



PebblePad

The Australian Nursing Standards
Assessment Tool (ANSAT)

Student User Guide



UniSA

Clinical &
Health Sciences

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As a student undertaking a clinical practicum as part of your undergraduate nursing degree you will be given a PebblePad account to use for the completion of your Australian Nursing Standards Assessment Tool (ANSAT). You will receive an email via your UniSA student email account notifying you of your login details to your account.

Your account is yours for the duration of your studies and may be continued on post completion for a period of time. Within your account you can create and maintain portfolio pages and spaces. Documents will be shared with you through your account for completion as part of course requirements.

Please read the following information carefully and take the time to work in your PebblePad account to become familiar with it.

Accessing Your PebblePad Account

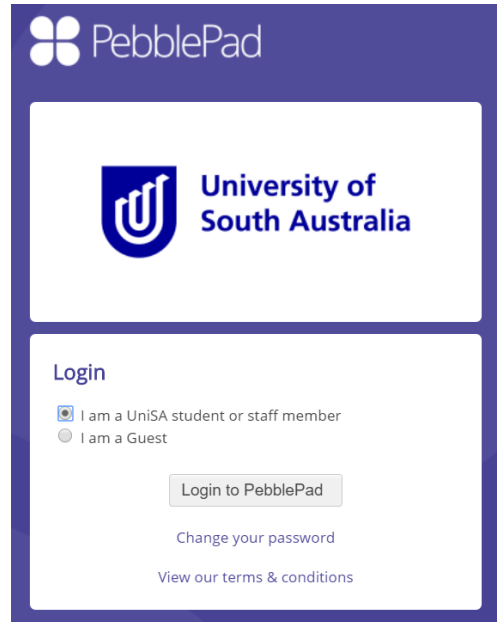
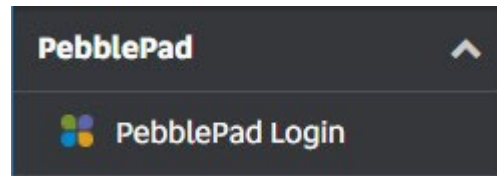
There are two ways you can log into PebblePad.

1. Log in using the PebblePad login button on the learnonline course site.
2. You can also log into PebblePad via <https://v3.pebblepad.com.au/login/unisa>.

You will need to enter your UniSA username and password.







For ease of access going into the future bookmark this address or save to your favourites.

NEVER give your UniSA credentials (username & password) to anyone including Clinical Facilitators as this could lead to an **UniSA Security Breach**. If Clinical Facilitator cannot access your workbook. Please contact your course coordinator.



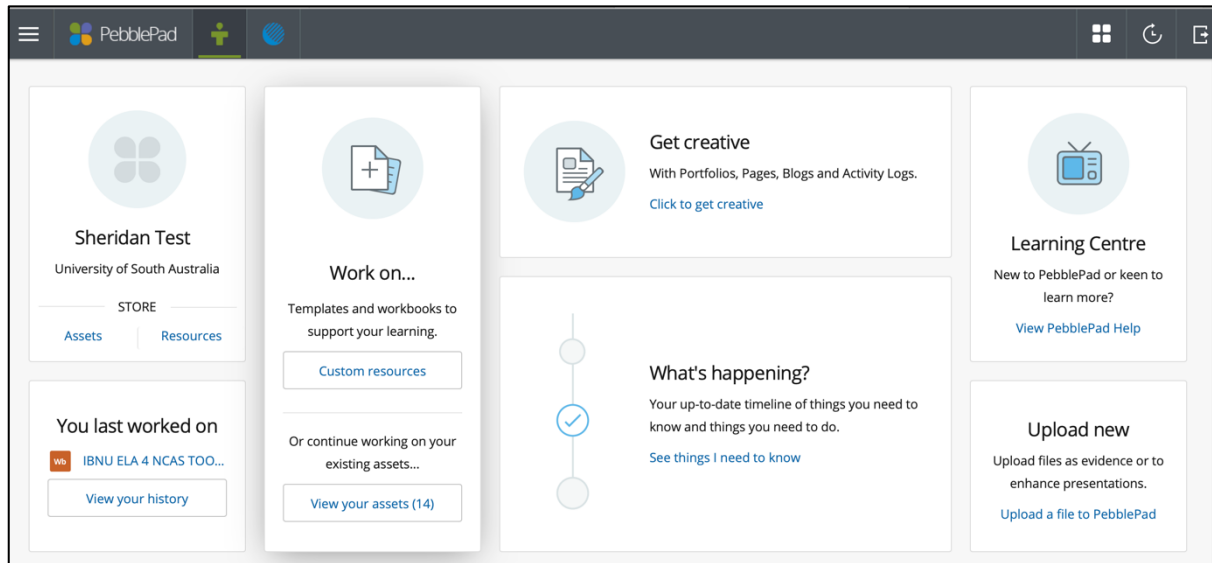
PebblePad Navigation



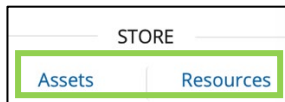
	Burger Menu Opens to Asset Store, Resource Store, upload a file, start working on, Get Creative, Learning centre & Additional settings
	Pebble+ Returns you to the home page
	ATLAS Takes you to your ATLAS dashboard. You cannot complete any work in the ANSAT in ATLAS.
	Asset search
	History Opens a list of things you have been recently working on
	Log out Never leave your account open. Having your PebblePad account open on different devices can cause problems when saving.

Best practice is to always log out when not in use & NEVER give anyone your login or password.

PebblePad Home Page

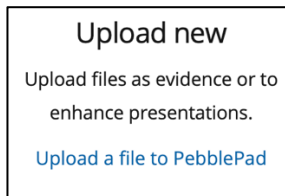


Clicking on **Assets** or **Resources** will take you to your Assets store or Resources Store



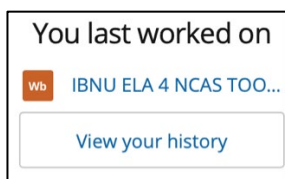
Resources is where you will find a new workbook that needs to be shared to the workspace.

Assets is where you will find your workbook once it has been shared to the workspace.



Click on **Upload new** to upload a document from your device to your PebblePad Assets store

For an assessor to view your documents you must upload them to your workbook. They don't have access to your assets store.



Click on **View your history** to see a list of items you have recently worked on

Completing your ANSAT in PebblePad

The completion of the ANSAT in PebblePad is **your responsibility**.

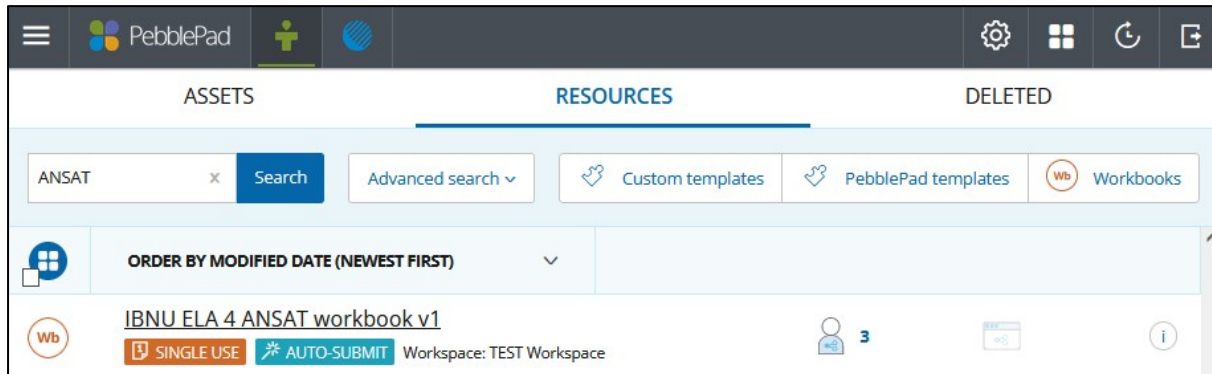
You will need to ensure you have accessed the ANSAT prior to attending your scheduled placement to become familiar with it.

You may need to assist your Clinical Facilitator in working with the ANSAT in PebblePad for the first time.

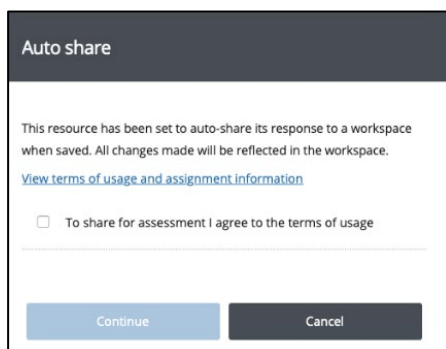
Accessing the ANSAT for the first time

For each Experiential Learning Activity (ELA), you are enrolled into you will receive a fresh copy of the ANSAT. This will be available to you in your PebblePad account as a resource. Each ELA you undertake will show up a separate offering depending on your enrolment and when you are scheduled to undertake placement.

Click **Resources** to find the ANSAT. Click on the name to open the workbook.



Opening your ANSAT for the first time, you will need to share it to the workspace.

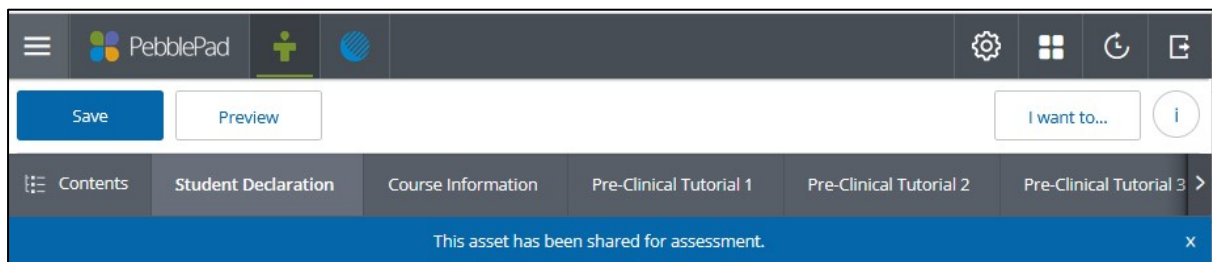


Auto share pop up message

Your workbook is set up for auto-share for academic staff and clinical facilitators to access.

The first time you open the workbook the system will ask you to accept that your workbook is being shared for assessment.

YOU MUST ACCEPT and press **Save** (top right-hand corner of your screen)



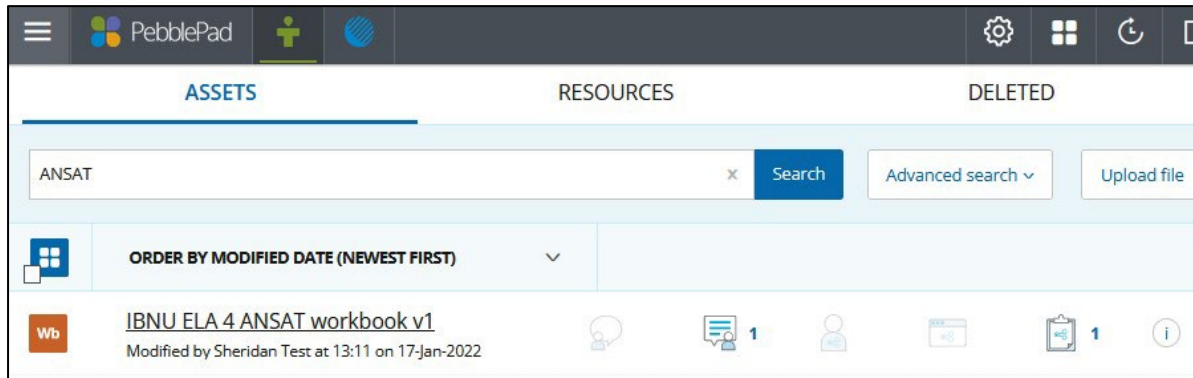
Once you have completed this you will find your ANSAT in your assets store. You will also notice a 'This asset has been shared for assessment' banner appear. This means you have successfully shared your ANSAT. Another way to check your ANSAT has been successfully shared to the workspace is to:

1. Click the **i** icon in the top left-hand side
2. Scroll down to **'shared for assessment'**. You will see the workspace name as well as the time & date you submitted it

Accessing the ANSAT while on placement

To access your ANSAT whilst on placement you can access your PebblePad account using any smart device (phone, tablet, iPad), laptop or desktop. Your smart device will need to be connected to the internet to access PebblePad.

Click **Assets** to find your ANSAT.



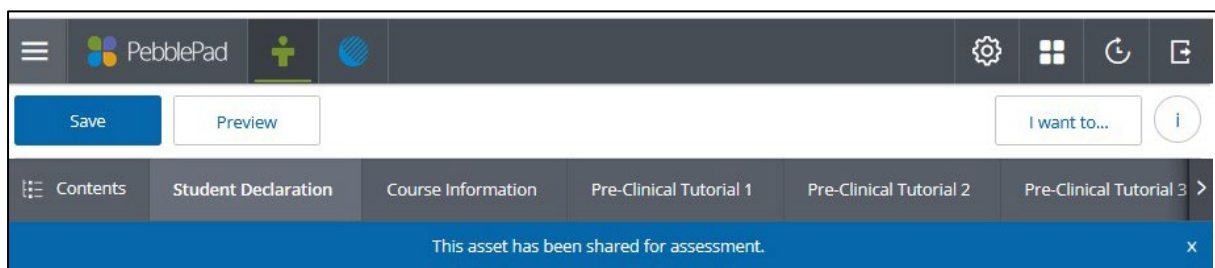
Commencing your ANSAT

You are not to pass on your login details to anyone. This includes your Clinical Facilitator or Registered Nurse. Always logout when not in use. You will need to login on a readily available smart device to complete the components of your ANSAT.

Prior to commencing your ANSAT you will need to work through the declaration page and learning objectives. Please read through the declaration carefully and tick that you accept the terms, please note that students will be held accountable to the terms outlined in the declaration.

The declaration will be the first page that shows when you open the document.

You can navigate to other pages by using the **tabs** across the top (>) or the **contents** menu on the left-hand side.



HHHS Pre-Clinical Assessment

You will need to complete Pre-Clinical requirements as per your course outline prior to be eligible to progress to clinical placement. The HHHS will use PebblePad to complete your Pre-Clinical assessment, you are required to access the course specific workbook prior to attending the HHHS.

Completing your ANSAT on Placement

The ANSAT is a practical tool that reflects the NMBA Registered nurse standards for practice (2016). On the ANSAT, the 7 standards for practice with their related 23 items are the criteria against which the student's performance during or at the end of a clinical placement is to be judged. Assessment of student performance during clinical placements involves the learner, the assessor, and the university. The target of clinical education is the acquisition of a minimum acceptable level of skills and this target enables ranking of students relative to a common standard.

Each standard for practice and related 23 item criterion have behavioural cues identified these can be accessed through the link in PebblePad and attached in appendix 1.

Student self-assessment

Students need to engage with self-reflection as part of the assessment process with the aim being to assist students in understanding how they are progressing. These are to assist you to develop throughout your placement.

You will need to complete the self-assessments and discuss with your clinical facilitator.

You can find these by either clicking on the contents tabs or scrolling across the tabs of your ANSAT document and selecting Student Self-Assessment.

4-week placement

Week 2: Student Self-Assess...	Week 2: Formative Assessm...	Week 4: Student Self-Assess...	Week 4: Summative Assess...
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8-week placement

Week 2: Student Self-Assess...	Week 4: Formative Assessm...	Week 6: Student Self-Assess...	Week 8: Summative Assess...
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This space is for you to reflect on how you feel that you are going. Click on the corresponding box for each of the standards and the level you think you are performing at.

The self-assessment is scored the same way as the formative and summative assessments.

The assessment is scored using a 1-5 scale.

1 = Expected behaviours and practices not performed

2 = Expected behaviours and practices performed below the acceptable/satisfactory standard

3 * = Expected behaviours and practices performed at a satisfactory/pass standard

4 = Expected behaviours and practices performed at a proficient standard

5 = Expected behaviours and practices performed at an excellent standard

N/A = not assessed

Scoring Explanation

Score of 1 Expected behaviours and practices not performed

- Unsatisfactory
- Unsafe
- Not achieving minimum acceptable level of performance for the expected level of practice
- Demonstrates behaviours infrequently/rarely
- Continuous verbal &/or physical direction required

Score of 2 Expected behaviours and practices performed below the acceptable/satisfactory standard

- Not yet satisfactory
- Demonstrates behaviours inconsistently
- Needs guidance to be safe
- Continuous verbal &/or physical direction required
- Requires close supervision
- If a score of 2 is awarded for an item, feedback on specific behaviours that require development must be provided to the student, along with strategies to achieve this.

Score of 3 * Expected behaviours and practices performed at a satisfactory/pass standard

- This is the passing standard
- Demonstrates behaviours consistently to a satisfactory and safe standard
- Occasional supportive cues required
- The student has met this standard regardless of their experience, place in the course or length of the placement

Score of 4 Expected behaviours and practices performed at a proficient standard

- The student is comfortable and performs above the minimum passing standard with respect to an item
- Practice performed at a safe standard
- Infrequent supportive cues required
- The student's performance is consistent, reliable and confident

Score of 5 Expected behaviours and practices performed at an excellent standard

- Demonstrates most behaviours for the item well above minimum passing standard
- Demonstrates greater independence in practice with safety a high priority
- Supportive cues rarely required
- Exhibits a level of excellence/sophistication with respect to an item

****Please note: A student does not have to demonstrate all performance indicators for an item to achieve a score of 5 on that item.****

The below is an example of the ANSAT, you will need to click on the colour of the score to record, if you accidentally click the wrong area you can click on the correct one and this will remove the wrong one (can only have 1 tick per line).

	1	2	3 *	4	5	N/A
1. THINKS CRITICALLY AND ANALYSES NURSING PRACTICE	-	-	-	-	-	-
Complies and practices according to relevant legislation and local policy						N/A
Uses an ethical framework to guide decision making and practice						N/A
Demonstrates respect for individual and cultural (including Aboriginal and Torres Strait Islander) preference and differences						N/A
Sources and critically evaluates relevant literature and research evidence to deliver quality practice						N/A
Maintains the use of clear and accurate documentation						N/A

Once you have worked through the grid (the seven standards) you can then enter in a written reflection underneath. You may like to reflect back on your learning objectives and course objectives whilst doing this.

After you have completed anything in the workbook make sure to click on the **save** button, which can be found in the top left of your open workbook.

Formative and Summative assessment

The formative and summative assessments are completed by your clinical facilitator. Your Clinical Facilitator will access this component via their external assessor account.

The **formative** assessment is completed at the halfway mark of your placement period and the **summative** assessment is completed at the conclusion of your placement period.

You can view these assessments through the contents tab or by scrolling across the top of your open workbook.

4-week placement.

Week 2: Formative Assessm...	Week 4: Student Self-Assess...	Week 4: Summative Assess...
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8-week placement

Week 4: Formative Assess...	Week 6: Student Self-Assess...	Week 8: Summative Assess...
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Please note that they will not be able to complete this section if you have not shared your workbook for assessment.

If a Clinical Facilitator is having issues accessing your workbook, please email your course coordinator. NEVER give your UniSA credentials (username & password). Do not try sharing the workbook to your clinical facilitator as this can cause issues. You only need to share your workbook to the workspace not a person.

Your Clinical Facilitator should have discussed your self-assessment with you and provided feedback ahead of completing the assessor only field.

The assessor only fields are identifiable by this label.

Saving your Work

After you action anything in the workbook be sure to click on the **save** tab to save your work.

You may receive prompts when working on your workbook, click on **save** each time you receive a prompt to ensure everything is up to date.

Attendance Record

After each shift you must record your hours.

Please note you cannot include the hours that you were on a break or sick leave.

To enter your shift, click on the 'select date' chose the date, write in the venue/ward. Then the shift start time and end time. Work out the hours worked, **NOT** including your break and document this. Write in the clinician's full name that you worked with for the shift. The accumulated hours add up automatically.

Below is an example of the attendance record completed.

Date	Venue/ Ward	Shift Start Time	Shift Finish Time	Hours Worked	Clinician's Full Name
Wed 08-...	XYZ hospital ABC ward	0700	1530	8	Jo Blogg
Thu 09-D...	XYZ hospital ABC ward	1300	2130	8	Erin Dodd
Select date					
				16	

Clinical Facilitator Contact

Use this space to record your interactions with your Clinical Facilitator and any plans of action

Please record the facilitator's name, date of visit/contact and identified learning needs and plan of action.
A new row will automatically be added every time an empty row is filled in.

Date	CF Name	Contact Method - phone, email, face to face	Identified Learning Needs and Plan of Action

Keep track of your meetings with your Clinical Facilitators. Logging meetings is also helpful for your Course Coordinator in keeping track of your progress and ensuring adequate facilitation.

Timestamps & Progress

Through ATLAS your Course Coordinators and external assessors can check your progress in your workbook.

Your Course Coordinator and external assessors may choose to give you feedback within your PebblePad workbook or send you an email or message through the platform as a prompt to complete or review a section of your work.

Achievements & Feedback

You have been provided with a space at the end of your workbook to upload any evidence of Continuing Professional Development (CPD) or educational opportunities you might attend.

Assessors cannot view your documents until you upload them to your workbook. Only you can view the documents in your asset store.

Documents can be either scanned or a photo can be taken. You will need to add these to your PebblePad asset store then upload them to your workbook

To add the asset (document) to your workbook page, click + Add

Upload Document for Evidence (add a document to your workbook)



1. Click **+ Add**
2. Click **Add an asset**
3. Choose either Upload new or Find document & click it on it
4. Click **Done**
5. Add a justification if needed
6. Click **Save** and now there will be a page icon and the number of uploads you added.



****If you can see it in your workbook your assessors can too. They cannot see what is in your Assets Store only what is in your workbook. This is due to you having shared your workbook to the workspace****

Upload New Document from Home Page

1. Go to Home page
2. Click the **Upload new** tab
3. Select **Drag a file here** or **choose a file**
4. Select the document/ image & click **Choose**
5. Add any tags or change title or add description
6. Click **Confirm upload**
7. It is now in your Asset store

Printing your Workbook & Creating a PDF

Your workbook will be available for you through your PebblePad account at any time. Should you wish to have a printed copy for your records or submission as part of a TPPP application you can create a PDF copy.

1. Open the workbook
2. Click on the **I want to** tab
3. Click **Print**
4. You will now be able to access a menu of print options. Select those that are appropriate for what you want. For best presentation select portrait mode.
5. Click **download printable PDF**

Additional PebblePad Support

All PebblePad enquires can be directed to CHS-PebblePad@unisa.edu.au

There is a PebblePad drop-in session **9am to 10am every Wednesday** online

<https://unisa.zoom.us/j/82565029554?pwd=ejEyZGVZNEprZS9aSGVSVU9XR1RiQTO9>

Appendix 1: ANSAT Behavioural Cues

The behavioural cues are based on the Registered nurse standards for practice (2016) and provides some examples of what is expected.

1. THINKS CRITICALLY AND ANALYSES NURSING PRACTICE

- Complies and practices according to relevant legislation and local policy
 - Follows policies and procedures of the facility/organisation (e.g. workplace health and safety / infection control policies)
 - Maintains patient/client confidentiality
 - Arrives fit to work
 - Arrives punctually and leaves at agreed time
 - Calls appropriate personnel to report intended absence
 - Wears an identification badge and identifies self
 - Observes uniform/dress code
 - Maintains appropriate professional boundaries with patients/clients and carers
- Uses an ethical framework to guide their decision making and practice
 - Understands and respects patients'/clients' rights
 - Allows sufficient time to discuss care provision with patient/clients
 - Refers patients/clients to a more senior staff member for consent when appropriate
 - Seeks assistance to resolve situations involving moral/ethical conflict
 - Applies ethical principles and reasoning in all health care activities
- Demonstrates respect for individual and cultural (including Aboriginal & Torres Strait Islander) preference and differences
 - Practices sensitively in the cultural context
 - Understands and respects individual and cultural diversity
 - Involves family/others appropriately to ensure cultural/spiritual needs are met
- Sources and critically evaluates relevant literature and research evidence to deliver quality practice
 - Locates relevant current evidence (e.g. clinical practice guidelines and systematic reviews, databases, texts)
 - Clarifies understanding and application of evidence with peers or other relevant staff
 - Applies evidence to clinical practice appropriately

- Participates in quality activities when possible (e.g. assists with clinical audit, journal club)
- Shares evidence with others
- Maintains the use of clear and accurate documentation
 - Uses suitable language and avoids jargon
 - Writes legibly and accurately (e.g. correct spelling, approved abbreviations)
 - Records information according to organisational guidelines and local policy

2. ENGAGES IN THERAPEUTIC AND PROFESSIONAL RELATIONSHIPS

- Communicates effectively to maintain personal and professional boundaries
 - Introduces self to patient/client and other health care team members,
 - Greets others appropriately
 - Listens carefully and is sensitive to patient/client and carer views
 - Provides clear instructions in all activities
 - Uses a range of communication strategies to optimise patient/client rapport and understanding (e.g. hearing impairment, non-English speaking, cognitive impairment, consideration of non-verbal communication)
 - Communication with patient/client is conducted in a manner and environment that demonstrates consideration of confidentiality, privacy and patient's/client's sensitivities
- Collaborates with health care team and others to share knowledge that promotes person-centred care
 - Demonstrates positive and productive working relationships with colleagues
 - Uses knowledge of other health care team roles to develop collegial networks
 - Demonstrates a collaborative approach to practice
 - Identifies appropriate educational resources (including other health professionals)
 - Prioritises safety problems

- Participates as an active member of the healthcare team to achieve optimum health outcomes
 - Collaborates with the health care team and patient/client to achieve optimal outcomes
 - Contributes appropriately in team meetings
 - Maintains effective communication with clinical supervisors and peers
 - Works collaboratively and respectfully with support staff
- Demonstrates respect for a person's rights and wishes and advocates on their behalf
 - Advocates for the patient/client when dealing with other health care teams
 - Identifies and explains practices which conflict with the rights/wishes of individuals/groups
 - Uses available resources in a reasonable manner
 - Ensures privacy and confidentiality in the provision of care

3. MAINTAINS THE CAPABILITY FOR PRACTICE

- Demonstrates commitment to lifelong learning of self and others
 - Links course learning outcomes to own identified learning needs
 - Seeks support from others in identifying learning needs
 - Seeks and engages a diverse range of experiences to develop professional skills and knowledge
 - Supports and encourages the learning of others
- Reflects on practice and responds to feedback for continuing professional development
 - Reflects on activities completed to inform practice
 - Plans professional development based on reflection of own practice
 - Keeps written record of professional development activities
 - Incorporates formal and informal feedback from colleagues into practice
- Demonstrates skills in health education to enable people to make decisions and take action about their health
 - Assists patients/clients and carers to identify reliable and accurate health information

- Patient/client care is based on knowledge and clinical reasoning
- Refers concerns to relevant health professionals to facilitate health care decisions/delivery
- Provides information using a range of strategies that demonstrate consideration of patient/client needs
- Prepares environment for patient/client education including necessary equipment
- Demonstrates skill in patient/client education (e.g. modifies approach to suit patient/client age group, uses principles of adult learning)
- Educates the patient/client in self-evaluation

➤ Recognises and takes appropriate action when capability for own practice is impaired

- Identifies when own/other's health/well-being affect safe practice
- Advises appropriate staff of circumstances that may impair adequate work performance
- Demonstrates appropriate self-care and other support strategies (e.g. stress management)

➤ Demonstrates accountability for decisions and actions appropriate to their role

- Provides care that ensures patient/client safety
- Provides rationales for care delivery and/or omissions
- Sources information to perform within role in a safe and skilled manner
- Complies with recognised standards of practice

4. COMPREHENSIVELY CONDUCTS ASSESSMENTS

➤ Completes comprehensive and systematic assessments using appropriate and available sources

- Questions effectively to gain appropriate information
- Politely controls the assessment to obtain relevant information
- Responds appropriately to important patient/client cues
- Completes assessment in acceptable time
- Demonstrates sensitive and appropriate physical techniques during the assessment process
- Encourages patients/clients to provide complete information without embarrassment or hesitation

➤ Accurately analyses and interprets assessment data to inform practice

- Prioritises important assessment findings
- Demonstrates application of knowledge to selection of health care strategies (e.g. compares findings to normal)
- Seeks and interprets supplementary information, (e.g. accessing other information, medical records, test results as appropriate)
- Structures systematic, safe and goal-oriented health care accommodating any limitations imposed by patient's/client's health status

5. DEVELOPS A PLAN FOR NURSING PRACTICE

➤ Collaboratively constructs a plan informed by the patient/client assessment

- Uses assessment data and best available evidence to construct a plan
- Completes relevant documentation to the required standard (e.g. patient/client record, care planner and assessment, statistical information)
- Considers organisation of planned care in relation to other procedures (e.g. pain medication, wound care, allied health therapies, other interventions)

➤ Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes

- Collaborates with the patient/client to prioritise and formulate short- and long-term goals
- Formulates goals that are specific, measurable, achievable and relevant, with specified timeframe
- Advises patient/client about the effects of health care

6. PROVIDES SAFE, APPROPRIATE AND RESPONSIVE QUALITY NURSING PRACTICE

➤ Delivers safe and effective care within their scope of practice to meet outcomes

- Performs health care interventions at appropriate and safe standard
- Complies with workplace guidelines on patient/client handling
- Monitors patient/client safety during assessment and care provision

- Uses resources effectively and efficiently
- Responds effectively to rapidly changing patient/client situations

➤ Provides effective supervision and delegates safely within their role and scope of practice

- Accepts and delegates care according to own or other's scope of practice
- Seeks clarification when directions/decisions are unclear
- Identifies areas of own or other's practice that require direct/indirect supervision
- Recognises unexpected outcomes and responds appropriately

➤ Recognise and responds to practice that may be below expected organisational, legal or regulatory standards

- Identifies and responds to incidents of unsafe or unprofessional practice
- Clarifies care delivery which may appear inappropriate

7. EVALUATES OUTCOMES TO INFORM NURSING PRACTICE

➤ Monitors progress towards expected goals and health outcomes

- Refers patient/client on to other professional/s
- Begins discharge planning in collaboration with the health care team at the time of the initial episode of care
- Monitors patient/client safety and outcomes during health care delivery
- Records and communicates patient/client outcomes where appropriate

➤ Modifies plan according to evaluation of goals and outcomes in consultation with relevant health care team and others

- Questions patient/client or caregiver to confirm level of understanding
- Updates care plans/documentation to reflect changes in care
- Uses appropriate resources to evaluate effectiveness of planned care/treatment