

BSc (Hons) Specialist Community Health Nursing **Information for Practice Teachers**

Introduction

This guide has been developed for the Practice Teacher guiding and supporting student(s) who are enrolled on the **BSc (Hons) Specialist Community Public Health Nursing Programme (health visiting and school nurse pathways)** at De Montfort University.

The aim of this guide is to highlight the key aspects of the role and responsibilities of the Practice Teacher.

Please note this guide does not replace any update session that is an essential requirement of your local Trust in conjunction with De Montfort University.

The Specialist Community Health Nursing Programme (SCPHN) - General Information
The SCPHN programme consists of 2 pathways; health visiting school nursing

The SCPHN Programme is an **NMC Approved Programme**; therefore Practice Teachers are required for student assessment.

The Assessment Strategy

Introduction

Within the SCPHN Programme students undertake **Modular Assessment** as they complete their core, clinical and elective modules. Students also complete their NMC approved SCPHN outcomes through the **SCPHN Programme Portfolio**

Assessment

Modular Assessment:

Within this programme students are assessed in clinical practice within each individual module by completing a Practice Assessment Module Portfolio (PAMP) for each module and submitting this as part of the assessment strategy.

Programme Assessment:

Students undertaking this programme also have to fulfil NMC Specialist Practice outcomes by completing their “overarching” SCPHN Programme Portfolio. Students are introduced to this portfolio during the Induction to the programme and are expected to complete this throughout the duration of their programme. Students are expected to submit the SCPHN Programme Portfolio at the end of semester one and two of the Programme and as a final part of the Assessment Strategy. Students are supported by Practice Teachers and their Personal Tutors in order to help them complete this Portfolio.

Modular Assessment in more detail

In all Pathways a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing is essential.

The assessment strategy for every module within the SCPHN Programme places an equal emphasis on assessment of both theoretical learning and practice-based learning.

Each module is assessed by means of a **Practice Assessment Module Portfolio (PAMP)**. The Modular PAMP forms part of the assessment process for each module and is a tool to enable the student and mentor to keep a record and assess practice development throughout the module period in meeting the Module Learning Outcomes.

This document allows the student, by adopting three clear stages to practice assessment, to clearly plan towards the achievement of the Module Learning Outcomes in the practice environment. It provides clear guidance on how to plan an individual practice assessment process and by using the pass/fail criteria, assist the student in developing practice in order to successfully achieve the Learning Outcomes for the Module. (Please see the PAMP for further information and Slide presentation which is included with this information).

The role of the practice teacher in completing the PAMP

If you are a Nurse or Midwife it is **important to note that your eligibility as a practice teacher** to a post-registration student must be identified on the Local Register of Mentors held by your Trust / employer as a Mentor (NMC 20081).

The following information indicates that practice teachers must:

- Act as a role model for the student and provide teaching/learning opportunities as appropriate
- Organise the induction of the student to the area and the placement (if appropriate)
- Carry out continuous assessment of the student
- Facilitate effective communication with the student and provide regular opportunities for discussion and support
- Seek a safe and satisfactory standard of care to the client / patient and family during the periods of practice
- Recognise and improve factors which may impede student progress
- Provide formative and summative reports in regard to the student's progress as indicated within the document
- Ensure when finally assessing the student in stage 3 of the module that:
 - The document is completed in its entirety
 - All module learning outcomes have been assessed according to the criteria laid down in the document and signed by you

- Any outstanding developmental needs have been addressed and that evidence of such exists within the document.
- You have completed and signed the “Final Summative Assessment” in Stage 3 (pages 16-19)

SCPHN Programme Portfolio Assessment in more detail:

As students complete the NMC specific outcomes within their **SCPHN Programme Portfolio** they should be supported by a Practice Teacher at all times. (NMC,2008).

Selection Criteria for practice teachers of students on the **BSc (Hons) Specialist Community Public Health Nursing Programme** is a registrant who will have previously fulfilled the NMC requirements to become a mentor, and who has received further preparation to achieve the knowledge, skills and competence required to meet the NMC defined outcomes for a practice teacher (NMC, 2008)

For further guidance on NMC standards for practice teachers please refer to this document (PDF attachment NMC 2008).