

**Nursing, Midwifery & Healthcare Webinar for Advisers – 18/05/21**  
**Linking London Uni Connect Outreach Hub**

We have summarised some of the panellists' key points and tips from our webinar. The webinar recording can be found [here](#) and other relevant resources are listed [here](#).

Our panellists were:

**Jane Forman** (Senior Midwifery Lecturer & Admissions Tutor) - Kingston and St George's

**Dr Caroline Sargisson** (Head of Recruitment, Professional Programmes) and **Natalie Wignall** (Education Liaison and Outreach Officer (post 16)) – Middlesex University

**Fiona Whitwham** (Senior Lecturer & Admissions Tutor, Division of Children's Nursing) – LSBU

**Dr Beverly Joshua** (Head of Nursing) - UEL

**Common mistakes of unsuccessful applicants**

- can't articulate the main role of the nurse or midwife
- incomplete application form
- inadequate personal statement
- don't meet the entry requirements, often because they haven't checked them properly. This is often English and Maths requirements.

**How is the attribute of emotional resilience measured and how can students evidence it in an interview?**

- an interview can be stressful and applicants will be under pressure to perform, if applicants don't cope well with an interview for the course then it is likely they would struggle with the high volume of stressful situations in healthcare practice
- important that students research the role they are interested in and what attributes they need to possess and portray to gain a place on their chosen course
- in children's nursing in particular it is not just about the patient themselves, it's about managing and being resilient during difficult conversations with relatives and dealing with difficult news and bereavement
- NHS careers website is very useful for outlining roles: <https://www.healthcareers.nhs.uk/>

**Reasonable Adjustments**

- reasonable adjustments for interviews will be made if student needs are stated on their UCAS form beforehand. It is important to bear in mind that if adjustments are made and the student progresses onto the course they will have to meet all practice fitness standards when in post, in order to qualify. Fitness standards for different healthcare students can be found at: [Higher Education Occupational Practitioners \(HEOPS\) guidance](#) (scroll down for guidance on fitness standards for students)
- a student needs to be an independent practitioner by the end of the course and this is important to consider before a student even applies. Is the application realistic in regards to the student's needs and history? Perhaps there are alternative courses they can consider that still tap into the reasons they want to study/work in healthcare.

### **Interview advice**

- show up on time and double check dates and interview requirements
- practise, have documents ready, prepare questions. If the interview is online, make sure the camera is in an appropriate place which allows you to be seen clearly
- dress appropriately, you want to look like you care about the interview. This doesn't have to be a fancy suit but it is a professional situation so your clothes should reflect that
- find where your WiFi/signal is strongest and find a quiet space - if it's somewhere unusual (for example on the stairs or in your car) give some context as to why you are where you are. Interviewers are aware not everyone will have the perfect interview-ready space in their homes and are understanding, but it is important to address it
- pay close attention to details given in the communications received before the interview – do you need to show ID documents, have you been asked to read specific information or watch a video? Many candidates will not read the whole email they've been sent because they've not scrolled down or opened it once and not gone back to it, resulting in them not being prepared for the interview
- if you are sent information ahead of the interview, read it! It could help form questions and prepare you for the interview itself
- don't ask questions where the information is readily available on the website, this is your opportunity to ask detailed questions about the course
- avoid personal questions about interviewer experience
- don't ask the interviewer what a "day in the life of a nurse" is like - this can be researched ahead of an interview and applicants should know that no two days are the same when you're a practising nurse/midwife or other healthcare professional
- the interview shouldn't be thought of as a test with one correct answer. It is a conversation and a chance to articulate why you have applied and convince the interviewer you understand the requirements and expectations of being a nurse/midwife/healthcare professional. Ultimately, giving all the "perfect" answers in an interview but not actually having the required competencies means a student is less likely to succeed when on the course
- it will be obvious to the interviewer if you are reading from a script or pre-prepared answers – it's fine to make notes as preparation but try not to rely on these and let your true personality come through

### **What can cause a student to drop out of a university course and how can this risk be minimised in advance?**

- students do not consider the complete realities of the logistical demands for things like placements
- students should research travel time (and cost) to different clinical placements and academic commitments as part of their decision-making process, particularly if they already know where they will be living
- students should really think about their additional responsibilities - such as part time work and caring for others – and how these will fit around the demands of their course
- university staff know that life events are often unpredictable, but students should let their university know if they are struggling before it reaches the point where the student has to leave the course. Staff want students to succeed!