Bachelor of Nursing -
Case study of ePortfolio implementation

Drivers of implementation

Course accreditation for the Bachelor of Nursing (BN) was conditional on ePortfolios being incorporated into the curriculum, so was the primary driver of ePortfolio implementation. Students are expected to demonstrate attainment of ANMC National Competency Standards for the Registered Nurse throughout the course and to do so using an ePortfolio. The BN course was one of the first to indicate its interest in joining the initial rollout of ePortfolios at SCU.

Course-wide decisions

As part of the development of the new BN curriculum (which launched in Session 1 2013), ePortfolios were initially mapped across each year of the course, with specific units allocated assessments to be completed in an ePortfolio. When it came to implementation of PebblePad, it was decided to:

• appoint a BN PebblePad and ePortfolios ‘champion’ to provide staff and student support and a course-wide perspective
• introduce PebblePad initially into the Professional Experience Placement (PEP) stream to capture students’ reflections before, during and after their placements, encouraging them to connect their learning to the ANMC competencies
• train staff at the point when they would be taking a role in student learning within PebblePad, either as unit assessors or tutors.

Introducing students to ePortfolios and PebblePad

Students were introduced to the ePortfolio and PebblePad through a recorded lecture with PebblePad screen shots in the core Session 1 unit, Utilising Philosophy in Nursing Practice, offered to both first and second year students. As this was a new core unit in the revised curriculum, second year students needed to take it to complete the requirements for the BN degree program, but in future the unit will run only in first year. The lecture was focused on reflective practice and PebblePad was introduced as the ‘gateway’ to developing reflective practice skills. The PowerPoint slides from the lecture became the primary customised ‘help file’ for first and second year students going into their respective Professional Experience Placements at the end of Session 1. A Blackboard Discussion forum was also set up for students having problems with PebblePad. Student issues were addressed by the PebblePad coordinator, with back-up from the ePortfolio Project Officer.

Key enablers | Lessons learned
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- ePortfolio requirements for accreditation | The importance of a staff champion who can offer one-on-one support for academic teaching staff
- New course design which mapped ePortfolio assessments throughout the program | Staff need to explain to students the role of ePortfolios early in the course
- Course-wide ePortfolio and PebblePad coordinator and champion | The challenges of introducing a new concept within a new and very different curriculum structure
- Availability of customised help files | Students had few problems when they followed the steps outlined in the lecture.
- Support in design and training from Teaching and Learning staff | |
Sample screen shot from introductory lecture