A HANDBOOK FOR MENTORS

School of Nursing, Midwifery & Social Work
The University of Manchester

School of Nursing, Midwifery & Social Work
The University of Salford

Faculty of Health, Psychology and Social Work
Manchester Metropolitan University

CONTENTS

1. INTRODUCTION

This booklet is intended to act as a guide for Registered Nurses involved in the mentorship of nursing students within clinical areas, community settings and other practice learning environments.

On commencement of their programme of study, students are provided with the website link to the student handbook (See Appendix 1 for a list of the various programmes offered by each university). This handbook contains all the regulations relating to the programmes, including details of the Assessment of Theory and of Practice.

Regardless of the programme undertaken by the student, both practical and theoretical assessment elements must be passed at every stage of the course and the required level in all the Nursing and Midwifery Council (NMC) outcomes and proficiencies must be met for the student to gain registration (NMC 2008a).

2. ROLE OF THE REGISTRANT, MENTOR & SIGN OFF MENTOR

NB: The NMC expect that the majority of registrants will at least meet the outcomes of a Mentor (NMC 2008: 13).

The Mentor:
An NMC Mentor is a registrant who, following successful completion of an NMC approved mentor preparation programme – or comparable preparation that has been accredited by an Approved Educational Institute as meeting the NMC Requirements – has achieved the knowledge, skills and competence required to meet the defined outcomes (NMC 2008:17).

Once Mentors have been entered onto the Live Register, which is held within your own organisation, you will be subject to Triennial Review.

ALL Mentors are required to meet the outcomes defined in the Standards to Support Learning and Assessment in Practice (NMC 2008a).

In order to meet the requirements of the Sign-Off Mentor role, you will be required to meet the additional criteria of the NMC Standards (2008a). The Sign-Off Mentor will be responsible for signing off students at the end of Year 3.

Mentors are responsible and accountable for:
- Organising and co-ordinating student learning activities in practice
- Supervising students in learning situations and providing them with constructive feedback on their achievements
- Setting and monitoring achievement of realistic learning objectives
- Assessing total performance – including skills, attitudes and behaviours
- Providing evidence as required by programme providers of student achievement or lack of achievement
- Liaising with others (e.g. Mentors, Sign-Off Mentors, Practice Facilitators, Practice Teachers, Personal Tutors, Programme Leaders) to provide feedback, identify any concerns about the student's performance and agree action as appropriate.
- Providing evidence for, or acting as, Sign-Off Mentors with regard to making decisions about achievement of proficiency at the end of the programme.

(NMC 2008a)

Competencies and Outcomes for Mentors are identified within the following domains:
- Establishing Effective Working Relationships
- Facilitation of Learning

- Assessment and Accountability
- Evaluation of Learning
- Creating an Environment for Learning
- Context of Practice
- Evidence Based Practice
- Leadership

Further expansion of the competencies that Mentors must meet can be found within the Standards to Support Learning and Assessment in Practice (NMC 2008a).

Within The Royal College of Nursing Mentor Toolkit (RCN 2007) the requirements for effective mentorship are defined further. These are as follows:

The responsibility of the Mentor is to ensure that you:
- are prepared to undertake the role

- share your knowledge of patient care and act as a positive role model

- are familiar with the student's programme of study and practice assessment documentation

- identify specific learning opportunities and that the learning experience is a planned process

- observe students practising skills under the appropriate level of supervision

- provide time for reflection, feedback, monitoring and documenting of a student's progress

- assess competence and patient safety, in keeping with the assessment documentation

- give students constructive feedback, with suggestions on how to make improvements to promote progress

- report any untoward incidents or concerns to your senior manager and the HEI

- liaise with lecturing and practice education staff as required

- maintain your own professional knowledge, including annual mentorship updates

- record your mentoring experiences as evidence of professional development (for example, for PREP)

- engage in clinical supervision and reflection in relation to this role
(RCN, 2007: 5)

Each student will be allocated to a **Named Mentor** by the placement area. As some of the pre-registration allocations are lengthy, and it is possible that a Mentor will be absent due to sickness etc., it is essential that students are allocated another Mentor in such instances.

The Registrant:
The NMC have defined the role of the Registrant, details of which can be found in the Standards to Support Learning and Assessment in Practice (NMC 2008a).

The Sign-Off Mentor:
Students will be required to have the Final Placement Proficiencies in Year 3 assessed by a designated "Sign-Off Mentor"; students will not only have their Practice Assessment Documents, but an additional document entitled "Ongoing Record of Achievement"; and the Sign-Off Mentor will be required to sign the Declaration of Proficiency found on the final page of the Ongoing Record of Achievement document.

The additional criteria for a Sign-Off Mentor can be defined as having:
- Clinical currency and capability in the field of practice in which the student is being assessed (working in the same field of practice as that which the student intends to qualify and being registered on the same part of the register).

- Met the NMC requirements to remain on the local register and are identified on the local register as a "Sign-Off Mentor".

- Been supervised on at least 3 occasions for signing off proficiency at the end of the final placement by an existing Sign-Off Mentor or Practice Teacher.

- A working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing.

- An understanding of the NMC registration requirements and the contribution they make to meeting these requirements.

An in-depth understanding of their accountability to the NMC for the decision they make to pass or fail a student when assessing proficiency requirements at the end of a programme. (NMC 2008: 20)

The Annual Update:
The Nursing and Midwifery Council (NMC 2008a) require that all Mentors participate in annual updating and map their ongoing development against the eight mandatory mentorship standards.

There are several reasons why Mentors and Registrants should update on a regular basis:
- The Standards (NMC 2008a) require Mentors to maintain and develop their knowledge, skills and competence through annual updating.

To remain on the Live Register each individual practitioner must have evidence of:
1. Mentoring at least two students with due regard within the three year period.
2. Participation in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other Mentors/Practice Teachers.
3. Exploring as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances.
4. Mapping ongoing development in their role against the current NMC mentor/practice teacher standards.

These requirements also apply to Registrants.

- Under the Post Registration, Education and Practice (PREP) requirements (NMC 2008), each practitioner must maintain their ongoing competence within their professional role as a

- Nurse, Midwife and Specialist Community Health Practitioner. Evidence of continuing professional updating is a requirement when completing the renewal form for re-registering.

- According to The Code (NMC, 2008) it is a requirement of each practitioner to:
  1. Facilitate students and others to develop their competence. (Work with others to protect and promote the health and well-being of those in your care).
  2. Deliver care based on the best available evidence or best practice. (Provide a high standard of practice and care at all times).
  3. Keep your knowledge and skills up to date throughout your working life. (Provide a high standard of practice and care at all times).

Under the NHS Knowledge and Skills Framework (KSF), (DH 2004), practitioners are required to have annual development reviews against their job outline. As part of this process personal development plans are agreed on how practitioners can work towards the role requirements of their job, which include being a Mentor and/or Associate Mentor. The ultimate aim of the NHS KSF is to provide safe, effective and quality healthcare.

3. GUIDELINES FOR WHEN NURSING STUDENTS ARE ON PRACTICE PLACEMENT

a) **Attendance on placements is compulsory.** Practice learning environments **must** allocate the student a Mentor and Registrant for supervision purposes and this allows the student to experience a variety of different working styles and patterns.

b) **Working hours – All programmes at MMU (Manchester Metropolitan University) and UoS (University of Salford) and all those at UoM (The University of Manchester)** expect students to work 37.5 hours per week -.This will normally be over five working days (excluding European Union placements and night duty) as appropriate to the individual programme. (See Appendix 1 for a list of the various programmes offered by each university). The above applies to all programmes with the **exception of the BNurs (Hons) and DPSN at the UoM as from September 2008 for these programmes the arrangements are as follows:**

UoM BNurs (Hons) – Theory and practice hours are calculated on a learning unit basis and not a weekly basis. For each course unit the student is required to achieve a specified number of taught study hours (days), independent study and clinical practice hours (days), independent study and clinical practice hours (days). Each clinical practice day accounts for 7.5 hours, and each study day for 6 hours.

UoM DPSN as from September 2008 – Students who commence the programme after September 2008 will work 28 hours a week in practice, except during the foundation year orientation to practice weeks, when they will work 35 hours in practice. Students and practice areas should negotiate the length of the practice day. However, it would be expected that they work 4 seven-hour days.

A table outlining each week of the course unit should be included in the clinical assessment document, and has to be signed off by the Mentor at the end of the placement.

For further information regarding working hours for nursing students please refer to the local university policies (See Appendix 2).

c) **Study Time -**
- The content of the programme consists of a minimum of 4,600 hours of study, which is split equally into 50% practice and 50% theory (NMC, 2002b). It is important that students complete the required number of practice hours in order for them to register at the end of the programme.

- Students are expected to make appointments with their Academic Advisors/Personal Tutors outside of their shift patterns. However, some flexibility and negotiation may be required.

d) **Bank Holidays –** The majority of students do not go into practice on Bank Holidays with the exception of UoM DPSN students.

e) **Reporting non-attendance or sickness –** Students have a responsibility for reporting sickness and absence.

When students are sick while on placement they **must**:
1) Telephone the placement AND university at least one hour prior to the time they would be going on duty.
2) Telephone the placement AND university when they are fit to resume duty.
3) If students are sick before days off, they must ring to say they are fit to resume duty, otherwise their days off WILL be counted as sick.
4) Excessive amounts of sickness must be discussed with the student's Personal Tutor.

The Mentor must also ensure that the relevant university has been contacted.

The procedure regarding the authorisation of absence should be agreed with the university from which the student attends. Students who do not meet the 4,600 hours criteria should discuss how this is to be managed with their individual university.

f) **The Practice Assessment Process -**
The same assessment process and documentation is utilised across Manchester. Assessment in practice should be conducted in the presence of the student.

Pre-Placement:
- A Mentor must be allocated in advance.
- Students complete initial self-assessment within their placement assessment documents

In relation to MMU students only action plans are agreed with the Personal Tutor.
- Students are advised to contact placement areas at least two-weeks before commencing the placement.

Initial Interview:
- Induction to the placement takes place within the first 24-hours and a record is made in the student Practice Assessment Document.
- The initial interview, with discussion of outcomes and action plans (MMU), takes place within the first week when learning needs and opportunities are identified.
- The student and Mentor must set a date and time for the mid-point / interim interview.

During Placement:
- Supervision of the student takes place and learning opportunities are negotiated.
- Specific skills acquired are to be recorded in the students' skills log/assessment document.

Mid-Point/Interim Interview:
- At the mid-point/interim interview the student and Mentor need to document the progress made in the four domains by completing the Mid-point / Interim Review of Progress. If any problems are foreseen the Mentor must initially inform the student, prior to contacting the Academic / Personal Tutor.
- Following the mid-point / interim interview, further learning opportunities and supervision of student activities may be needed in order that the set outcomes can be achieved at the appropriate level by the date of the final / summative interview. This will need to be documented in the interim development plan.
- A date for the final/summative interview should be agreed.

End of Placement/Summative Interview:
- Summary and evaluation of the learning outcomes and action plans (MMU).
- The document **must** be signed and dated by the Mentor in each of the boxes provided.

- Identified areas for further development are documented in the End of Placement Review of Progress.

NB: UoS students formulate Personal Development Plans (PDPs) in relation to personal, academic and practice goals throughout the whole of the programme. Mentors should discuss the PDP goals for practice at the initial interview when considering the development plan, and help students to review these goals at the end of the placement.

Mentors must complete the Ongoing Record of Achievement for all students at the end of each placement.

Concerns with Student Progress:
Where Mentors may have concerns about a student's progression of performance a discussion including Mentor, student and Academic/Personal Tutor should take place. Accurate records should be kept using the Pan Manchester Practice Assessment Document.

The Interim Development Plan should be devised, if required, in order to assist the student to achieve their outcomes where deficits in practice have occurred. This will involve:

- Discussing strengths and areas of development.
- Planning remedial action.
- Determining a date for final assessment.

Retrieval time for students will be organised as soon as possible and supported by the Academic Tutor/Personal Tutor if a student fails the practice placement.

For further information in relation to concerns regarding a student's progress please refer to the Quality Enhancement Process (UoM 2004).

The Portfolio/Personal Development Record:

- Throughout the programme UoM and MMU students will be required to maintain a portfolio and Salford students a Personal Development Record. These will enable and demonstrate the integration of learning experiences with personal, professional and academic development as a nurse.
- The Portfolio/Personal Development Record development is seen as a way of documenting the student's journey throughout the course and enhancing the student's individuality, self-direction and autonomy.
- The learning from this exercise is seen as a life long process and, therefore, the Portfolio Personal Development Record will become the basis of further post-qualifying professional development.

Continuing Professional Development/Post Qualifying Students:

- Where continuing education students are undertaking a clinically focused course unit, they are required to identify a suitably qualified Mentor who is also an experienced practitioner in the clinical area to act as their Mentor.
- The role of the Mentor, as with pre-registration students, is to guide, support and assess the student's competence in the clinical environment.
- Continuing Professional Development/Post Qualifying students on clinical course units are required to complete a Practice Assessment Document (PAD), which outlines competencies, or standards, which they need to meet, and the role of the Mentor is to assist and assess the student in meeting these competencies/standards and to sign to verify that this has taken place.

- Original signatures only will be accepted on PAD's, and student's who fail to complete or get the verification form signed will fail the course unit.
- Any concerns or queries regarding specific aspects of the role of the Mentor in the Continuing Professional Development/Post Qualifying programmes can be addressed by contacting the course Unit/Module Leader for the unit/module on which the student is a member, or by contacting the Programme Director for Continuing Professional Development Programmes (UoM)/Programme Leader (UoS). (Please refer to Useful Contacts: 18).

4. SUPPORT FOR REGISTRANTS, MENTORS & SIGN-OFF MENTORS

Support is available for Mentors and Registrants from the following:

- University Link Lecturer (ULL).
- The student's Academic/Personal Tutor.
- The Module/Programme Leader.
- The Placement Development Manager (PDM) for your Trust.
- The Practice Education Facilitator (PEF) for your Trust.
- The Placement Education Lead.
- Other Mentors/Registrants.
- Clinical Guides (MMU and Salford).
- The Higher Education Institutions (HEI's).

Please refer to the glossary section of the Self-Assessment (Educational Audit) Document within your placement for further clarification of these roles.

5. PRACTICE BASED LEARNING EXPERIENCE

The provision of practice placements has been developed and expanded through a partnership between service, Strategic Health Authority NHS Northwest and university colleagues.

Pre-registration students will now experience practice placements, which span NHS organisations, primary care and the private, independent and voluntary sectors. Students should be encouraged to access the Trust intranets.

Hub and Spoke Rotational Placement Programme for students -
The "Hub and Spoke" model for students has been developed to:
- Assist students to meet core-learning outcomes set within the curriculum.
- Assist students to meet individual learning outcomes whilst on placement.
- Enable the student to experience the whole patient experience.
- Increase placement capacity.

Each student can attend a maximum of ten days on "Spoke" placements as discussed and planned with their Mentor. Each placement has developed a "Hub and Spoke" Model to guide the students and they should be located on the students' notice board.

Whilst the student should be encouraged to identify and plan their own "Spokes", guidance should be given by the Mentor to ensure the visits are appropriate.

NB: Salford and MMU students only – In the final placement in Year 3, spoke placements longer than one day are discouraged as this is a period of consolidation in preparation for Newly Qualified Status.

For further information, please refer to the Pan Manchester Hub and Spoke Policy for Pre-registration Diploma and Degree Nursing Undergraduate Programmes (Appendix 2).

6.   USEFUL CONTACTS AND REFERENCES
THE UNIVERSITY OF MANCHESTER:

School Reception   306 0260 / 7606

Practice Learning Unit
Audits   306 7626
Mentor Updates   306 7704
Allocations - Adult   306 7700
Allocations - Child, Community & Mental Health   306 7702
Allocations - Midwifery   306 7810

allocations.nursing@manchester.ac.uk

Programme Secretaries
DPSN   306 7809
BNurs   306 7811
BMidwif   306 7805

Sickness & Absence   306 7807

studentabsence.nursing@manchester.ac.uk

Examinations Officers (Pre-Registration)
DPSN Administration   306 7730
BNurs & BMidwif Administration   306 7721

Continuing Education
Programme Secretary   306 7802
Examinations Administrator   306 7710

Student Support Officer   306 7717

MANCHESTER METROPOLITAN UNIVERSITY:

Professional Registration Reception   247 2216

Clinical Placement Unit & Allocations   247 2505
nursing.placements@mmu.ac.uk

Programme Support Secretaries   247 2216
& Sickness Monitoring   247 2264

Examinations   247 2215

Admissions   247 2518

UNIVERSITY OF SALFORD:
Allerton Reception   295 6463

Clinical Placement Unit
Placement Allocation Administrator   295 2753
Audit Administrator   295 2972

Programme Secretaries and Sickness Monitoring
Year 1 (BSc/Dip Nursing/Midwifery)   295 2870
Year 2 (BSc/Dip Nursing/Midwifery)   295 2740
Year 3 (BSc/Dip Nursing/Midwifery)   295 2757
MA Nursing   295 2875
General Enquiries   clinical-placements-nursing@salford.ac.uk
Sickness Reporting   NursMid-studentabsence@salford.ac.uk

Post Qualifying Programme Secretaries   295 2781

Examinations and Assessments   295 7270

Admissions   295 7126

USEFUL REFERENCES:

- Practice Learning Unit (2010): A Mentors Guide for a Student Failing to Progress in Practice: The University of Manchester, Jean McFarlane Building, Oxford Road, Manchester, M13 9PL.

- Practice Learning Unit (2010): A Student Feedback Guide for Your Practice Learning Environment Experience: The University of Manchester, Jean McFarlane Building, Oxford Road, Manchester, M13 9PL.

- School of Nursing, Midwifery & Social Work (2008): Framework for the Admission and Support of Students under the Age of 18 Years Old: The University of Manchester, Jean McFarlane Building, Oxford Road, Manchester, M13 9PL.

- School of Nursing, Midwifery & Social Work (2008): Student Nurse / Midwife Uniform Policy: The University of Manchester, Jean McFarlane Building, Oxford Road, Manchester, M13 9PL.

- Faculty of Medical and Human Sciences (2008): Communication and Dress Code for Students at The University of Manchester: The University of Manchester, Jean McFarlane Building, Oxford Road, Manchester, M13 9PL.

- Department of Health and English National Board (2001a): Preparation of Mentors and Teachers: London: ENB & DH.

- Department of Health and English National Board (2001b): Placements in Focus: London: ENB & DH.

- Department of Health (DH) (2004): Knowledge and Skills Framework: London. DH.

- Duffy, K (2004): Failing Students: London: NMC.

- Nursing and Midwifery Council (NMC) (2008): <u>The Code</u>: London: NMC.

- Nursing and Midwifery Council (NMC) (2004): <u>Standards of Proficiency for Pre-Registration Nursing Programmes</u>: London: NMC.

- Nursing and Midwifery Council (NMC) (2008a): <u>Standards to Support Learning & Assessment in Practice</u>: London: NMC.

- Nursing and Midwifery Council (NMC) (2006): <u>The PREP Handbook</u>: London: NMC.

- Royal College of Nursing (RCN) (2007): <u>Guidance for Mentors of Nursing Students and Midwives:</u> An RCN Toolkit: London: RCN.

Internet Sites:
- **www.nmc-uk.org**
- **www.dh.gov.uk**
- **www.salford.ac.uk**
- **www.salford.ac.uk/virtual learning environment/Blackboard resource site**
- **www.mmu.ac.uk**
- **www.nursing.manchester.ac.uk/mentors/**

YOUR USEFUL CONTACTS:
Contact Name:………………………………………………………
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7.   APPENDICES
1) UNDERGRADUATE PROGRAMMES OFFERED:
University of Manchester
- Diploma in Professional Studies in Nursing.
- Diploma in Professional Studies in Nursing with 40 Degree Level Credits.
- BSc (Hons) Nursing Practice.
- Bachelor of Nursing (Hons).
- B.Midwif (Hons).

University of Salford
- Cert HE / DIP HE / BSc Ordinary Degree (Adult, Mental Health and Child).
- BSc (Hons) Adult Nursing.
- BSc (Hons) Children's Nursing.
- BSc (Hons) Mental Health Nursing.
- BSc (Hons) Nursing RN (Adult) (Mental Health) (Children and Young People)
- BSc (Hons) Midwifery (156 Weeks)
- BSc (Hons) Midwifery (Post-RN)
- BSc (Hons) Professional Studies in Nursing and Social Work
- BSc (Hons) Integrated Practice in Learning Disabilities

Manchester Metropolitan University
- DipHe/BSc Nursing.
- BSc (Hons) Nursing.
- BA (Hons) Health and Social Care.
- FdA in Health and Social Care.

2) PAN MANCHESTER UNIVERSITIES POLICIES AND PROTOCOLS:

- Hub and Spoke Policy for Pre-registration Diploma and Degree Nursing Undergraduate Programmes.

- Practice Placement Policy for Pre-registration Diploma and Degree Nursing Undergraduate Programmes.

- Health and Safety / Risk Management Policy – Students Responsibilities whilst on Practice Placement.

- Protocol, Principles and Processes for the Identification, Selection and Monitoring and Removal of Practice Placements.

- Guidance to Student Nurses Working in the Community.