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 quality assurance of practice-based learning environments
- contributing to the induction of workplace supervisors (supervisor) and students to the module
- participating in the initial face-to-face meeting with each student and their supervisor to agree parameters of each other's role and responsibilities, establish learning outcomes, identify suitable practice-learning opportunities, discuss assessment requirements, discuss the student’s current practice with respect to each competency and agree methods of communication including arrangements for the mid-module review of the student’s progress and achievements
- participating in a mid-module review with the student and their supervisor discussing the student’s progression towards each competency, the practice-learning opportunities accessed, practice-learning opportunities to be sought during the remainder of the module, to discuss any concerns impacting on student’s performance and agree an action plan, and agree the arrangements for the final face-to-face review towards the end of the module
- participating in a final face-to-face review towards the end of the module to support the supervisor in making robust summative assessment decisions about the student’s performance based on the supervisor’s observation of the student’s practice and evidence presented by the student
- 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; liaising with the Staff Tutor on progress as required
- reporting/providing feedback to the module team (and others as required) on students’ practice-based learning experiences and performance on the module, via specified documents/reports and meetings
- maintaining satisfactory records for each student.

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 practise
- knowledge and experience of current practice in health-related settings including current relevant professional literature and policies
- a recognised teaching qualification (or the willingness to progress this within two years from your first appointment as a practice tutor)
- recent and relevant experience of healthcare education relevant to the module
- an organised and systematic approach to work
- effective negotiation and communication skills
- internet access and effective IT skills
- demonstrable experience of supporting students at a distance including: communicating effectively using email, text, instant messaging or other electronic means
- 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 practice-based contexts
- ability and willingness to travel to designated centres
- commitment to personal and professional development.

It would be an advantage to have
- an NMC 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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<thead>
<tr>
<th>Credits awarded to the student for the successful completion of a module:</th>
<th>60</th>
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<tbody>
<tr>
<td>Level of ICT requirements:</td>
<td>2</td>
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<tr>
<td>Number of students likely to be in a standard group:</td>
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<tr>
<td>Salary band:</td>
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<tr>
<td>Estimated number of hours per teaching week:</td>
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