



## Evaluation of Involvement of Clinical Nurses in Higher Education Institution Simulated Practice

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### Abstract

Simulation-based education has become a valued part of the practice learning experience for pre-registration nurses (Nursing and Midwifery Council, 2024). The inclusion of registered nurses from practice learning partners and other care providers has enabled development of scenarios relevant to their experiences that has been found to enhance authenticity and currency of simulation-based education (Moule et al., 2008); they are seen as strengthening and maintaining contemporary practice within simulation-based education delivery and in many cases have contributed to the development of activities and scenarios through their feedback (Nursing and Midwifery Council, 2024).

The need for seamless collaboration between Higher Education Institutions and Trusts/Health Boards to maximise the benefits of simulation-based education has been identified (Royal College of Nursing, 2023). Simulation-based education also offers a good opportunity for clinical staff to be practice supervisors in simulated practice activities (Royal College of Nursing, 2023).

At one Higher Education Institution an initiative has taken place involving clinical nurses from the local trust supporting simulation-based education for the under-graduate nurses. This emerged as a direct consequence of a previous research study, which identified the challenges undertaking simulation-based education with large class sizes. The nurse secondments are being facilitated by the National Health Service at no cost to the university, to contribute to the pre-registration nursing course with the hope that they will reap benefits further downstream.

The study is aimed at evaluating this initiative from the three stakeholder groups: students, secondees (nurses) and their managers (representing the provider trust).

### Keywords

simulation-based education, practice-based learning, authentic learning, pre-registration nursing, clinical learning

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