

Protocol for the completion and recording of “other” Practice Related Activity hours ('PRA')



Pre-registration nursing students - BNurs 2018

Division of Nursing, Midwifery and Social Work

School of Health Sciences

Faculty of Biology, Medicine and Health

The University of Manchester

The completion and recording of Practice Related Activity (PRA) – protocol for nursing students

This policy applies to the BNurs 2018 curriculum only. This reflects the changes that have been implemented in the 2019 programme, in line with the *NMC (2018) Future Nurse Standards for Proficiency for registered nurses* and *Part 2 NMC (2018) Standards for Student Supervision and Assessment*.

Practice learning environments are a significant part of the pre-registration curriculum across all 3 years of the programme, and practice learning comprises 50% of the overall programme. Sometimes students will be involved in aspects of 'practice learning' which do not directly involve service users. These 'other' practice hours are recorded on the timesheet on PARE as 'PRA' hours.

For purposes of clarity, transparency and equity, this protocol has been put together to guide students, Practice Supervisors / Practice Assessors and Academic Assessors in the completion and recording of 'other' practice hours.

This protocol will cover the following areas:

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Important:

'PRA' hours only form **part** of the student's overall programme hours.

It is therefore important that students maintain a **sufficient presence** in their hub learning environment, thus enabling the Practice Supervisor / Practice Assessor and wider team to effectively assess students' progress.

The 'PRA' hours should also demonstrably link to any one of the learning outcomes in the current Practice Assessment Document.

'PRA' hours should be negotiated and agreed **prior to completion** by both the Practice Supervisor / Practice Assessor and Lucie Moore, BNurs Programme Director.

What may be considered as 'PRA' hours

The main consideration is whether the student can demonstrate to his/her Practice Supervisor / Practice Assessor how the PRA hours contribute to the learning outcomes in the Practice Assessment Document (PAD).

	Example	Year of Study	No of hours participation anticipated
1.	Trust induction or study day	All years	7.5 hours for a full day
2.	Peer Support BLS		
3.	PASS Training - Intro to PASS and PASS in Practice	1	2+ full days (1 full day = 7.5hrs)
4.	PASS Leader (PASS in Your Discipline + Welcome Week + plus 10 sessions)	2	3 hours when PASS falls on a practice day
5.	PASS Co-ordinator Training PASS Co-ordinator (PASS in Your Discipline + Welcome Week + plus 10 sessions)	2 3	3 hours when PASS falls on a practice day
6.	Peer mentor role	3	2 hours when PASS falls on a practice day
7.	Clinical skills training	All years	
8.	SQA (Student Quality Ambassador) role	All years	
9.	Student representation at meeting. 2 hours training can take place any year. Must complete minimum 10 hours for it to be included on HEAR.	All years	
10.	Peer Educator role	All years	Maximum of 2 days for the whole of year 3
11.	Attendance at a conference	All years	
12.	Workshop day for medications management	3	1 full day (7.5 hours)
13.	Job interview in Year 3	3	Maximum of 2 days for the whole of year 3 – when falls on a practice day
	Note regarding Stellify: rather than counting as PRA, these PASS hours can be seen as volunteering if working towards the Manchester Leadership Award within the Stellify initiative. If you chose to do this then these hours cannot be counted as PRA and you would have to make up the hours.		

What may not be considered as 'PRA' hours

- Preparation time for PASS.
- Travelling time to/from PASS.
- AA meeting taking place outside of designated AA meetings as per university timetable.
- Other university meetings such as Health and Conduct committee attendance or meeting with any other academic member of staff, which is not timetabled.
- Attending an Occupational Health appointment or General Practice/healthcare appointment.
- Special leave granted by AA or other authorised member of staff.
- Only actual completed hours which have been previously authorised will be considered as PRA.
- Any meetings that require a student attendance within the university will be arranged where possible outside of practice hours.

Recording PRA hours

The student can do this by:

- Obtaining the work name and contact details of the professional involved in the experience, and recording it on PARE via the student log-in, under the 'Additional Practice Learning Opportunities' section.
- The Practice Supervisor can then double check this.
- The student then records the hours worked on the timesheet, and adds a short note to state what the 'PRA' hours are.
- If a student works (for example) the morning in the practice learning environment and the afternoon as 'PRA', then the full day is recorded as 'PRA' on the timesheet - again with a short note added, stating how the day was divided.

Demonstrating 'PRA' hours

As mentioned previously, the student needs to demonstrate to his/her Practice Supervisor / Practice Assessor how the 'PRA' hours contribute to any number of the learning outcomes in the PAD. There are a number of ways the student can do this - some examples are below:

- Provide verbal feedback to the Practice Supervisor/ Assessor
- Give a short presentation to the mentor and/or the team about the experience.
- Show a certificate of attendance at a Trust study day.
- Obtain feedback from the relevant professional involved in the PRA experience, recorded in PARE.

'PRA' hours within the context of the whole learning experience

The approach to 'PRA' hours is the same as the approach to all practice learning hours, that is:

- 1) 'PRA' hours should not be frontloaded. Students cannot for instance bank the "PRA hours" in order to take an extended time off from the learning environment later in the semester.
- 2) Whilst there is some flexibility, students should aim to work approximately the same number of hours each week.
- 3) 'PRA' hours only form part of students' overall practice hours. It is therefore important that students maintain a sufficient presence in their hub placement area, thus enabling the Practice Supervisor / Practice Assessor and wider team to effectively assess students' progress. The 'PRA' hours should also demonstrably link to any one of the learning outcomes in the current Practice Assessment Document.
- 4) If students do not complete 'PRA' hours as intended (for example due to travel issues or sickness), they cannot then claim some of this time for 'PRA preparation'. Students can only claim 'PRA' hours for hours actually worked.
- 5) If students or Practice Supervisors have an individual query in relation to 'PRA' hours, it is advised that the student's AA is contacted in the first instance. If further clarification is needed, the next point of contact would be Lucie Moore as BNurs Programme Director: lucie.moore@manchester.ac.uk

Mapping of 'PRA' hours to PAD Learning Outcomes (LOs)

	Example	LOs: Year 1 PAD	LOs: Year 2 PADs (*DiLP also has x3 <i>student-identified</i> LOs which may link to the PRA)			LOs: Year 3 PADs		
		INP (all fields)	SCALC	RFC	DiLP* (all fields)	MCC	L&M	BC
1.	Trust induction or study day.	5, 9, 13, 15, 16, 17.	A: 1, 3, 16, 18.	A: 1,2,7,9, 27, 29, 30.	1,2.	A: 1,2,5.	A: 6,7,8, 18,19.	A: 1,6,8,9,30, 34,38.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24, 25,26.		C: 1,2,5.	C: 6,7,8, 12,19.	C: 1,6,8,9,30, 35.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,8, 18,19.	MH: 1,6,8,9,30, 35.
2.	Peer Support BLS	1, 3, 4,6.	A: 1, 7, 13.	A: 1, 9, 23,24.	1,3,5,7.	A: 1,2,12, 14,15,1 6,17,18	A: 6,7,8, 14,15, 17,18.	A: 1,8,10,14,2 2,24,26,30, 45,47.
			C: 1, 3, 13.	C: 1,2,6,16,20, 21.		C: 1,2,5,1 4,15,16 , 17,18.	C: 6,7,8, 14,15, 17,18.	C: 1,8,10,14,2 2,24,26,30, 43,44.
			MH: 1,3,7,13.	MH: 1,2,9,19,23, 24.		MH: 1,2,5,8, 13,14,1 5,16,17	MH: 6,7,15.	MH: 1,8,9,10,11 ,22,23,24,3 0,42,43,44.
3.	PASS Training	6, 12, 15, 17, 18, 20.	A: 1, 3, 16, 18.	A: 1,9,26,28,29 ,30.	1,3,7,9, 11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,2 2,23,24,42, 44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24, 25,26.		C: 1,2,5.	C: 6,7,8, 14,15.	C: 1,8,9,10,11 ,22,23,24,4 2,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1,8,9,10,11 ,22,23,24,4 2,43,44.
			C: N/A	C: N/A		C: 1,5.	C: 6,14.	C: 1,8,9,10,11 ,42,43.
			MH: N/A	MH: N/A		MH: 1,5.	MH: 6,14.	MH: 1,8,9,10,11 ,42,43.

	Example	LOs: Year 1 PAD	LOs: Year 2 PADs (*DiLP also has x3 <i>student-identified</i> LOs which may link to the PRA)			LOs: Year 3 PADs		
		INP (all fields)	SCALC	RFC	DiLP* (all fields)	MCC	L&M	BC
4.	PASS Leader	6, 12, 15, 17, 18, 20	A: 1, 3, 16, 18.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24,25,26.		C: 1,2,5.	C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.
5.	PASS Co-ordinator Training	6, 12, 15, 17, 18, 20.	A: 1, 3, 16, 18.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24,25,26.		C: 1,2,5.	C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.
6.	PASS Co-ordinator	6, 12, 15, 17, 18, 20.	A: 1, 3, 16, 18.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24,25,26.		C: 1,2,5.	C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.
			C: 1,3,7,13.	C: 1,2,6,16,20,21.		C: 1,2,5,14,15,16,17,18.	C: 6,7,8,14,17,18	C: 1,8,9,10,14,16,22,24,26,30,31,42,43,47.
			MH: 1,3,7,13.	MH: 1,2,9,19,23,24.		1,2,5,8,13,14,15,16,17	MH: 6,7,8,9,14.	MH: 1,8,9,10,11,22,23,24,30,42,43.

	Example	LOs: Year 1 PAD	LOs: Year 2 PADs (*DILP also has x3 student-identified LOs which may link to the PRA)			LOs: Year 3 PADs		
		INP (all fields)	SCALC	RFC	DiLP* (all fields)	MCC	L&M	BC
7.	Peer mentor role.	6, 12, 15, 17, 18, 20.	A: 1, 3, 16, 18.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
	C: 1, 3, 15, 16, 18.		C: 1,2,6,23,24,25,26.	C: 1,2,5.		C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.	
	MH: 1,3,16,18.		MH: 1,2,9,27,29.	MH: 1,2,5.		MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.	
8.	Clinical skills training.	1,2,3,4,5,6,7,9,12,13,17,18.	A: 1, 3, 7, 13.	A: 1,2,9,14,18,19,23,24.	1,3,5,7.	A: 1,2,12,14,15,16,17,18	A: 6,7,8,14,17,18.	A: 1,8,9,10,14,16,22,26,30,31,35,42,44,48.
	C: 1,3,7,13.		C: 1,2,6,16,20,21.	C: 1,2,5,14,15,16,17,18.		C: 6,7,8,14,17,18	C: 1,8,9,10,14,16,22,24,26,30,31,42,43,47.	
	MH: 1,3,7,13.		MH: 1,2,9,19,23,24.	MH: 1,2,5,8,13,14,15,16,17		MH: 6,7,8,9,14.	MH: 1,8,9,10,11,22,23,24,30,42,43.	
9.	SQA role.	6, 12, 15, 17, 18, 20.	A: 1, 3, 16, 18.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
	C: 1, 3, 15, 16, 18.		C: 1,2,6,23,24,25,26.	C: 1,2,5.		C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.	
	MH: 1,3,16,18.		MH: 1,2,9,27,29.	MH: 1,2,5.		MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.	

	Example	LOs: Year 1 PAD	LOs: Year 2 PADs (*DiLP also has x3 student-identified LOs which may link to the PRA)			LOs: Year 3 PADs		
		INP (all fields)	SCALC	RFC	DiLP* (all fields)	MCC	L&M	BC
10.	Student rep at meeting.	6, 12, 15, 17, 18, 20.	A: 1, 3, 16.	A: 1,9,26,28,29,30.	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 6,8,9,10,11,22,37,38,42,44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24,25,26.		C: 1,2,5.	C: 6,7,8,14,15.	C: 1,6,8,9,10,37,38,42,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1, 6,8,9,10,37,38,42,43,44,45.
11.	Peer Educator role.	6, 12, 15, 17, 18, 20.	A: 1, 3, 16.	A:	1,3,7,9,11.	A: 1,2,5.	A: 6,14,15.	A: 1, 8,9,10,11,22,23,24,42,44,45.
			C: 1, 3, 15, 16, 18.	C: 1,2,6,23,24,25,26.		C: 1,2,5.	C: 6,7,8,14,15.	C: 1,8,9,10,11,22,23,24,42,43,44.
			MH: 1,3,16,18.	MH: 1,2,9,27,29.		MH: 1,2,5.	MH: 6,7,14,15	MH: 1,8,9,10,11,22,23,24,42,43,44.