eAoPP
Practice Educator/Mentor User Guide
Pre-registration Nursing

University of Southampton
November 2014
Welcome to the eAoPP for mentoring the undergraduate student.

Below you will find information about how to complete each section of the eAoPP which will be replacing the paper portfolio from January 2015.

When the student starts placement, they will be able to search for their mentor and buddies on the database if they already have an account. They will then request to be added as their student. However, if the student’s mentor or buddy does not have an account, they will need to visit www.eAoPP.com to create one. Please see the document ‘Creating Your Account - A Guide for Practice Educators and Mentors’ for help with how to do this.

If you have any further queries, please contact eAOPPsupport@soton.ac.uk or your practice educator in your area of work.

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TAB 3 Continuous Assessment

Record of mandatory skills
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EU directives
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Desirable skills achievement
EU Directives
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Acuity Competencies

TAB 4 Practice Assessment

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Core attribute achievement
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Core Attribute Achievement
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Progression
Getting Started

Access the eAoPP via www.eAoPP.com and enter your username and password.

However, if you do not have an account, you will need to visit www.eAoPP.com to set up an account. Please see the document ‘Creating your account- a Guide for Practice Educators & Mentors’ for help with how to do this.

When the mentor or buddy logs in to their account, they will see a screen that looks like the one above. This is their home page and should be used to navigate the eAoPP.

In the centre panel, the mentor can see the PGDip student’s portfolio by clicking on ‘practice experience 2-current’

Clicking on the student’s name will take the mentor to the print view of the placement that they supervised. They can use this as proof when completing their tri-annual review in their workplace. When the mentor clicks on the ‘Mentoring History’ menu item, they will see a list of their past and current students.

Students will be able to search for their mentor and buddies on the eAoPP system. They will then receive a system e-mail telling the mentor that they have been added to the student’s eAoPP.

In this example, the mentor Jill Horris has a student, Jane Horris. Jane will have requested to add Jill as her mentor. Jill will then have received an e-mail and will have accepted Jane as her student.
Commencing Practice Experience
This provides the groundwork of the student’s portfolio, including the skills and competencies, continuous assessment and practice assessment.

Practice Details
The student should enter the full details of their practice placement including dates and their mentor in practice. If you are the mentor, your details will appear here. Please ensure that they are correct.

Professional Development
In this section, the student will create a S.W.O.T. analysis. Their S.W.O.T. analysis will provide a starting point for their placement and enable their mentor to discuss any concerns with them. The student will then complete an action plan and their mentor can monitor their progress throughout their placement.

Initial Interview
In their initial interview, the student will need to record their learning needs and create an action plan to meet these. This should be done following discussion with their mentor.
Induction Programme
This should be completed within 5 days of the placement start date.

Practice Details

Current Practice Experience
In this section, the student will be able to edit the details to reflect their current practice experience. Please ensure that they are kept up-to-date. They can add a lead mentor and 2 buddy mentors; also please ensure that they add the details of their practice educator (they will be informed of these details during their induction).
When the student has completed their professional development, their mentor will see the screen above. Their mentor will need to review and discuss the content of the S.W.O.T. analysis with their student during their initial interview.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>My strengths are that I enjoy working as part of a team and I am confident and outgoing and find it easy to talk to people.</td>
<td>I have never worked in a Health care setting before.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack experience in looking after very ill people.</td>
<td>My mentor will explain things to me in an understandable way and will provide me with opportunities to participate in hands on care whilst being supervised.</td>
</tr>
</tbody>
</table>
Initial Interview

When the student has created their initial interview and added learning needs/action plans, their mentor will be able to review these and, if they wish add more learning needs, provide guidance and then approve the records and lock them. Think of this section as recorded correspondence and a way that guidance can be provided.

When the student’s initial interview has been approved, a date for their interim interview will need to be arranged. The system will then prompt the mentor and student to complete the review when the date arrives.
The Induction Section should be completed within five days of the start of the placement and the induction covers all aspects of the clinical area. To complete this section the mentor needs to tick the relevant boxes and click **save** at the bottom of the screen.
Field Specific Competencies
Here you will find the field specific competencies which need to be met during the student’s placement. The mentor will complete this section as the student fulfils the competencies.

Essential Skills Clusters
The completion of the student’s essential skills clusters needs to be signed off when they have achieved them.

Formative Exercise
In this section, the student needs to discuss their entries with their mentor who will then be prompted to verify that this section is complete.

Service User/Carer Involvement in Practice
The student can add feedback from service users or their carer. Gaining this feedback should be directly overseen by the mentor or buddy in practice.

Record of Practice Experience and Visits
Here the student can record any additional visits that they have undertaken. If the member of staff mentoring them in this area has an eAoPP, they can add comments about the students practice and can electronically ‘sign’ to verify that they attended. The student’s mentor is also able to sign this section, and the practice educator in your clinical area can also comment here.
Field Specific Competencies

**Competency 7**

All nurses must be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe.

7.1 - Adult nurses must recognise the early signs of illness in people of all ages. They must make accurate assessments and start appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care.

**Competency 8**

All nurses must provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote self-care and management whenever possible, helping people to make choices about their healthcare needs, involving families and carers where appropriate, to maximise their ability to care for themselves.

8.1 - Adult nurses must work in partnership with people who have long-term conditions that require medical or surgical nursing, and their families and carers, to provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management.

Here the mentor can select pass or fail for each of the field specific competencies, then click save at the bottom of the page.

When this section is completed, the screen will look like the one above.
**Essential Skills Clusters**

<table>
<thead>
<tr>
<th>Essential Skills Cluster</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people.</td>
<td>Pass</td>
</tr>
<tr>
<td>24.0 People can trust a newly registered graduate nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</td>
<td>Pass</td>
</tr>
<tr>
<td>24.1) Adheres to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercing and nails.</td>
<td>Pass</td>
</tr>
<tr>
<td>24.2) Maintains a high standard of personal hygiene.</td>
<td>Pass</td>
</tr>
<tr>
<td>24.3) Wears appropriate clothing for the care delivered in all environments.</td>
<td>Pass</td>
</tr>
<tr>
<td>30.0 People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.</td>
<td>Pass</td>
</tr>
<tr>
<td>1) Reports to an appropriate person where there is a risk of meals being missed.</td>
<td>Pass</td>
</tr>
<tr>
<td>2) Follows food hygiene procedures in accordance with policy.</td>
<td>Pass</td>
</tr>
<tr>
<td>33.0 People can trust the newly registered graduate nurse to correctly and safely undertake medicines2 calculations.</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Here the student can be signed as either having passed or failed each of the essential skills clusters that can be reviewed and amended at any time before the final submission of the eAoPP.

**Note.** These sections cannot be adjusted after you have signed the student as having completed their placement.
Formative exercise for communication and compassion

Very often, in our day to day interactions with others, we tend to use repetitive forms of communication and respond using a similar range of related interactions because we are not aware that other options are available. This exercise is aimed at helping you identify the different sorts of interventions we can use. By identifying a range of interventions we can act more precisely and with a greater sense of intention. The nurse-service user interaction then becomes more structured and less haphazard; we know what we are saying and also have insights into how we are saying it. This gives us greater interpersonal choice.

Consider the first time a service user asked you questions about their diagnosis and associated treatment. How did you feel?
Please type here

How did you deal with this encounter? In particular how did you communicate with the service user (verbally and non-verbally)?
Please type here

Find out about Heron’s six category interventions (1989). The six categories are:
- prescriptive (offering advice)
- informative (offering information)
- confronting (challenging)
- cathartic (enabling the expression of feelings)
- catalytic (drawing out)
- supportive (confirming or encouraging)

Then discuss with your mentor how this model for understanding interpersonal relationships will influence your interpersonal relationship with future service users.

Make a list of the key points that you want to remember for future interactions

In this section the student will have completed a formative exercise which focusses on communication & compassion. Please review their comments and use them as a point for discussion, as their reflections will be valuable for their future development as a student nurse. The mentor will also need to sign to say that they have discussed this with their student.
Service user/carer involvement in practice

**Patient/ Service User/ Carer/ Family member feedback**

As part of their clinical experience students are required to receive feedback from a patient/service user/carer/family member that they have cared for.

This is an essential and valuable part of a student’s progression within their clinical practice. We would therefore appreciate if you could answer the following questions regarding your interactions with the student. Please note that this form will become part of the student’s electronic portfolio of evidence and stored in a secure site.

Please note that any feedback that you provide will be anonymous and will not in any way affect the care and treatment you receive within this service. If you have any questions then please talk to the student or any trained member of staff. There is no requirement for you to participate in this exercise if you do not feel able to.

Any additional comments are appreciated and can be recorded below.

(Note to students: consent must be gained from the patient/service user/carer with the mentor present to participate in this exercise. The patient/service user/carer may complete the form or it can be undertaken as a discussion and the mentor should then record the points raised)

**User Patient Feedback Form**

<table>
<thead>
<tr>
<th>Date</th>
<th>eAoPP Comment</th>
<th>Attached Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/06/2014</td>
<td></td>
<td><img src="" alt="second service user feedback" /></td>
</tr>
<tr>
<td>03/06/2014</td>
<td></td>
<td><img src="" alt="service user feedback" /></td>
</tr>
</tbody>
</table>

Here the student can ask for feedback from service users or their carer/family, which should be directly overseen by their mentor or buddy.

There is a ‘patient feedback form’ which can be printed and filled in by hand. This can then be scanned and saved to their eAoPP or completed on the computer by their mentor or buddy and saved to their eAoPP. Alternatively, your student can send an e-mail request to the person leaving them feedback, or their mentor or buddy can input the details from the hand written form onto the system, if the service user/carer would prefer.
Record of practice experience and visits

<table>
<thead>
<tr>
<th>Start Date - End Date</th>
<th>Number of Hours Completed</th>
<th>Type of experience/service user group visited</th>
<th>Name of facilitator/practice contact</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/06/2014 - 03/06/2014</td>
<td></td>
<td>worked with Occupational therapist</td>
<td>Pauline Morgan</td>
<td>Waiting for approval</td>
</tr>
</tbody>
</table>

**Assessment**

- **Phoebe Allman to Guest Mentor**
  - On 03/06/2014
  - Waiting for approval
  - Dear Pauline please find details below
  - xxxxx
  - xxxxx
  - Thank you

- **Guest Mentor to Phoebe Allman**
  - On 03/06/2014
  - Guidance
  - Pauline Morgan
  - p.morgan@soton.ac.uk
  - Please can you summarise your learning

- **Phoebe Allman to Guest Mentor**
  - On 03/06/2014
  - Waiting for approval
  - Please can you confirm my visit with you

Here the student can add records of practice experiences & visits that they may undertake while in your clinical area. The staff member who oversaw their visit will be sent an ‘invite’ by the student asking for feedback and the staff member can then ask the student to summarise the learning that they gained from undertaking the visit.
Record of Mandatory Skills
This section is completed by the university.

Desirable Skills Achievement
Here the student can add any desirable skills that they have achieved while on placement. Please encourage them to follow the guidance in their eAoPP for skills which are relevant. Please ask your student to speak with their academic tutor or the practice educator in their area if you or they have any queries regarding which skills they are legally able to undertake.

EU Directives
Here the student will need to add information describing how they achieved each of the EU Directives. They will then submit these to their mentor for approval.

Medicines Management
In this section, the student can add information about administering medications by clicking ‘add’ at the bottom of the screen. Please advise them to complete all sections of the form and then they will send them to you to review and sign.

Acuity Competencies
Here students on an ADULT PROGRAMME ‘claim’ the completion of competencies based on the ESCs set out by the NMC, as they are required to demonstrate specific skills required to safely care for patients who are acutely ill.
Desirable skills achievement

Here the student can add any desirable skills that they have achieved while on placement and are asked to follow the guidance in their eAoPP to do this. They are also asked to speak with their academic tutor or the practice educator in your area if you or they have any queries regarding which skills they are legally able to undertake. As their mentor, you will be asked to approve these skills when they have completed them.

The following information appears in your students’ eAoPP as guidance-

Note. You should not be undertaking in any intervention for which trained staff would have had to attend additional training, for example intra venous administration & male catheterisation.

In addition to their achievement of required skills, students can engage with any skill providing that they:

- have been appropriately prepared and supervised by their mentor or suitably prepared designee
- are undertaking a skill that is not a function limited for students by legislation, university guidance or the placement provider’s organisation
- judge that they are sufficiently prepared for, and ready to undertake the skill
- are taught and assessed according to the standards expected of the placement provider’s organisation by a person authorised and competent to do so
This section only needs to be completed by students undertaking an adult related programme.

The student will need to show evidence of practice experiences that they have completed in order to meet the EU Directives. They will then submit this to their mentor who will review and sign the Directive as being complete.

The Midwifery directive may be met when the student undertakes a taught session at the university. They will need to provide proof to have this signed as completed.
Medicines Management

Medicines management and administration

Supplementary record of knowledge and practice

This section identifies the specific medicines management competencies expected of a newly registered nurse in any care environment and is based upon the NMC standards for medicine management (2004).

Guidance for mentors

The completion of this document is the responsibility of the student.

It is the responsibility of the mentor to offer the student opportunity to practice the administration of medicines before making an assessment.

It is the responsibility of the mentor to give students feedback to improve their skill and proficiency.

Mentors must be confident that the student is safe to calculate drug doses without error. Please use this document to record drug calculations that the student has done which have convinced you of their ability to do this skill.

It is acceptable to develop practice scenarios to test this skill and/or request that the student undertakes a case presentation rather than in a formal drug round which is inappropriate in many settings.

Please identify students who are not achieving this competency early and involve their academic tutor as soon as possible.

The activity:

- Students are required to demonstrate knowledge and understanding about the 6 ‘rights’ of medicine administration (right patient, right drug, right dose, right time, right route and right documentation) and the action, side effects and contraindications of medication.
- Documentation for 4 patients is provided and expected to be completed in the assessment of 3rd year student nurses. It is at the mentor’s discretion to omit a medication from the assessment of competence.
- This includes the ability to calculate the correct dose for administration and show the workings of that calculation to verify ability.
- If no calculation is required to deliver the prescribed dose, then confirmation by calculation that the patient dose prescribed is correct according to the dose/ weight guidance could be requested by the mentor.
- The mentor should advise the student about patient selection for the activity.
- The student should prepare for the activity, but should not complete the record without the mentor present.
- The student is expected to complete the record during (or shortly after) a time where their competence has been assessed
  - (for example, a drug round or discharge conversation with patient/family). If necessary the assessment could be supplemented
  - by case presentation/ exploration of scenarios.
- It is suggested that the student is assessed on the medication of one patient per assessment and that it is recorded on one of the summary sheets in the following pages.

In this section the student needs to add information about administering medications by clicking ‘add’ at the bottom of the screen. They will then submit these records to be reviewed and approved (see below).
### Acuity Competencies

#### Acuity competencies

<table>
<thead>
<tr>
<th>Skills relating to the assessment and management of AIRWAY difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
</tbody>
</table>
| **A2** | Demonstrates appropriate interventions and equipment to maintain a patient’s airway:  
- Manual airway manoeuvres and positioning  
- Use of basic Airway adjuncts (e.g. oropharyngeal airway)  
- Suction (yankour and suction catheter) |

Here the student can ‘claim’ the completion of competencies based on the ESCs set out by the NMC. They are required to demonstrate specific skills required to safely care for patients who are acutely ill and who may require higher levels of care.

These competencies may be completed in any practice experience and all must be achieved before the end of their course.
**Interim Assessment**
The student will be prompted to complete their interim review when they sign into their eAoPP, as this date will have been decided on during their initial interview. When your student has completed their section, it will be sent to you to comment on and approve.

**Core Attribute Achievement**
The student’s attribute achievements should be completed by their mentor or buddy before their summative assessment.

**Summative Assessment**
The mentor will be prompted to complete the student’s summative review when they sign into your eAoPP, and they can only complete this after the interim assessment. When the student has completed their section, it will be sent to the mentor to comment on and approve.

**Progression**
In this section the mentor will be able to review the student’s eAoPP and sign them as having completed their practice experience. The student’s academic tutor will then review and sign the student as having completed their practice experience.
In this section the student will be able to complete the self-assessment before saving & submitting it to their mentor to complete their sections which will be saved and submitted.

This is an opportunity to give feedback to the student about their progress and highlight any areas which need to be focussed on during the rest of their placement.

You will be prompted to complete a review of their learning needs & action plans.
Interim review – Formative mentor

After discussion with the student and formative grading, please summarise your views about their progress, including strengths, areas for development and identification of any issues affecting their performance – please remember that this information will help the next mentor develop appropriate learning experiences for the student.

Student: Phoebe Allman
Adult nursing
Practice experience 1

Student submitted on 10/06/2014

students to enter comments here.

Mentor to enter comments here

Following grading the student, use this space to summarise your views about their progress, with some suggestions for areas for development. Remember that this will be reviewed by the student’s next mentor to aid them in formulating learning objectives for their next placement.

Interim assessment submission

Please review each section below by clicking on its title to view details, if you are satisfied your part of the assessment is complete you can submit it using the button at the bottom of this page.

Student: Phoebe Allman
Adult nursing
Practice experience 1

Student submitted on 10/06/2014

+ Grading assessment
+ Review
+ Learning Needs

Submit practise experience

Learning needs have been re-explored
Action plan has been re-negotiated/developed
Academic tutor must be contacted if any formative fail grades have been awarded or any concerns are raised at this point

Submit Assessment
Core Attribute Achievement

**Core attribute achievement**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates under supervision safe, basic person centred care which meets people’s essential care needs.</td>
<td>-</td>
</tr>
<tr>
<td>Promotes a professional image in behaviour and appearance at all times</td>
<td>-</td>
</tr>
<tr>
<td>Demonstrates adherence to organisational requirements for hygiene, uniform and dress code in order to limit, prevent and control infection.</td>
<td>-</td>
</tr>
<tr>
<td>Demonstrates regular, punctual attendance and has knowledge of, or shows application of, organisational procedures for reporting absence from practice experience.</td>
<td>-</td>
</tr>
<tr>
<td>Recognises and works within limitations of knowledge, skills and professional boundaries.</td>
<td>-</td>
</tr>
<tr>
<td>Demonstrate reflective skills when evaluating own practice.</td>
<td>-</td>
</tr>
</tbody>
</table>

Here the mentor will be able to select either ‘pass’ or ‘fail’ for each of the students’ core attributes.

**Validation**

Please review the overview of the Students portfolio. At the bottom you will find a continue button that will take a snapshot of this page and allow you to complete the summative assessment.

Phoebe Allman
Run on 10/06/2014

<table>
<thead>
<tr>
<th>Practice experience 1</th>
<th>Year 1</th>
<th>Adult nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencing practice experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice details</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Professional development</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Initial interview</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Induction programme</td>
<td>✗</td>
<td>-</td>
</tr>
</tbody>
</table>

A snapshot of the student’s eAoPP will appear that will highlight any areas that haven’t been completed. The mentor should work with their student to get these completed in order to sign them as having completed their practice experience.
In this section, the mentor will need to grade their student’s practice, and the grades that were submitted for their formative assessment will be displayed. The grades that the student achieved can be used to formulate a plan for their future placements and we encourage you to grade the student fairly; not to under grade them at their formative assessment in order to show ‘improvement’ at their summative assessment.
Progression

Future professional development: self assessment by student at final assessment

Please complete the form below

Student: Phoebe Allman
Adult nursing
Practice experience 1

Key achievements identified during this practice experience

Key areas for development identified as a result of this practice experience

What is to be achieved during next practice experience

This section has been designed as a tool to help the student to reflect upon their placement and what they hope to gain from their next placement. The mentor will be able to view and comment upon the student’s entries which will be available for future mentors to view and see what how the student plans to progress their course.

This will also provide a reference for completing their S.W.O.T. analysis for their next placement.
In order to sign a student as having completed their placement, the mentor will need to enter the answer to one of the security questions set when they created their account. The mentor will also need to enter their NMC pin number. This information is used to verify that the mentor is on the mentor data base. The mentor needs to ensure that this data is entered exactly as it appears on the register, with no additional spaces or digits. When the mentor has entered their data correctly, they will be able to click ‘submit’ after selecting either ‘pass’ or ‘fail’, from the drop down box.

**Important Note** - When the mentor clicks to sign the student as complete they will not be able to re-enter the portfolio to make any amendments.