

# NHSGGC supports Digital Transformation using NES ePAD

## ePAD on the Digital Frontier: Reducing Anxiety and Illuminating the Way Forward

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### Introduction

The NES electronic Practice Assessment Document (ePAD) replaces and transforms the paper version used by nursing students. The ePAD enables students to record learning electronically while supporting practice supervisors and practice assessors to provide timely feedback. This transition represents a significant organisational change, requiring nursing staff across all practice learning environments within Greater Glasgow & Clyde to adopt new digital processes, despite varying levels of digital confidence, limited time and resources.

### Methods

To support this digital transformation, a short life working group of Practice Education Facilitators (PEFs) and Care Home Education Facilitators (CHEFs) collaborated with the national implementation team and other stakeholders ensuring consistent messaging and shared solutions. A communications strategy and a variety of accessible learning resources - including a narrated PowerPoint, live demo video, a SWAY, FAQs, and a podcast—were developed to improve competence and provide multi-faceted options for learning.

Training is ongoing and is being delivered through a blended model, offering in person and online sessions across hospital sites, health centres, and care homes. Flexible, no booking formats and drop-in sessions support staff engagement at times that suit operational pressures.

### Reach and Participation

Between 30th September 2025 and 1st March 2026



We delivered **41** in person drop in sessions across 13 different sites within NHSGGC and care homes.



We delivered **22** Online sessions.



Over **630** staff attended the sessions.

- Local sessions were also offered across sites by PEFs and CHEFs according to service requests.
- An issues register was maintained to track themes and solutions.

### Evaluation

Feedback was collected from a MS forms survey, to establish if staff who had accessed training felt adequately prepared to use the ePAD:

“The ePAD came out the same time as digital notes, it was quite challenging at the beginning but it was easy to use and good for updating right away”

“The training provided ... was a great overview of the system”

“The PEF team has been very helpful and ensuring we were completing it right”

Staff who were interviewed for the podcast highlighted increased awareness of ePAD functionality, improved digital confidence, and appreciation for flexible access.

“Easier to fill out, makes it more concise, more space to document and edit”

“Fully accessible. I can see the progress of the student whenever I have time”

“So much better allows nurses to access the information”

“Students responsibility more, they need to release things to us, so they are more responsible”

### Results

Barriers affecting implementation were the concurrent health board roll out of digital clinical notes, staffing pressures, students' knowledge of the system, and availability and prioritisation of staff to attend training. Barriers were minimised by providing a variety of times and both drop in in-person and online live training partnered with digital resources. High visibility in practice learning environments gave real time support and reassurance.

### Conclusion

Key learning emphasises that collaboration, blended training, and accessible resources are essential in enabling and empowering staff to confidently navigate this period of digital transformation.

Support and collaboration to develop and educate staff to use new digital pathways will be ongoing to ensure continued success and staff engagement. This aligns with Leading the Way NHSGGC Nursing and Midwifery Strategy key priorities to lead, develop and provide support.

### Acknowledgements

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