Presentation pattern  
September to September (13 month module)  
February to February (13 month module)

Module description
This compulsory online, practice-based module is designed for staff working at levels 2–4 on the careers framework across healthcare settings and reflects on the context of practice and development of knowledge, understanding and skills to meet service users’ core needs. Students will start by focusing on the differing roles of the healthcare team and explore the importance of promoting health. They are then given the opportunity to reflect on the context of practice to develop their knowledge, understanding and skills to meet service users’ needs and apply their learning to their practice where their skills and competence are assessed. The practice tutor is managed by and reports to the Staff Tutor, who is the first point of contact for dealing with any matter related to practice-based learning.

The role includes:
▪ contributing to the induction of mentors and students to the module
▪ participating in three formal face to face review meetings involving each student and their mentors:
  ▪ initial review meeting to provide a baseline for future meetings. It will include discussion of: roles and responsibilities, learning outcomes, practice-learning opportunities, assessment requirements and ongoing methods of communication
  ▪ mid-review meeting to provide insight into current progress and address any concerns. It will include discussion of: achievement of skills and competencies, future practice-learning opportunities, ongoing communication requirements
  ▪ final assessment meeting to consider achievement of progression point competencies.
▪ monitoring the progress of a group of students throughout their practice time on the module
▪ taking action as necessary, in association with other relevant staff, if a student is at risk of failing/making unsatisfactory progress; evaluating the need for additional support and ensuring that it is provided
▪ contributing to the quality assurance of practice-based learning environments: reviewing practice learning evaluations and undertaking risk assessment as required
▪ liaising with the staff tutor/education manager on students’ progress at least monthly
▪ providing feedback to the module team and others on students’ practice-based learning experiences and performance on the module, via specified documents/reports and meetings
▪ maintaining complete and accurate records for each student
▪ collating and confirming student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme
▪ undertake audit of practice learning environments and complete/update related audit tools as appropriate. Return completed audits to the staff tutor/education manager with responsibility for nursing and the placement provider
▪ monitor that learning environment audit action plans are complete
Person specification for practice tutor

You should have:

▪ a degree or equivalent qualification in a healthcare subject
▪ a professional qualification in healthcare that allows registration on the appropriate part of a professional register or confers a licence to practice
▪ a professional qualification in nursing that allows registration on the adult or mental health parts of the NMC Nurses Part of the Register, Sub-part 1
▪ knowledge and experience of current practice in health related settings including current relevant professional literature and policies
▪ an understanding of the programme outcomes and proficiencies that students are aiming to achieve, the programme assessment process and their role within it
▪ recent and relevant experience of healthcare education relevant to the module
▪ an organised and systematic approach to work
▪ effective negotiation and communications skills
▪ internet access and effective IT skills
▪ demonstrable experience of supporting students at a distance including:
  o communicating effectively using email, text, instant messaging or other electronic means
  o conducting objective, evidence-based assessments
  o providing constructive feedback to facilitate professional development
▪ ability to maintain distance relationships with students using social networking tools
▪ understanding of, and commitment to, equal opportunities policies and practices
▪ understanding of the needs of adult learners and how adults learn in work-based contexts
▪ ability and willingness to travel to designated centres
▪ willingness to adopt a reflective approach to personal and professional development and participate in ongoing development and training

It would be an advantage to have:
▪ a Nursing and Midwifery Council recordable teaching qualification or a Postgraduate Certificate in Education.

Module related details - a full explanation can be found on the website

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<tr>
<td>Credits awarded to the student for the successful completion of a module:</td>
<td>60</td>
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<td>Level of ICT requirements:</td>
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<tr>
<td>Number of students likely to be in a standard group:</td>
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<td>Salary band:</td>
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<tr>
<td>Estimated number of hours per teaching week:</td>
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