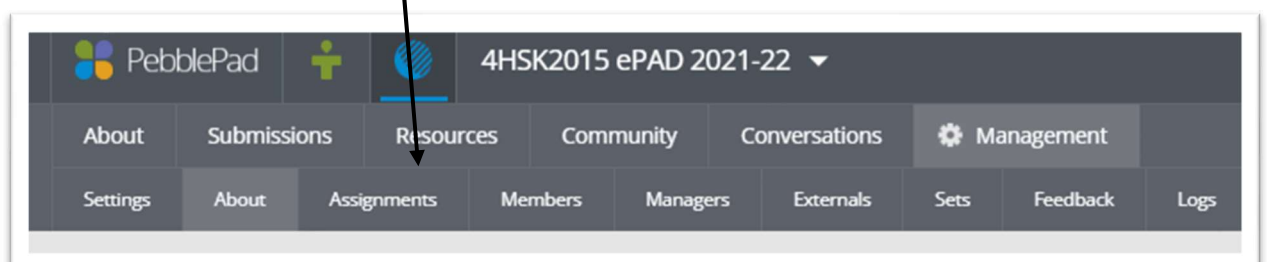
- Open the module workspace –



- Select the 'Management' tab –



- Select the 'Assignments' tab –



- Scroll down until you see these four headings –

Work can be submitted any time after

Date: 27 Sep 2021      Hours: 08      Mins: 00      ⓘ ↻

Work cannot be submitted after

Date: 04 Sep 2022      Time: Midnight (23:59:59)      ⓘ ↻

Unless this late submission date is set

Date: 04 Sep 2022      Time: Midnight (23:59:59)      ⓘ ↻

Work already submitted can be modified until

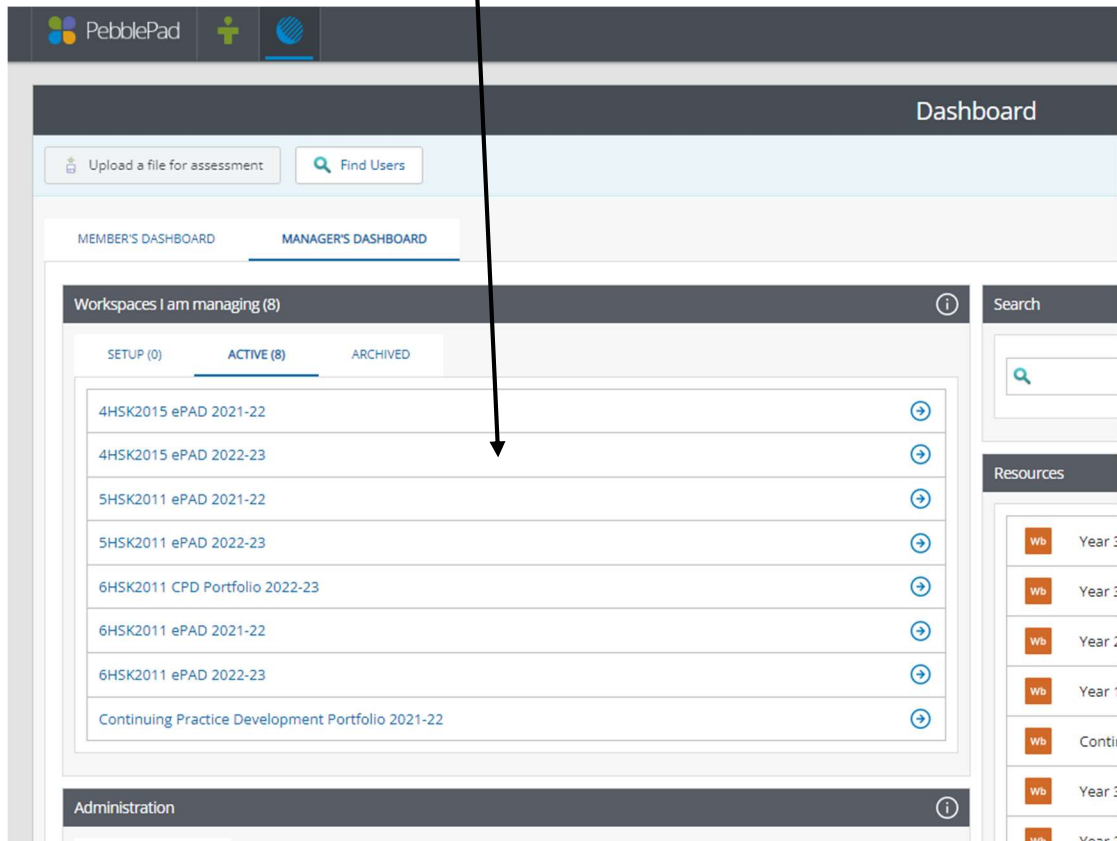
Date: 04 Sep 2022      Time: Midnight (23:59:59)      ⓘ ↻

- The first heading depicts when the students can gain access to the workspace.
- The second tab depicts when the deadline is set for.
- The third and fourth heading are available for late submissions and editing of a submitted piece, however, this should be managed by the extension function to avoid marking PADs that are actively being edited.

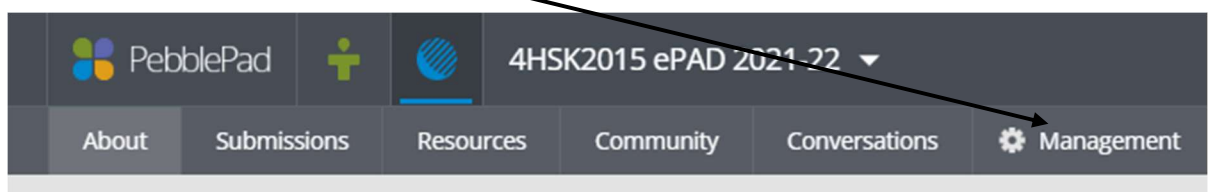
## Giving a Student an Extension

Individual extensions can be given to prevent changing the deadline for the whole cohort. In the event a student has been given an extension, follow the guidance below:

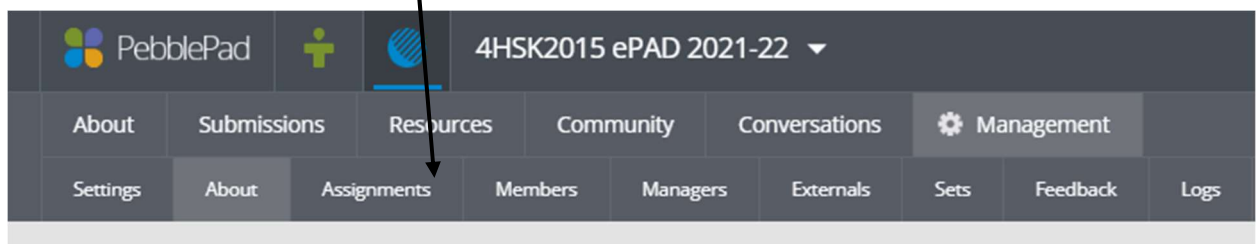
- Open the module workspace –



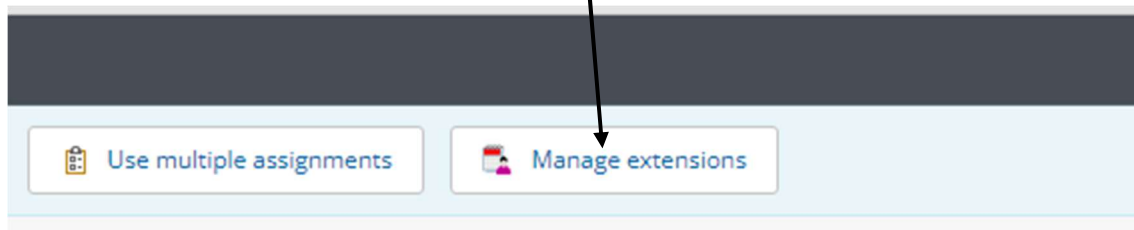
- Select the 'Management' tab –



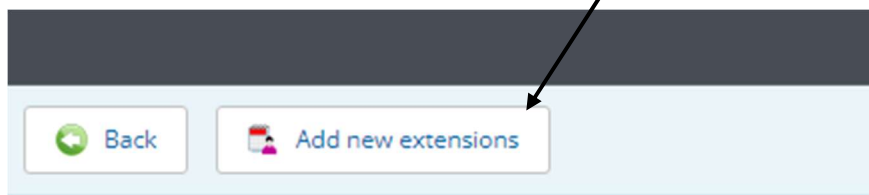
- Select the 'Assignments' tab –



- Select the 'Manage extensions' button –



- Select the 'Add new extensions' button –

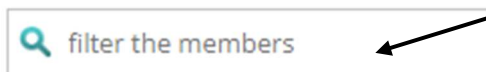


- Type the number of days the student has been given as a deadline –

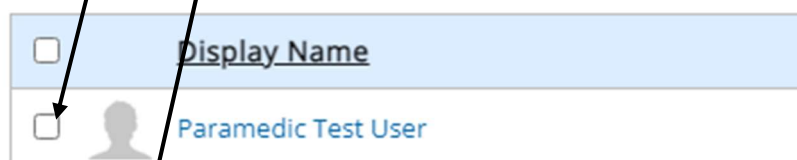
This page allows you to create extensions for members of a workspace.

Extend all deadline dates by  days

- Search for the student that is receiving the extension –



- Select and Save –



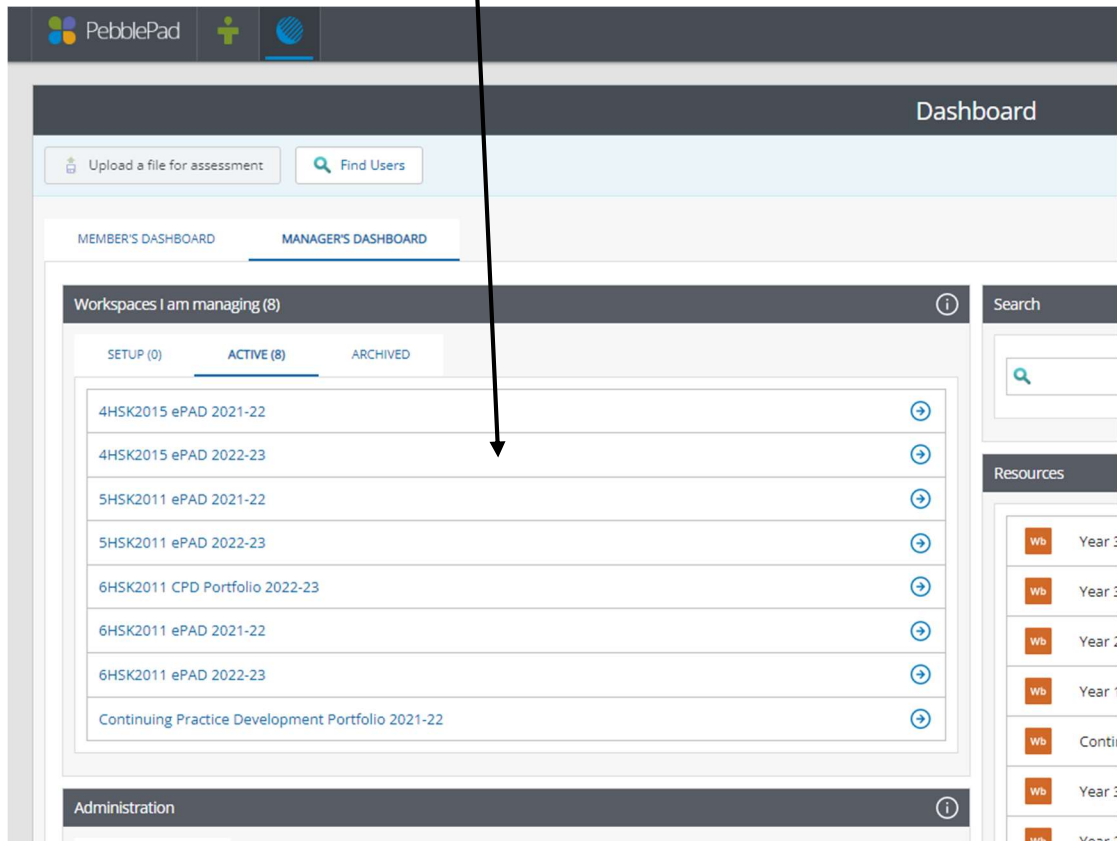
Showing 1 item



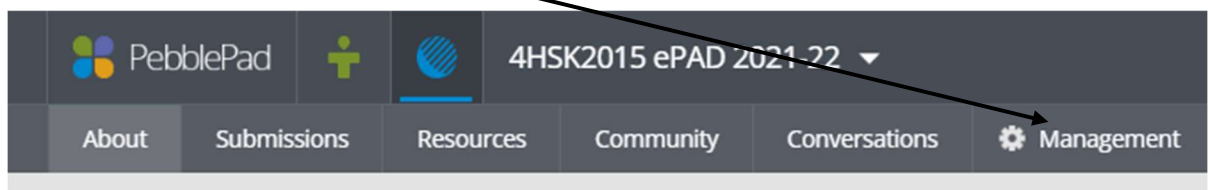
## Add a Manager

Ordinarily, this will have been done when the workspace was created, however, if a member of staff needs to be added to the workspace for marking purposes, follow the guidance below:

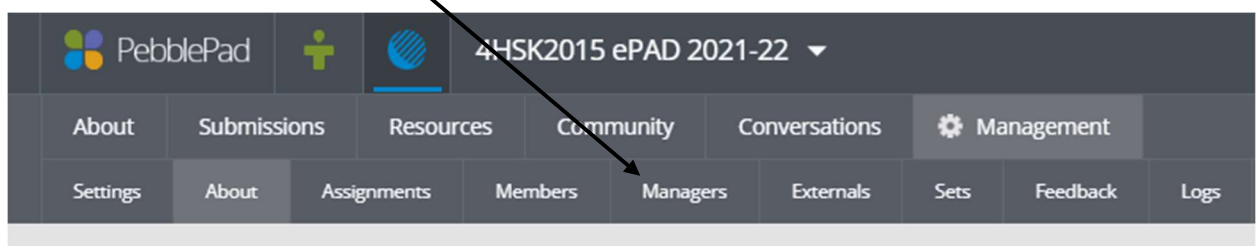
- Open the module workspace –



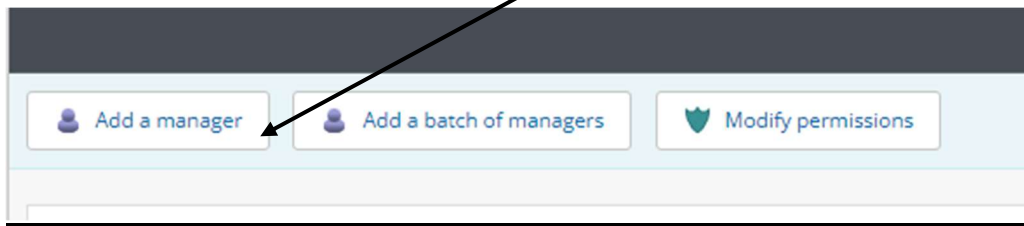
- Select the 'Management' tab –



- Select the 'Managers' tab –



- Select the 'Add a manager' button –



- Search for the manager by searching for them using their name OR by inputting their UH email –

A screenshot of search fields. The first section is labeled 'Exact Username/Email:' and contains a search box with a magnifying glass icon and a 'Go' button. Below this, there are two search boxes: 'Forename:' and 'Surname:'. Each has a magnifying glass icon and a 'Go' button. Arrows point from the text above to the search boxes.

- Select and Save –

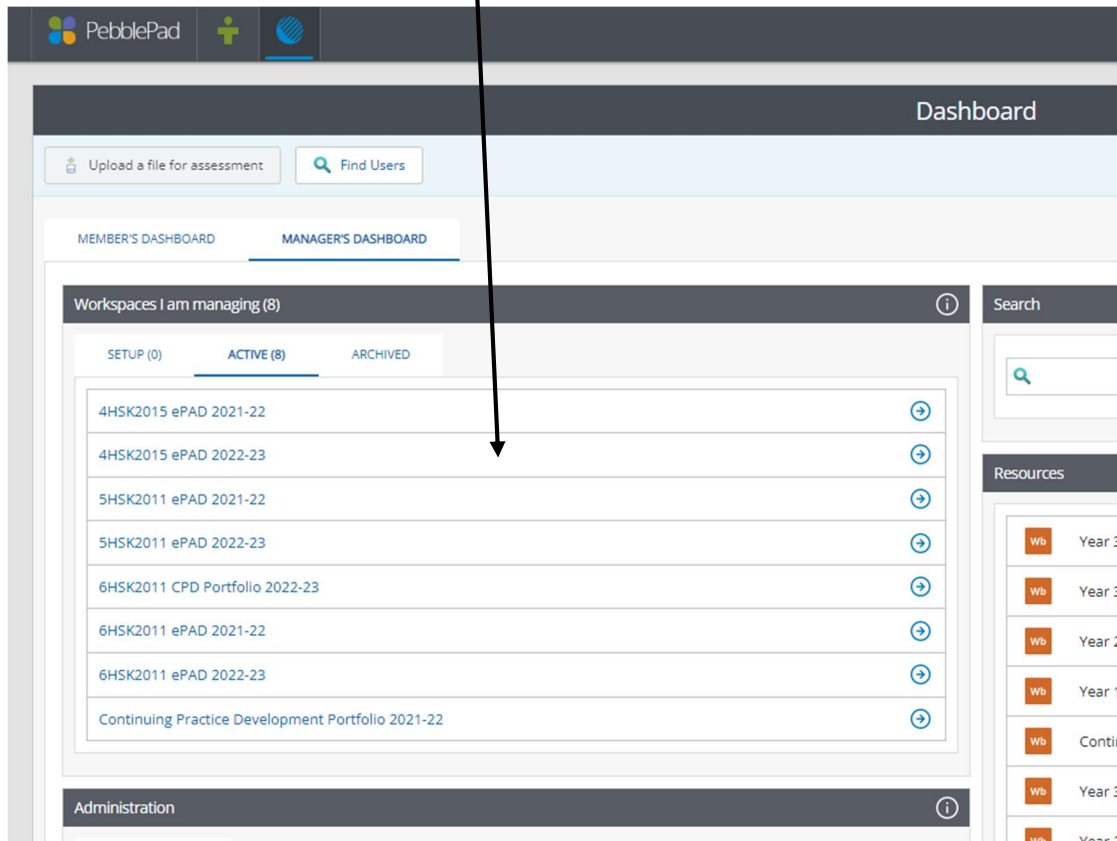
A screenshot of a manager selection list. The list has two entries: 'Display Name' with an unchecked checkbox and 'Lizzy Steer' with a checked checkbox. Below the list are two buttons: 'Save' (blue) and 'Cancel' (white with a red X). Arrows point from the text above to the 'Lizzy Steer' entry and the 'Save' button.



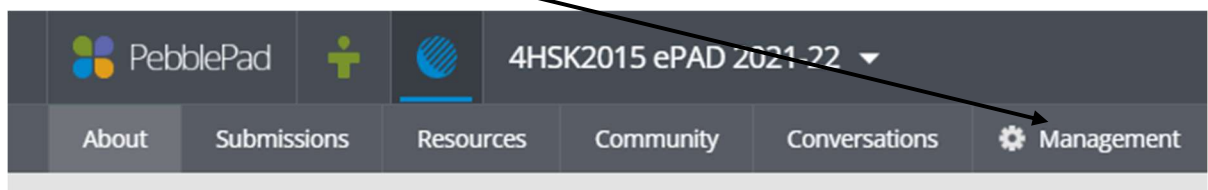
## Reviewing Externals

There are very few incidences where this will be required, however, if you wish to check an external has been correctly shared to a workspace (The student is unsure etc), follow the steps below:

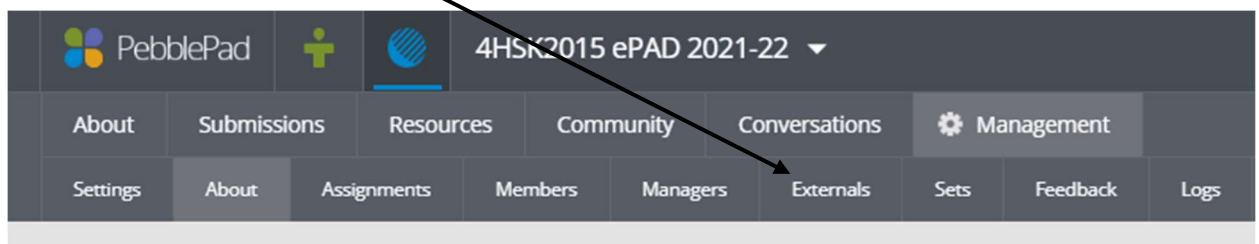
- Open the module workspace –



- Select the 'Management' tab –



- Select the 'Externals' tab –



- Use the search bar to search for a specific external –

- Click on the blue 'x shares' link under the 'Shares' section –

<input type="checkbox"/>	<u>Display Name</u>	<u>Email</u>	<u>Shares</u>
<input type="checkbox"/>	Patrick Moore	patrick.moore8@nhs.net	1 share

- This will take you to the information regarding who has shared the PAD and when –

<u>Submission</u>	<u>Shared by</u>	<u>Shared on</u>
Year 1 ePAD 2021-2022	Phil Withers	16th Dec 2021 14:24

Appendix 1- Grading Criteria for the Elements of Practice

Criteria Level	Knowledge / reasoning	Level of performance	Personal and professional awareness
<b>Dependent (D)</b>	Lacks knowledge No awareness of alternatives Unable to explain / give reasons for actions	Lacks accuracy and confidence Needs continuous guidance & supervision Weak organisational skills No awareness of priorities	Actions & behaviour are not modified to meet the needs of the client and situation No meaningful explanations given Lacks insight into personal and professional behaviour
<b>Assisted (A)</b>	Knowledge is usually accurate Little awareness of alternatives Identifies reasons for actions	Accurate performance but some lack of confidence & efficiency. Requires frequent direction / supervision Some awareness of priorities / requires prompting	Recognises the need to modify actions / behaviour to the client and situation, but unable to do so in non-routine situations Gives standard explanations / does not modify information
<b>Minimal Supervision (MS)</b>	Applies accurate knowledge to practice Some awareness of alternatives Beginning to make judgements based on contemporary evidence	Safe and accurate; fairly confident / efficient Needs occasional direction or support Beginning to initiate appropriate actions Identifies priorities with minimal prompting	Actions / interventions / behaviours generally appropriate for the client and situation Explanation is usually at an appropriate & coherent Level Identifies the need for assistance
<b>Independent (I)</b>	Applies evidence based knowledge Demonstrates awareness of alternatives Sound rationale for actions Makes judgements / decisions based on contemporary evidence	Confident / safe / efficient Needs minimal direction / support Able to prioritise Able to adapt to the situation	Conscious / deliberate planning Actions/ interventions/ behaviour are appropriate to the client & situation Gives coherent / appropriate information Identifies & makes appropriate referrals

## Appendix 2- Index of EOPs

No.	Element of Practice	Year 1	Year 2	Year 3
1	Communication (and technologies)	A	I	
2	H&S – Moving and handling	A	I	
3	H&S – Scene safety	A	I	
4	H&S – Personal protective equipment (PPE)	A	I	
5	Infection prevention and control	A	I	
6	Patient health and wellbeing	A	I	
7	Patient involvement	A	I	
8	Consent	A	I	
9	Confidentiality	A	I	
10	Capacity – including refusal of care, treatment and/or transportation	A	MS	I
11	Patient records		I	
12	Vulnerable adults/children		MS	I
13	Monitoring, recording and interpreting observations (adults)	A	I	
14	Monitoring, recording and interpreting observations (paediatrics)		MS	I
15	Lead II ECG acquisition, analysis and interpretation	A	I	
16	12-lead ECG acquisition, analysis and interpretation		I	
17	History taking - adults and paediatrics	A	I	
18	History taking – mental health			I
19	Primary survey	A	I	
20	Time critical patients		MS	I
21	Respiratory system examination and management		I	
22	Cardiovascular system examination and management		I	
23	Nervous system examination and management		MS	I
24	Gastrointestinal and genitourinary systems examination and management		I	
25	Musculoskeletal system examination and management			I
26	Obstetric and gynaecological presentations and management			I
27	More than one person on scene requiring assessment			I
28	Recognition, assessment and management of cardiac arrest (all ages)			I
29	Oxygen therapy	A	I	
30	Basic airway management	A	I	
31	Advanced airway management			I
32	Patient ventilation			I
33	Medicine management		MS	I
34	IM/SC injection		MS	I
35	IV cannulation		MS	I
36	IV infusion			I
37	Wound care and dressings			I
38	Cervical spinal care and immobilisation			I
39	Fractures – including splinting and traction			I
40	Patient transportation and positioning			I
41	Clinical decision making – including local trust pathways		MS	I
42	Patient handover		MS	I
43	Multidisciplinary working and collaboration		MS	I

### Appendix 3- Non-Exposure Matrix

EOP	1st Year	2nd Year	3rd Year
Communication (and technologies)	Red	Red	Grey
Moving & handling	Red	Red	Grey
Scene safety	Red	Red	Grey
Personal protective equipment (PPE)	Red	Red	Grey
Infection prevention and control	Red	Red	Grey
Patient health and wellbeing	Red	Red	Grey
Patient involvement	Red	Red	Grey
Consent	Red	Red	Grey
Confidentiality	Red	Red	Grey
Capacity	Red	Red	Red
Patient records	Grey	Red	Grey
Vulnerable Adults / Children	Grey	Red	Red
Monitoring, recording and interpreting observations (adults)	Red	Red	Grey
Monitoring, recording and interpreting observations (paediatrics)	Grey	Red	Red
Lead II ECG acquisition, analysis and interpretation	Red	Red	Grey
12-lead ECG acquisition, analysis and interpretation	Grey	Red	Grey
History-taking - adults and paediatrics	Red	Red	Grey
History-taking - mental health	Grey	Grey	Red
Primary survey	Red	Red	Grey
Time critical patients	Grey	Red	Red
Respiratory system examination and management	Grey	Red	Grey
Cardiovascular system examination and management	Grey	Red	Grey
Nervous system examination and management	Grey	Red	Red
Gastrointestinal and genitourinary systems examination and management	Grey	Red	Red
Musculo-skeletal system examination and management	Grey	Red	Red
Obstetrics and gynaecological presentations and management	Grey	Red	Red
Multiple casualties	Grey	Red	Red
Recognition, assessment and management of cardiac arrest (all ages)	Grey	Red	Yellow
Oxygen therapy	Yellow	Yellow	Grey
Basic airway management	Yellow	Yellow	Grey
Advanced airway management	Grey	Red	Yellow
Ventilation	Grey	Red	Yellow
Medicine management	Grey	Red	Red
IM/SC injections	Grey	Yellow	Yellow
Intravenous cannulation	Grey	Red	Red
Intravenous infusion	Grey	Red	Yellow
Wound care and dressings	Grey	Red	Red
Cervical spinal care and immobilisation	Grey	Red	Red
Fractures - including splinting and management	Grey	Red	Yellow
Patient transport and positioning	Grey	Red	Red
Clinical decision making - including care pathways	Grey	Red	Red
Patient handover	Grey	Red	Red
Multidisciplinary working and collaboration	Grey	Red	Red

KEY	
Cannot be a Non-Exposure	Red
Potential Non-Exposure	Yellow
Not Assessed in this year	Grey