



PebblePad

The Australian Nursing Standards
Assessment Tool (ANSAT)

Clinical Facilitator User Guide



UniSA

Clinical &
Health Sciences

Contents

Welcome	3
Responsibilities of the Clinical Facilitator	4
Access Types	4
Pebble+ and ATLAS	4
Devices for PebblePad access.....	4
UniSA Clinical Facilitator Access.....	5
External Assessor Access.....	5
ATLAS Home Page.....	6
The ANSAT tool.....	7
Completing the ANSAT.....	8
Formative and Summative assessment	8
Assessor Fields.....	11
Timestamps & Progress	11
Clinical Facilitator Notes	11
Achievements & Feedback	12
Clinical Facilitator Contact	12
Resources & Support.....	12
Appendix 1: ANSAT Behavioural Cues	12



Welcome

Thank you for working with our students on clinical placement.

The Clinical & Health Science Unit use a paperless online portfolio system for our students to use to complete their placement assessments. The tool that is used is the Australian Nursing Standards Assessment Tool (ANSAT)

Each student undertaking a clinical practicum as part of their undergraduate nursing degree will be given a PebblePad account to use for the completion of their ANSAT. This account can then be used by the students going forward with their studies and into their nursing careers.

As a clinical facilitator working with our students you will require access to the students' PebblePad account to complete their ANSAT, there are components however where you will need to log in independent of the student.

Please read the following information carefully and take the time to work with the students in PebblePad to complete their placement requirements.

Responsibilities of the Clinical Facilitator

The responsibility for completing the ANSAT tool lies with the student. The majority of the NCAS tool in PebblePad will need to be completed under the student's individual login and on either a device supplied by them (e.g. smart phone or tablet) or an available laptop or desktop in the clinical environment.

There are certain components within the ANSAT that are reserved as assessor only fields. These are not accessible via a student login and must be completed by the assigned Clinical Facilitator using their login in the ATLAS space.

In order for the Clinical Facilitator to complete these sections the student must ensure that they have shared their document for grading.

A Clinical Facilitator must at no point take a student's device or ask for their login to complete the requirements of the ANSAT.

Access Types

Your type of access will depend on your professional relationship with UniSA. All employees of UniSA who undertake Clinical Facilitation will be given a PebblePad login and account.

External venue based Clinical Facilitators and other nominated external staff will be assigned an external assessor login as needed.

Pebble+ and ATLAS

There are two components to PebblePad, the Pebble+ account is where the student will access their assigned ANSAT workbook and maintain a professional portfolio.

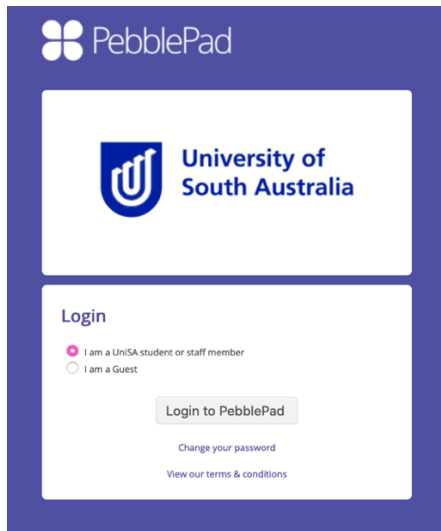
The ATLAS account is the administrative workspace where UniSA staff will administer and grade assessments, assign access to Clinical Facilitators and where the Clinical Facilitator and external assessors can access the assessor field components of the ANSAT tool.

In ATLAS Clinical Facilitators and external assessors can access student names, email addresses, load orientation documentation and communicate with students.

Devices for PebblePad access

PebblePad is accessible on any smart device (e.g. smart phone or tablet), laptop or desktop. The device will need to be connected to the internet in order to access stored documents and complete assessment items. Students are advised to bookmark PebblePad on their device for ease of access.

UniSA Clinical Facilitator Access



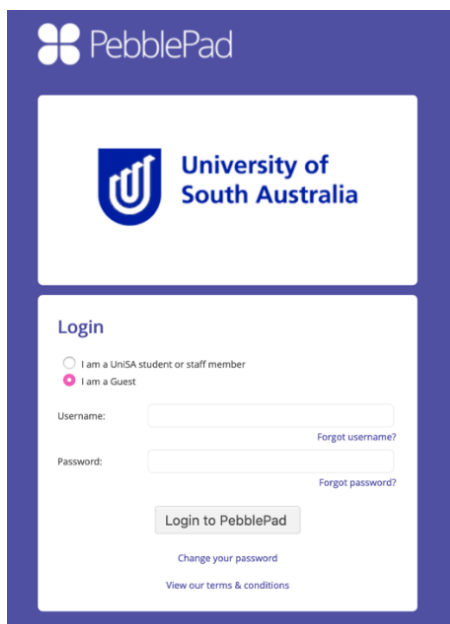
The screenshot shows the PebblePad login interface for UniSA. At the top left is the PebblePad logo. Below it is the University of South Australia logo and name. The main section is titled 'Login' and contains two radio buttons: 'I am a UniSA student or staff member' (selected) and 'I am a Guest'. Below the radio buttons is a 'Login to PebblePad' button, and further down are links for 'Change your password' and 'View our terms & conditions'.

All employees of UniSA who undertake Clinical Facilitation will be given a PebblePad login and account. You will receive an email notifying you of your account details and a link to the PebblePad site.

You can also access the PebblePad site for UniSA by entering the following into your internet search engine:

<https://v3.pebblepad.com.au/login/unisa>

External Assessor Access



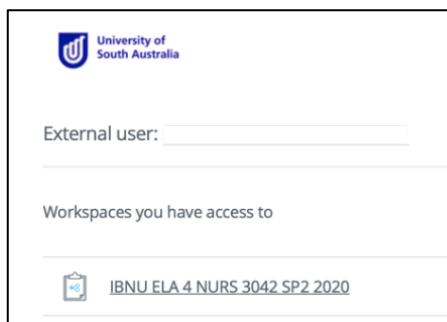
The screenshot shows the PebblePad login interface for UniSA. At the top left is the PebblePad logo. Below it is the University of South Australia logo and name. The main section is titled 'Login' and contains two radio buttons: 'I am a UniSA student or staff member' and 'I am a Guest' (selected). Below the radio buttons are input fields for 'Username:' and 'Password:', each with a 'Forgot' link. Below the input fields is a 'Login to PebblePad' button, and further down are links for 'Change your password' and 'View our terms & conditions'.

External venue based Clinical Facilitators and other nominated external staff will be assigned an external assessor login as needed. You will receive an email notifying you of your account details and a link to the PebblePad site.

You can also access the PebblePad site for UniSA by entering the following into your internet search engine:

<https://v3.pebblepad.com.au/login/unisa>

As an external assessor you will need to login using the **I am a guest** selection.



The screenshot shows the workspace selection page for UniSA. At the top left is the University of South Australia logo and name. Below it is an 'External user:' input field. Underneath is the heading 'Workspaces you have access to'. Below this heading is a workspace entry with a folder icon and the text 'IBNU ELA 4 NURS 3042 SP2 2020'.

Your access may look like this. It will show you all the workspaces you have access to

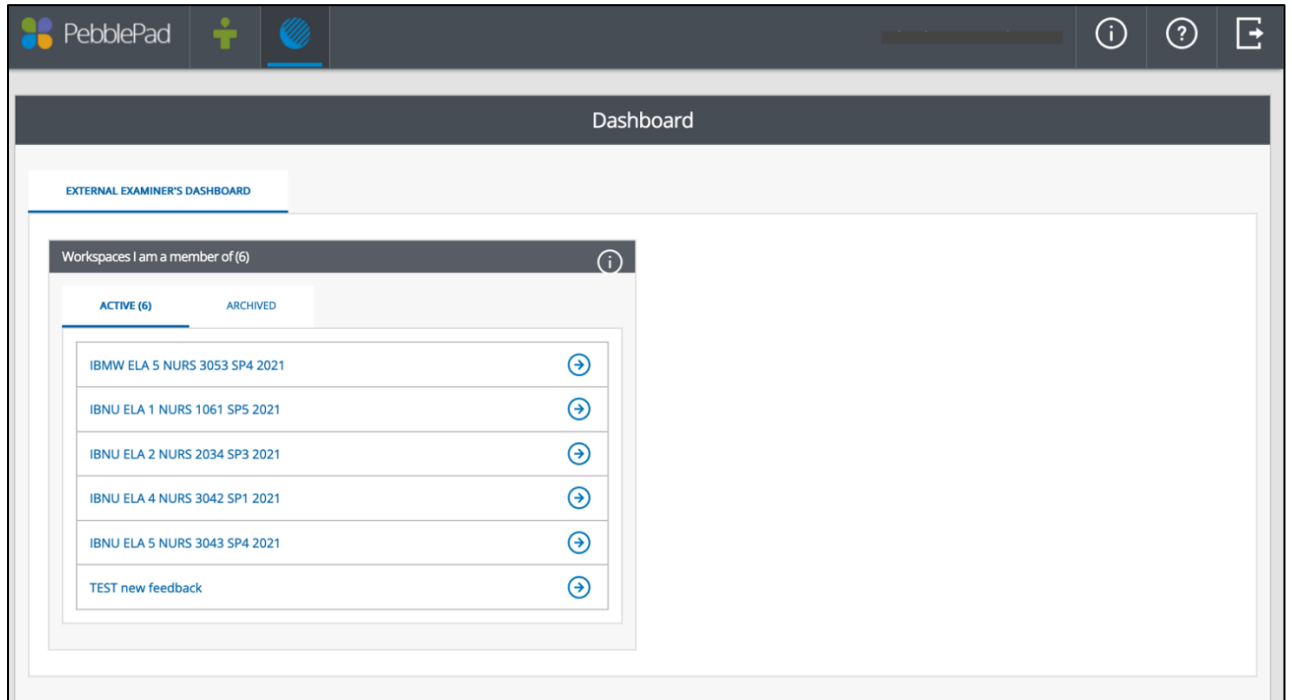
If you cannot access the student's workbook. Please contact the course coordinator.

Do not ask the student for their PebblePad credentials as this could lead to an UniSA security breach.

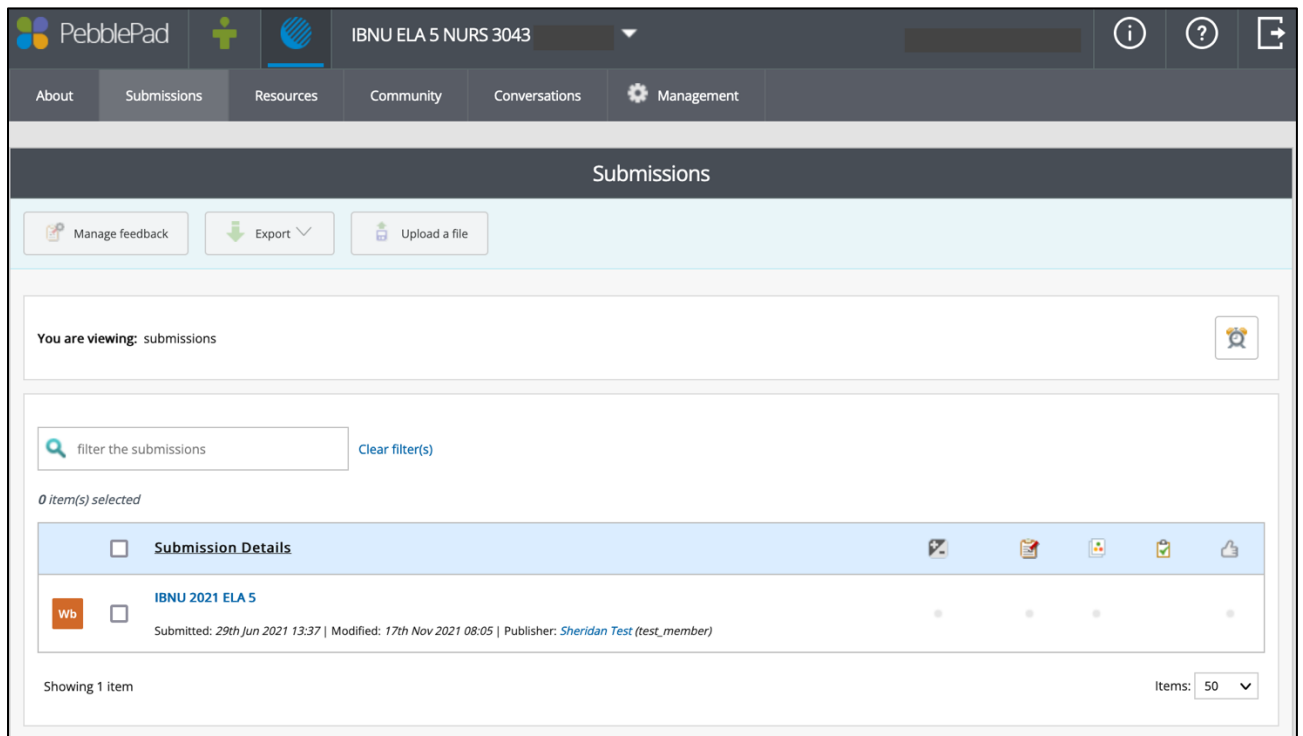
ATLAS Home Page

This is the ATLAS home page which shows you what workspaces you have access too.

Click on the workspace you require.

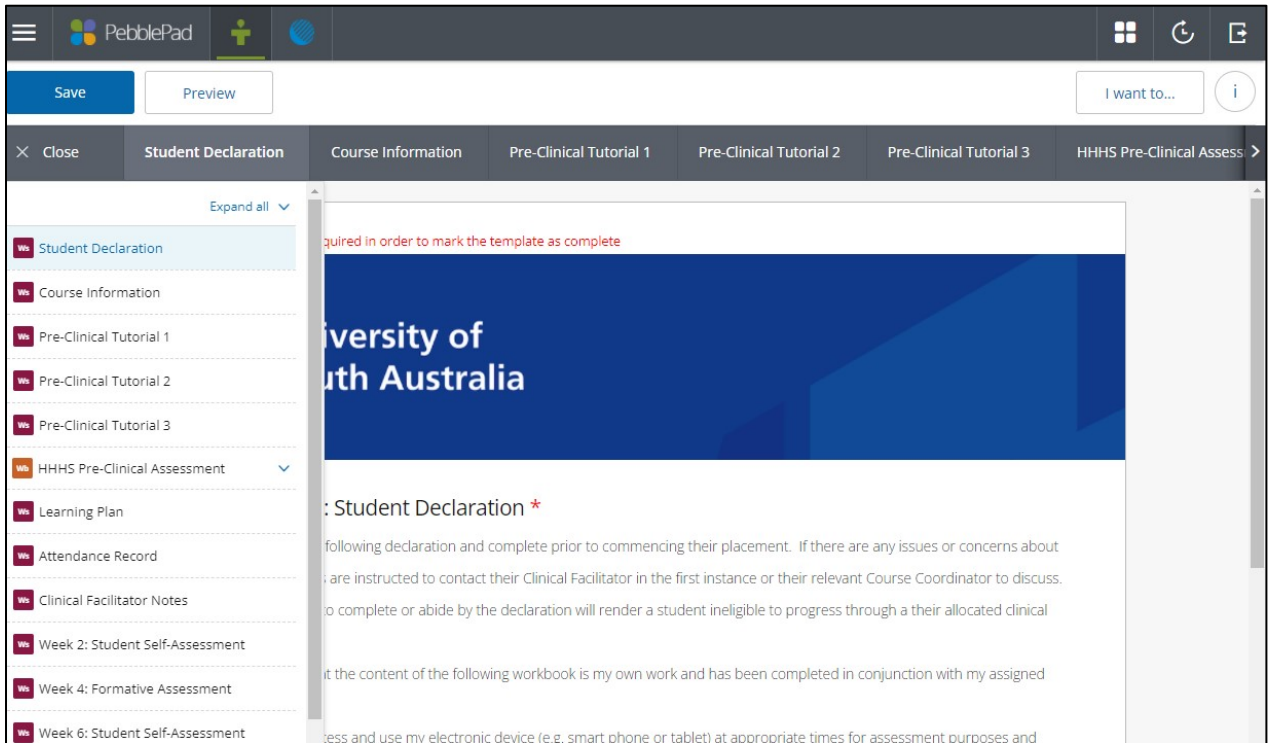


To find your students workbooks click the 'submission' tab. To open the student's workbook, click on the workbook name.





You can navigate through the workbook by clicking the contents tab



The ANSAT tool

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. An advantage of marking students against minimal acceptable standards is that, theoretically at least, all assessors are assessing against the same standard.

Students are also encouraged 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 them to develop throughout their placement.

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

Completing the ANSAT

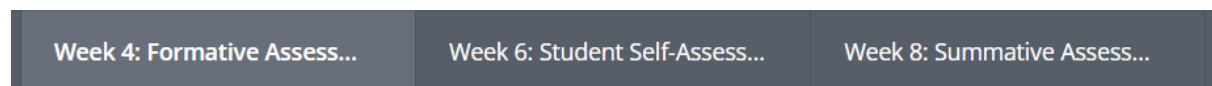
The Clinical Facilitator is responsible for the completion of the formative and summative assessments. Only a Clinical Facilitator or external assessor who has been given a login can complete these sections.

To complete the assessor only fields the student will have had to share their ANSAT tool to the ATLAS space. Students have been advised that failure to share their ANSAT tool will be considered as non-submission of an assessment item and may result in a fail grade.

Formative and Summative assessment

The Clinical Facilitator completes the formative assessment at the halfway mark of the placement and the summative assessment during the last week of placement.

The student can access this assessment through the contents tab or by scrolling across the top of the open workbook.



The student self-assessments and the clinical facilitators formative and summative assessment are separated within the workbook.

The clinical facilitator should gather feedback from staff working with the student to ensure that the assessment reflects the students ongoing performance against the standards. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Uses an ethical framework to guide decision making and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Demonstrates respect for individual and cultural (including Aboriginal and Torres Strait Islander) preference and differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Sources and critically evaluates relevant literature and research evidence to deliver quality practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Maintains the use of clear and accurate documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
2. ENGAGES IN THERAPEUTIC AND PROFESSIONAL RELATIONSHIPS	-	-	-	-	-	-

There are three additional feedback items that need to be completed, these specifically relate to professional behaviours.

COMPLETED BY: ASSESSOR ONLY

Feedback on Professional Behaviour

Assessors, we would like your views and comments regarding the student's developing sense of being a regulated health professional. Key behaviours and activities that demonstrate this include engaging in an appropriate and professional manner, being punctual and appropriately attired. Using the scale provided, please indicate the student's performance against the following criteria:

	Consistently	Most of the time	Inconsistently	Never
Criteria 1 The student is displaying appropriate professional behaviour in the practice setting (Links to Standard 3)				
Criteria 2 The student is punctual (Links to Standard 1).				
Criteria 3 The student is professionally attired (Links to Standard 1).				

Finally, there are areas for written feedback. It is important that the feedback does reflect the above scoring and that it can be used for the student to develop strategies and learning objectives moving forward. Please ensure that examples are also provided.

COMPLETED BY: ASSESSOR ONLY

1. What is the student doing well and how can this be sustained?

COMPLETED BY: ASSESSOR ONLY

2. What can be improved and how will this be achieved?

COMPLETED BY: ASSESSOR ONLY

3. Plans for learning and time-frames for achievement

COMPLETED BY: ASSESSOR ONLY

4. Professional Behaviour Comments (if required)

Please note that you will not be able to complete this section if the student has not shared the workbook for assessment. We would advise reviewing the student's self-assessment reflection and providing feedback prior to completing the assessment.

Once you have completed the Formative assessment page make sure that you also complete this process for the Summative assessment at the end of the clinical placement period.

This page will require you to populate fields with your name, feedback for the student and indicate an overall performance level of satisfactory or has not met requirements. Students cannot edit the sections completed by their Clinical Facilitator.

Assessor Fields

There are three pages in the ANSAT where you will find assessor fields, the first being the Clinical Facilitator Notes page, then Formative assessment and finally the summative assessment.

Timestamps & Progress

Through ATLAS course coordinators and external assessors can check the student's progress in their workbook. It is important for students to note that all work in their workbook is timestamped.

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

Clinical Facilitator Notes

You need to be in ATLAS. In the Clinical Facilitator Notes tab. This space is an assessor only and is designed to be used as a working document for clinical feedback for the student. There is a space for each week to write comments and/or feedback, also to record goals and achievements.

Assessor field actions ▾

✂ | 📄 | ⬅️ | ➡️ | 🔗 Link | 🔗 Unlink | Styles ▾ | Font ▾ | Size ▾ | **B** | *I* | U | ~~S~~ | *I*_x |

☰ | ⋮ | ☰ | ☰ | ☰ | ☰ | ☰ | ☰ | **A** ▾ | **A** ▾ |

COMPLETED BY: ASSESSOR ONLY

Clinical Facilitator Notes - week 1

Use this space for any additional comments or placement related feedback.

Student|

Save & Release ▾

Write your comments/feedback then click **save & release**

COMPLETED BY: ASSESSOR ONLY

Released ● ⋮

Clinical Facilitator Notes - week 1

Use this space for any additional comments or placement related feedback.

Student

Friday, 17 December 2021 11:23 by Sheridan External

Once you have clicked save & release your comments will be timestamped – date, time and your name

Please note that this space is not private and is visible to the student. You can only access this space through your external assessor workspace link or through ATLAS. You may wish to enter feedback in this space in a structured manner (e.g. week by week or with an identifiable date).

Achievements & Feedback

We have provided students with a space at the end of the workbook to upload any evidence of Continuing Professional Development (CPD) or educational opportunities they might attend. Documents can be either scanned into the desktop or a photo can be taken. Students will need to add any documents to their asset store and then upload the document to their workbook.

Clinical Facilitator Contact

We encourage students to keep track of any meetings with their Clinical Facilitators and any education sessions they might attend. This section is located in the attendance record area that the student completes.

Resources & Support

Additional resources for Clinical Facilitators and external assessors are available via the Nursing Clinical Facilitator Resource Website: <https://lo.unisa.edu.au/course/view.php?id=5396>

There are also resource and help tabs located in ATLAS.

Have a PebblePad question please email CHS-PebblePad@unisa.edu.au or call 08 8302 1433

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.

See next two pages.

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