Preparing for graduate practice  XKYN317

Presentation pattern May to October (17 month module)

Module description

This online module is the final of three practice-based modules in the Pre-Registration Programme leading to the award of BSc (Hons) Adult Nursing or BSc (Hons) Mental Health Nursing. Its practice-based focus will enable students to continue to develop and enhance the knowledge, skills and competencies needed to underpin their practice as they move towards eligibility for registration with the Nursing and Midwifery Council.

Through an extended period of supernumerary practice, students develop the competencies required of a newly registered graduate nurse working within increasingly complex healthcare settings. The module provides learning resources that focus on the development of roles that will be part of the professional profile of a graduate nurse such as manager, leader, teacher, life-long-learner and registrant.

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.

Job description 1 – contract 1

Duties include:

- contributing to the quality assurance of practice-based learning environments
- contributing to the induction of mentors and students to the module (adult or mental health)
- participating in the initial face-to-face meeting with each student and their mentor to agree parameters of each other's roles 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 mentor discussing the student's progress 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 mentor in making robust summative assessment decisions about the student's performance based on the mentor'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.
Job description 2 – contract 2

Duties are delegated at the discretion of the Staff Tutor with responsibility for nursing in each region/nation and include the following:

- Induction, briefing and updates for mentors
- Support for quality assurance and links with employer organisations
  - Report on quality assurance issues linked to practice arrangements and ensure links with employing organisations are satisfactory
  - Undertake audit of practice locations and record outcomes of audit to the Staff Tutor with responsibility for nursing and the placement provider through completion and submission of relevant documentation.

Person specification for practice tutor

You should have:

- a degree or equivalent qualification in a healthcare subject
- 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
- recent and relevant experience of healthcare education relevant to the module (adult or mental health)
- 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

<table>
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<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>
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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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