

Statement 1 Theme: STUDENT DEVELOPMENT & USE of SIMULATION

Option i) If Year 1 students are taught in smaller groups then they would be more able to engage in the learning; and feel more confident to ask questions.

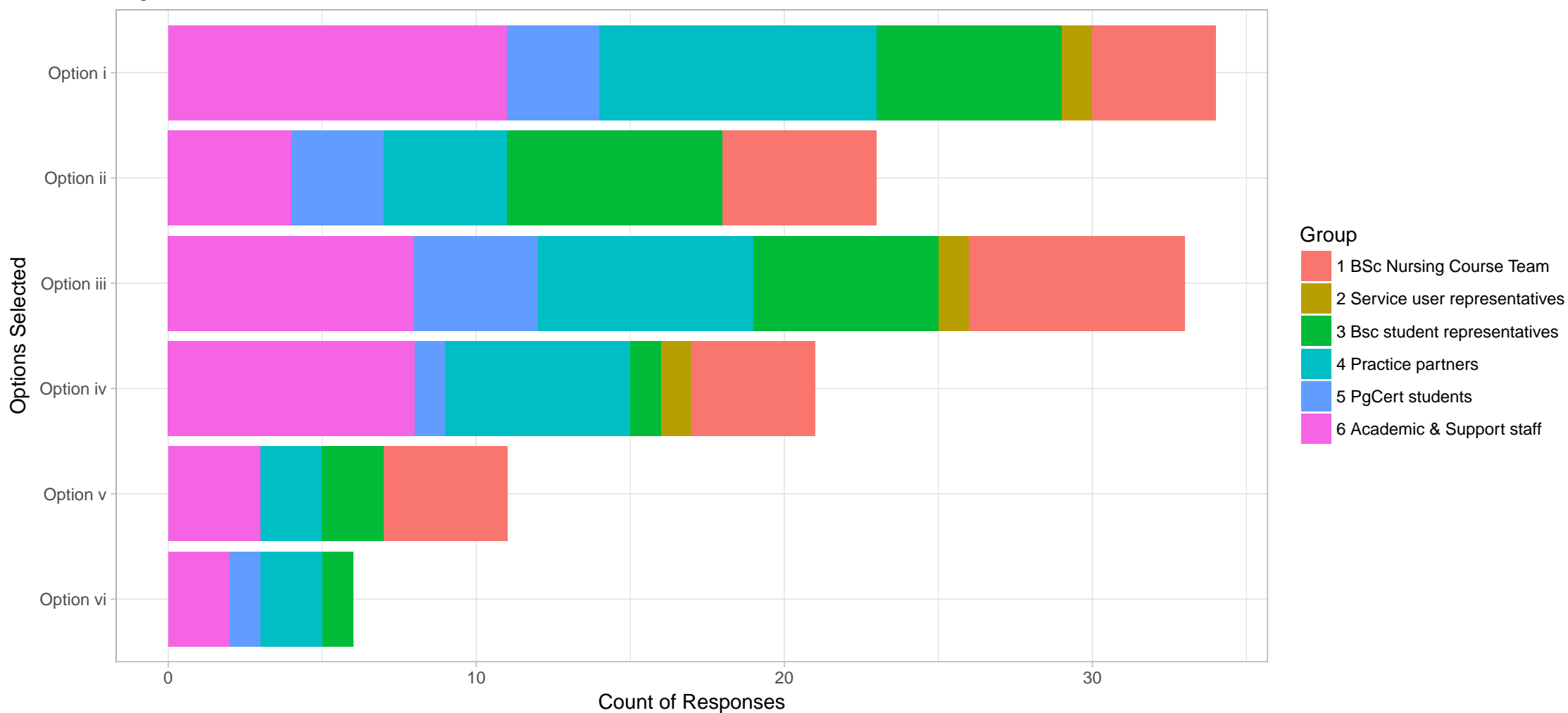
Option ii) If Year 1 students engage in more simulated learning then they would be able to develop their skill level going into practice; this would help them 'fit in' and to be more accepted by practice teams.

Option iii) To support student learning; students need early formative feedback in year 1; and to receive effective and consistent feedback from academic and practice staff throughout the course.

Option iv) If students learn to reflect on their practice (e.g. complete self-reflections in their assessment of practice book); then this would develop their emotional intelligence and resilience to complex and challenging situations.

Option v) To support the development of peer-coaching; students should be attending informal peer support sessions in year 2 and 3.

Option vi) To support professional identity and networking; students should be encouraged to utilise digital technology e.g. Use of Course twitter feeds.



Statement 2 Theme: TRANSITIONS / RESILIENCE

Option i) A 'Transition continuum' theme should be present in all academic modules.

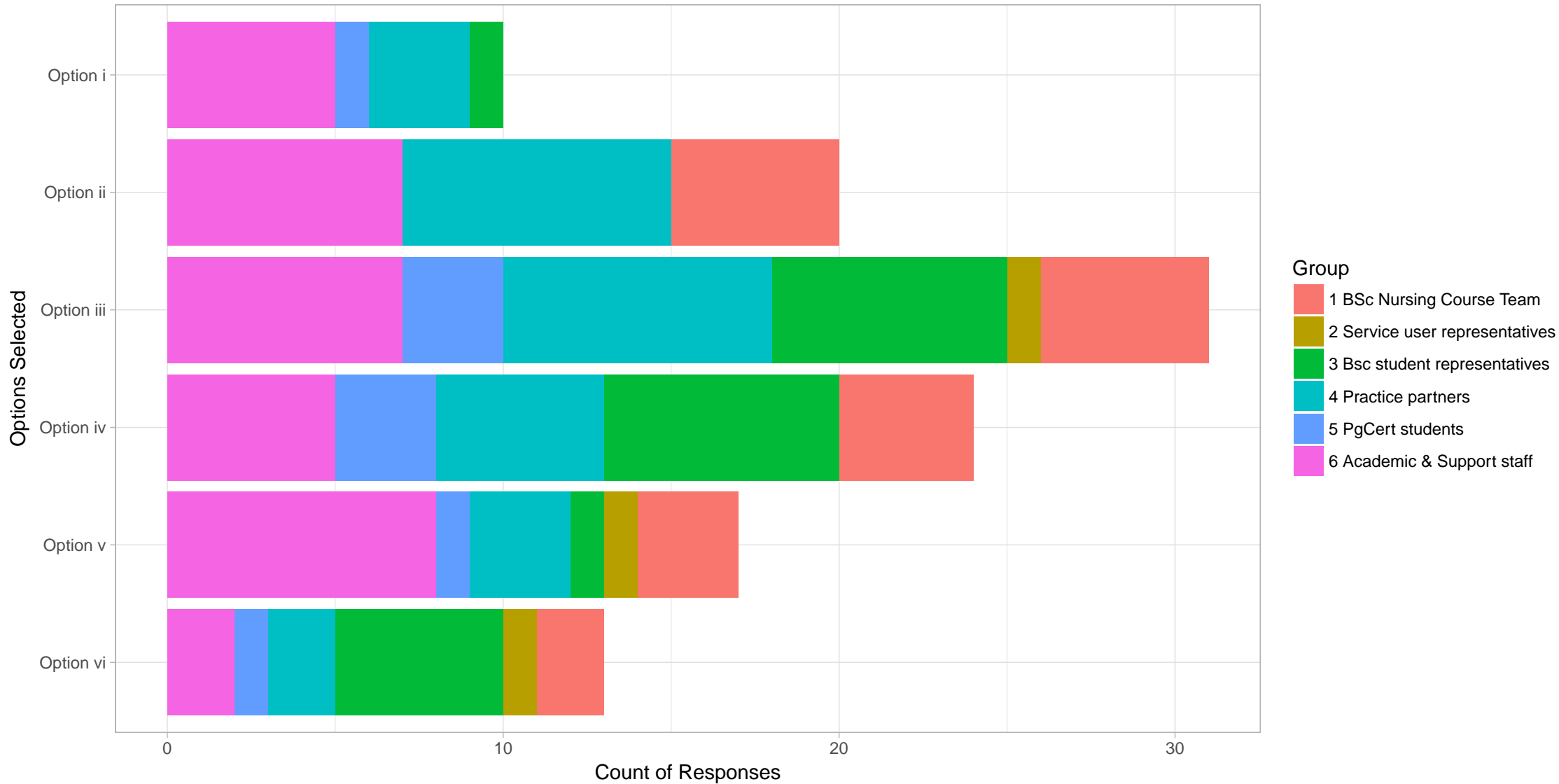
Option ii) The theme of 'Transitions' should be present in year 1, 2, and 3 of the professional practice modules.

Option iii) The transition content should have a focus on preparation for practice, skills development, role identity formation and resilience.

Option iv) The delivery of transition content should be through simulation/feedback, peer support; and include non-assessed skills days to develop role confidence.

Option v) The transition content should focus on academic development, role development and service user outcomes.

Option vi) The course should include 'self-care days' to support students to develop their well-being / work-life balance.



Statement 3 Theme: EMPOWERMENT / SUPERVISION

Option i) Experience based learning (EBL) groups should be more frequent in year 1 compared to year 2 or 3.

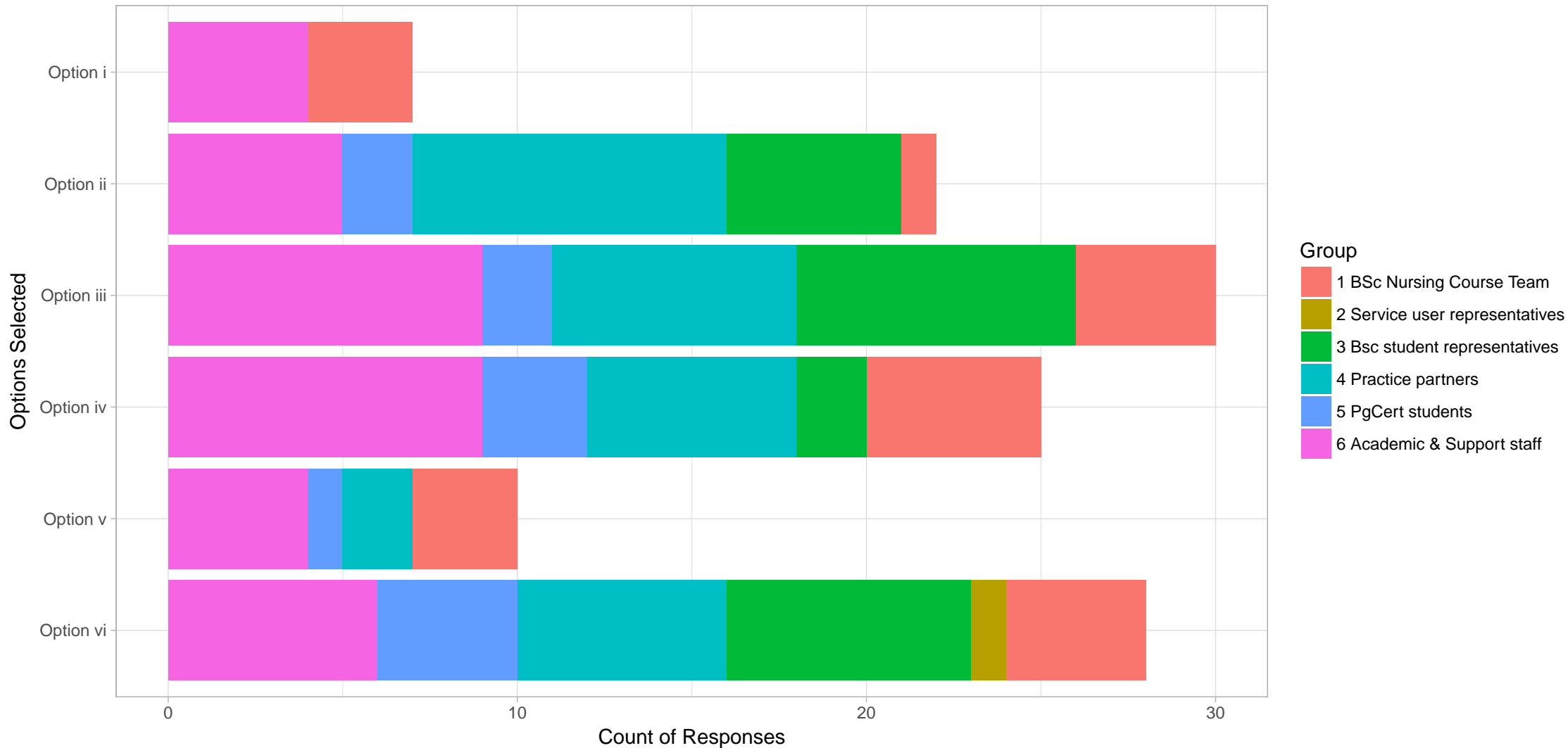
Option ii) Experience based learning (EBL) groups need to reflect a group 'clinical' supervision model, so that students present their 'practice' experiences and engage in peer supervision.

Option iii) Experience based learning (EBL) groups need to role model supportive supervision; develop self...reflection skills and prepare students for engaging in supportive supervision of others in the future.

Option iv) Experience based learning (EBL) groups need to be facilitated by skilled and regularly updated facilitators.

Option v) Experience based learning (EBL) groups should be part of the professional practice modules.

Option vi) Experience based learning (EBL) groups need to incorporate the development of non-technical skills which reflect nursing values; develop role resilience and have a service user focus.



Statement 4 Theme: PARTNERSHIP: PRACTICE & ACADEMIC LEARNING SUPPORT

Option i) To support practice learning; students need clarity on their spoke experiences (learning opportunities linked to practice pathway); and preparation for practice (e.g. managing difficulties in practice, self-directed and student-led learning).

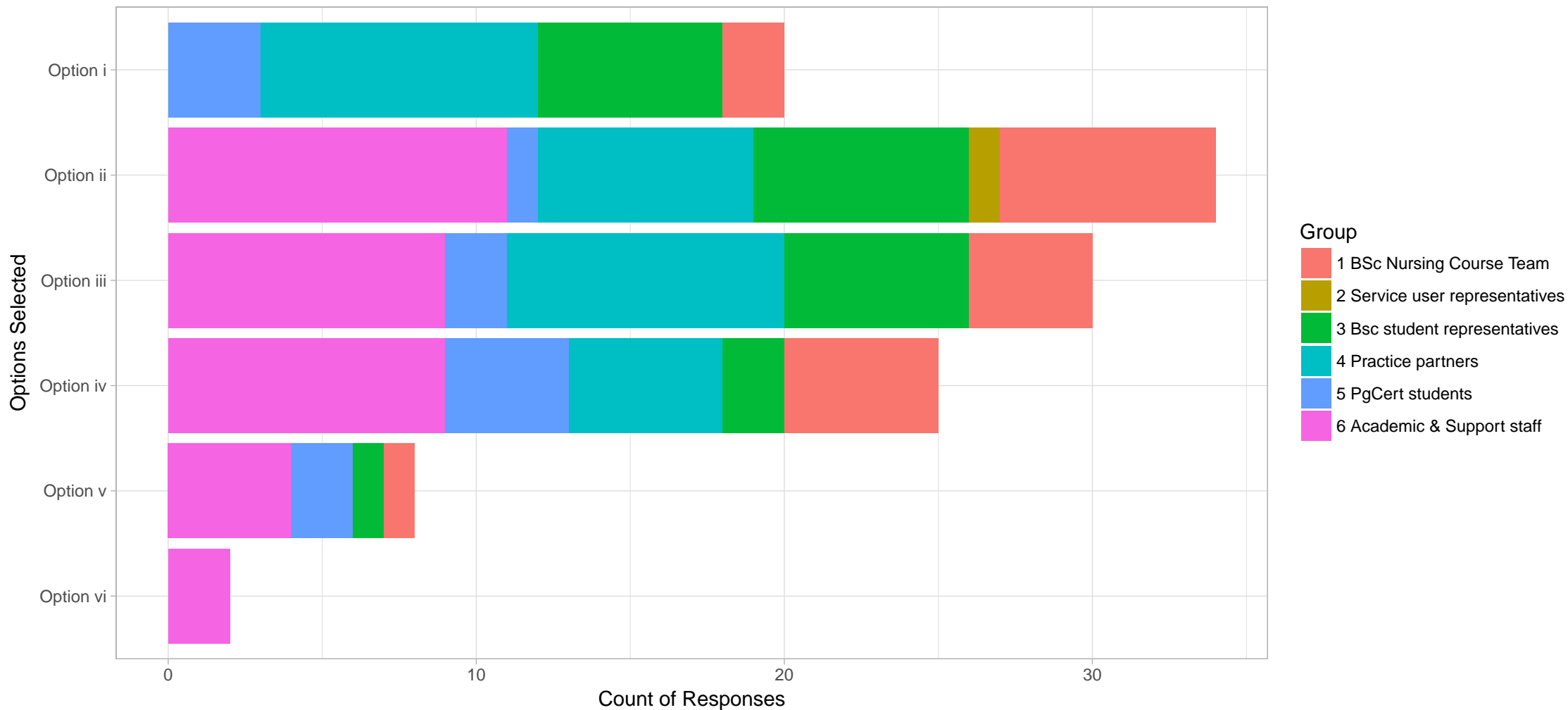
Option ii) To support practice learning; students should be buddied with other students in practice (wherever possible); and engage in interprofessional activities (with other professionals/students) to develop their role identity.

Option iii) If preparation for practice enabled students to develop more realistic expectations of practice then this would support their transitions into practice.

Option iv) If students are supported to develop positive professional relationships e.g. with mentors/practice supervisors; then they would be better able to manage challenging situations that may arise in practice.

Option v) If students shared their academic achievements and their positive experiences of practice (through twitter feeds, headlines, eNewsletter) then this would be encouraging of other students; and develop a positive shared student identity.

Option vi) To support the course profile; Senior academic staff need to promote the course through external networking, resource allocation and sharing of subject expertise across the School.



Statement 5 theme: EDUCATORS, ASSESSORS & LEARNERS: SUPPORTIVE RELATIONSHIPS

Option i) Students need to feel supported and encouraged to give honest feedback and report poor practice – trusting that this will not jeopardise their own progress on the course.

Option ii) The Personal Tutor needs to have a pro-active role to support students during practice experiences.

Option iii) Student ambassadors and student buddy systems can provide a peer support network; and encourage issues to be communicated with the Course team.

Option iv) Students need to have clear guidance on the support structures and / staff available (e.g. named contacts and policies) in order to access the appropriate support.

Option v) Academic roles and responsibilities for practice support (e.g. new academic assessor role) will need to be fully integrated into practice; and need to include the development of practice learning support plans.

Option vi) Students should be encouraged to discuss their assessment results (unratified) and feedback with their personal tutor to support their academic development.

