

Hello my name is Hayley Lawson-Wood. I am a lecturer in children's nursing at Oxford Brookes University and I also work in a team developing both versions of the BePAD. The BePAD is an electronic portfolio that is used to track our students progress through their nursing programme within the placement setting.

The fact that the BePAD is electronic and follows the same structure as our old paper portfolios, allows our practice partners to transition easily. It also allows us to support students that are still on the 2010 Standards for pre-registration nursing education as well as the students on the new 2019 standards for pre-registration nursing programmes, which is based on the SouthPAD documentation. The bonus is that practice assessors and practice supervisors only need one log on for either BePAD.

The BePAD has allowed us to make subtle changes, such as role change from mentor to practice supervisor, to larger changes such as role shifts with emergency NMC standards. During the pandemic the BePAD has allowed students to continue to complete aspects of their placement, sometimes remotely. The practice supervisors, practice assessors and link lecturers have all been able to have live access to the students portfolio and continue to support the student remotely.

The 2019 standards have meant that students need to receive continued documented feedback to inform the practice assessor of their progress, the BePAD allows this documentation to be directly recorded electronically or uploaded as written documentation and saved. Going forward we are introducing the ability to upload verbal recordings of feedback in order for the practice supervisor to save time and appropriately prioritise workload and support their students in this challenging time.

Not only is the BePAD useful in the practice setting, but it also allows us to compile reports within the HEI that can be downloaded and used at exam boards to present the students progression within the course.

In summary the BePAD has allowed students and practice partners to be flexible when documenting progress, it has allowed continued support of students from all necessary members of the team no matter what changes are needed - change of standards, change of circumstances, change of roles. This flexibility has allowed our students to feel supported in practice despite the challenges of the last year.