



The School of  
Nursing  
And  
Midwifery.

## **Mentorship Supervisor Handbook**

For those supporting students on the Mentorship  
Preparation Programme.

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## **Mentorship Preparation Programme**

### **Rationale**

This programme will ensure that nurses working in both primary, general practice and community care are fully equipped to meet the demands of supporting a wide range of students whilst on clinical placement in their areas and are equipped to offer effective mentorship, coaching and supervision to members of the primary care team.

This module is approved by the NMC as being suitable for nurse registrants working in the primary care/community care setting who wish to register as a mentor and supervise students whilst on clinical practice placements and how to ensure that NMC defined outcomes and competencies are met by students. Mentors are responsible and accountable for making decisions regarding a student's practice and learning, which can sometimes be difficult. This programme teaches the skills and knowledge required in order to make a fair and safe judgement of NMC students on the same part of the register and in the same field of practice.

This module focuses on developing and extending skills in providing support and guidance to others when they are learning new techniques and applying new knowledge; acting as a resource to facilitate learning and professional growth within an inter-professional environment; the importance of providing practice leadership and expertise to students; and ensuring public protection.

The programme is specifically designed for those working in primary and community care as the School of Nursing and Midwifery recognises the unique qualities required for mentors and educators with the demands on time that prevents regular classroom attendance. For these reasons this programme blends University classroom attendance with a well-supported, interactive on-line 'classroom'. This will include reading, group-work and individual activities that will enable student mentors to progress through the programme at a pace and time more suitable to their other commitments.

The programme is divided into 8 sections over a 3 month period with activities in each and assessment throughout that enables the student mentor to build up a portfolio of evidence that will be put forward for assessment at the end of the programme. This ensures learning is based on reflective practice and creates close links between theory and clinical practice. It also enables the work to be completed in 'chunks' rather than leave a large assessment to be completed at the end of the programme.

Each student mentor will be supported by a Mentor Supervisor. This will be a nurse mentor already on the NMC active register working within the student mentor's locality and willing to support the student mentor throughout the duration of the programme.

### **Overall Aim of the Programme**

Prepare students to develop and extend their skills as a mentor and educator in primary care in supporting others to achieve their full potential within the clinical learning environment and thereby contribute to work-based learning and assessment.

For those wishing to register with the NMC as a mentor this module will prepare nurse registrants to also meet the NMC mentor requirements in supporting student nurses within the clinical learning environment.

### **Learning outcomes**

The unit is delivered at academic levels 6. The respective learning outcomes are:

#### Level 6:

1. Analyse the selection, support and assessment of a range of learning opportunities in their area of practice suitable to enhance the learning of others.
2. Be self-analytical and reflective regarding ability to support learning in an inter-professional environment – selecting and supporting a range of learning opportunities for colleagues and students from other professions.
3. Assess other professionals under the supervision of an experienced assessor from that profession.
4. Be able to make analytical judgements about competency/proficiency of NMC students on the same part of the register, and in the same field of practice, and be able to give a rational, articulate account for such decisions.
5. Show critical awareness of personal abilities in supporting the learning of others in accordance with professional standards and codes of conduct, such as those of the NMC (2015).

### **Assessment of the Unit**

This unit has both theory and practice elements for assessment:

#### **Practice**

Each of the sections to be completed for this unit has a required activity. This should be undertaken under supervision of the supervising mentor. The supervisor will then assess this using the criteria in Appendix 1.

**NB: ALL PRACTICE ELEMENTS MUST BE PASSED IN ORDER TO ACHIEVE AN OVERALL PASS.**

#### **Theory**

The student is required to develop a portfolio of evidence throughout the duration of the unit having completed the practice activity noted in each section in MOLE with support from the supervising mentor and supported this with evidence from the Google+ discussions on MOLE and additional reflective accounts. The stages of this development are marked in the sessions and students are encouraged to aim to complete each part incrementally so that feedback can be given on progress. After each activity the student is required to make a post in Google +. There will be feedback from the tutor at the end of each task. The student may also wish to discuss/develop this entry with the supervising mentor and should be able to show the mentor their discussions.

For the final assessment of competence, the most salient points of learning from the posts, with any additional supporting evidence (such as journal articles), are put together in a 'portfolio of learning' and will be presented to the mentor throughout the programme. This will be the evidence base through to support the mentor when having the final sign off discussion. Mentor supervisor to assess and give constructive feedback on meeting these learning outcomes (written evidence from mentor supervisor to be provided for the portfolio).

The students will also sit a numeracy and equality and diversity assessment as per NMC (2008) requirements.

## **ELEMENTS OF THE UNIT**

The unit is delivered via blended learning and is made up of the following elements:

### **Theoretical Indicative Content**

The UNIT will be divided into 8 sections:

#### **1: Introduction.**

This begins with a classroom taught day and will introduce student mentors to the NMC requirements for this unit; how to access the on-line learning; assessment requirements; meet the tutors and rest of the student group whom they will be working with for the duration of the unit.

The remainder of this introduction section will be on-line with access to study skills; simple exercises and activities to become familiar with MOLE.

An online numeracy test and a workshop on discrimination and equality ending with a multi-choice test will also form part of this section and address part of the requirements from the NMC.

#### **Section 2**

##### Creating an Environment for Learning

- Support students to identify both learning needs and experiences that are appropriate to their level of learning.
- Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs.
- Identify aspects of the learning environment which could be enhanced-negotiating with others to make appropriate changes.
- Act as a resource to facilitate personal and professional development of others.

##### Facilitation of learning

- Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs.

- Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences.
- Support students in critically reflecting upon their learning experiences in order to enhance future learning.

### **Activity:**

- Complete the Learning Style assessment based on Honey and Mumford's Learning Styles Theory. Once you have done this consider whether you agree or disagree with the assessment outcome and how that may impact your on line learning experience.
- Consider what you think would be your student's learning needs? Brainstorm to identify these learning in needs in terms of:
  - technical learning needs (relating to knowledge, skills and competence)
  - behavioural learning needs (in terms of attitude, feelings confidence).
- Create your own mindmap using Coggle it to illustrate your ideas. Post your "Coggle" into the Google+ community.
- Consider what you think would be your student's learning needs? Brainstorm to identify these learning in needs in terms of:
  - technical learning needs (relating to knowledge, skills and competence)
  - behavioural learning needs (in terms of attitude, feelings confidence).
- Create your own mindmap using Coggle it to illustrate your ideas. Post your "Coggle" into the Google+ community.

**Reflective Journal Entry:** critical reflection analysing the steps taken to ensure the clinical environment meets a student's learning needs.

### **Section 3**

#### Establish Effective Working Relationships.

- Demonstrate an understanding of factors that influence how students integrate into practice settings.
- Provide ongoing and constructive support to facilitate transition from one learning environment to another.
- Have effective professional and inter-professional working relationships to support learning for entry to the register.
- **Activity:** Looking at the answer garden and everything you have discussed so far during the on-line course, think about the following questions and post your comments and thoughts on the Google+ community and discuss with your mentor supervisor.
  1. How would you form an effective mentoring relationship with your student?

2. What barriers (if any) could present?
3. How would you overcome these barriers?
4. What action plans would you put in place?

**Reflective Journal Entry:** Critical reflection on steps taken to ensure these standards are being achieved.

## **Section 4**

### 4.A: Assessment and Accountability

- Foster professional growth, personal development and accountability through support of students in practice.
- Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team.
- Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications for this for their future.
- Be accountable for confirming that students have met, or not met, the NMC competencies in practice.

**Activity:** Practice giving constructive feedback, verbal and written.

### 4.B: Evaluation of Learning

- Contribute to evaluation of student learning and assessment experiences-proposing aspects for change resulting from such evaluation.
- Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

### **Activity:**

- Write down why it may be difficult to fail a student and share your thoughts on Google+.
- Watch the video on MOLE. How would you verbally feedback to the student nurse? (think about developmental and motivational feedback)

- What would you write in the students placement booklet?
- Any other individuals who would need to know about the feedback you were giving to the student nurse?
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**Reflective Journal Entry:** Critical reflection on assessment and evaluation strategies.

## Section 5

### Context of Practice

- Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.
- Set and maintain boundaries that are sufficiently flexible for providing inter-professional care.
- Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.

**Activity:** For this session we want you to self-evaluate your practice environment and your own practice against the standards required by the NMC for mentors. Work through the following two points discussing your findings on the Google+ community and with your mentor supervisor.

1. Using the Practice Placement and Quality Assurance Audit that you developed or located for your task in session 2 think about how that could be improved to support the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.

2. Design an activity to assist the student in being able to identify the roles and responsibilities of a specific individual or group within the workplace and their importance in the learning experience.

**Reflective Journal Entry:** Critical reflection on the findings of the assessment of practice and intentions to improve.

## Section 6

### Evidence Based Practice

- Identify and apply research and evidence-based practice to their area of practice.
- Contribute to strategies to increase or review the evidence-base used to support practice.
- Support students in applying an evidence base to their own practice.

**Activity:** Construct a resource file, area, or library for the clinical area.

**Reflective Journal Entry:** Critical review of the research and literature supporting an area of practice within the clinical environment.

## Section 7

### Leadership

- Plan a series of learning experiences that will meet students defined learning needs.
- Be an advocate for students to support accessing learning opportunities that meet their individual needs – involving a range of other professionals, patients, clients, and carers.
- Prioritise work to accommodate support of students within their practice roles.
- Provide feedback about the effectiveness of learning and assessment in practice.

### **Activity:**

- Create a detailed learning plan/timetable for a student in the clinical area.

### Question 1

- Do you agree that mentors also have a role in socialising students and junior staff into the professional behaviours of care, compassion, courage, commitment, communication skills as much as competence? And that role modelling is a powerful teaching tool?

### Question 2

- Do you think that mentors have a role to play in leadership of the profession?

Use the generated discussion on Google+ and your comments as your evidence for your mentor supervisor

**Reflective Journal Entry:** Critical reflection on the importance of advocacy within the mentor role and ways in which this has been achieved and how this can be improved in the future.

## **SUPPORT IN PRACTICE**

You have agreed to act as a Named Supervisor Mentor and Assessor for the duration of the programme. You should be a mentor who meets the Standards to support learning and assessment in practice (NMC, 2008), Supervisor mentors must be a registered nurse mentor with the NMC and be named on the 'Live Register' of Mentors,

including information about the individuals 'Triennial Review', which is maintained by the HEE Yorkshire and Humber PPQA website (practice placement quality assurance). [www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk)

Your responsibility as a Supervisor Mentor is to select appropriate experiences required for student mentors to gain an understanding and appreciation of the role of mentor:

### **The NMC regulations (2008) Standards to support learning and assessment in practice: standards for mentors, practice teachers and teachers state: (p38)**

3.2.1 Mentor preparation programmes Mentor preparation programmes must be:

- At a minimum academic level of HE Intermediate level (previously known as level 2) or SCQF Level 8.
- A minimum of 10 days, **of which at least five days are protected learning time.**
- Include learning in both academic and practice settings.
- Include relevant work-based learning, e.g. experience in mentoring a student under the supervision of a qualified mentor, and have the opportunity to critically reflect on such an experience

### **Competence in Practice**

A learning contract will be used by you and your Student Mentor to discuss progress, you are required to document discussions (dates and main points of discussion).

The role of Supervisor Mentor includes:

- Meet with student mentor on a regular basis for the duration of the programme and keep a log of the required 12 hours on the document supplied by the student
- Conduct an initial, supportive and final discussion meeting on the documentation supplied
- Agree a learning contract with the student mentor and review action plans and reflections
- Orientate the student mentor to the role of mentor
- Create opportunities for discussion on the nature of mentorship, supervisory issues and the role of the mentor
- Provide pastoral support if necessary
- Give support and guidance throughout the programme
- Assist in the development and collection of evidence for the portfolio and the development of progress towards competence regarding mentorship
- Assess whether the clinical competencies have been met

### **The Reflective Learning Portfolio**

As part of the learning process and relating to practice activities, student mentors will be required to keep a reflective learning portfolio, which will form part of their assessment, it will enable them to record and analyse their learning experiences on the course.

A learning portfolio has several functions:

- It enables the student mentor to record personal reflections on experiences directly related to learning.
- It facilitates analysis and understanding of supporting students on placement.
- It acts as a focus for discussion with supervisor mentors and academic supervisors.
- It highlights areas of interest, which may be used as part of the summative critical reflections and in programme/ personal evaluation.
- It emphasises the application of theory to practice.

Student mentors should divide their learning portfolio into 8 sections under the following headings:

- Creating an environment for learning
- Facilitation of learning
- Establishing effective working relationships
- Assessment and Accountability
- Evaluation of learning
- Context of practice
- Evidence based practice
- Leadership

These are the same headings as the interactive sessions on the School of Nursing website and so will support the critical reflections they submit for assessment and assist in linking theory with practice.

### **Suggestions for inclusion in each section of the learning journal.**

- Written reflections of experiences
- Evidence of visits, discussions, observations of colleagues, other members of the health care team.
- Testimonies from students, colleagues, user/carers
- Policies, procedures, audits,

## **Practice Assessment**

At the end of the programme the supervising mentor will have had time to assess the student mentor on the above 8 topic areas by both **observations of their practice** and also the **reflective learning journal**.

Therefore the learning portfolio should contain sufficient evidence for you to be able to adequately assess the student mentor's knowledge, understanding and competency of all 8 areas.

At the final interview you should complete the practice assessment form to be found in appendix 1

## **Recommended Reading List**

Anderson, E. (2009) Learning pathways in contemporary primary care settings- student nurse's views, Nurse Education Today, 29(8) 835-839

Barr H, Helme M, D'Avray L (2014) Review of Inter-professional education the United Kingdom, Centre for Advancement of Interprofessional Education (CAIPE), Fareham.  
<http://caipe.org.uk/resources/publications/>

Duffy, K. (2003) Failing Students: A qualitative study of factors that influence the decisions regarding assessment of student's competence in practice, Nursing and Midwifery Council, London.

<http://www.nm.stir.ac.uk/documents/failing-students-kathleen-duffy.pdf>

Duffy, K. and Hardacre, J. (2007) Supporting Failing Students in Practice 1: Assessment, Nursing Times, 103(47) 28-29

Duffy, K. and Hardacre, J. (2007) Supporting Failing Students in Practice 2: Management, Nursing Times, 103(48) 28-29.

Equality Act (2010)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Guidance can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>

Gopee, N. (2015) *Mentoring and Supervision in Health care* (3<sup>rd</sup> edn.) SAGE

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Hargreaves, J. et al (2014) The Preparation and Practice of disabled health care Practitioners: Exploring the issues, Innovations in Education and Teaching International, 51(3) 303-314.

Hayes, C. (2013) Mentorship in Action for Health care Practitioners, British Journal of Health care Practice, 7(5) 252-255.

Honey, P. and Mumford, A. (1982) *The Manuel of Learning Styles*, Peter Honey Publications.

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice hall.

Lait J, Suter E, Arthur N and Deutschlander S (2011) Interprofessional Mentoring: Enhancing Student's Clinical Learning, Nurse Education in Practice, 11 (3), pp.211-215.

Mann, K. et al (2007) Reflection and reflective practice in Health Professional Education: A Systematic Review, Advances in Health Sciences Education 14(4) 595-621.

Moseley, L. and Davies, M. (2008) What do Mentors Find Difficult? Journal of Clinical Nursing, 17(12) 1627-1634.

Muleya CM, Marshall J and Ashwin C (2015) Nursing and Midwifery Students' Perception and Experiences of Mentorship: A Systematic Review, Open Journal of Nursing, 2015 (5), pp.571-586.

Nursing & Midwifery Council (2008) Standards to Support Learning and Assessment in Practice, London: NMC.

Available at <http://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning-and-assessment-in-practice/>

Royal College of Nursing (2010) Principles of Nursing Practice. Available online at: <https://www.rcn.org.uk/professional-development/principlesof-nursing-practice>.

Walsh, D. (2014) *The Nurse Mentors Handbook: Supporting Students in Clinical Practice* (2<sup>nd</sup> edn.) McGrawHill Ed/Open Uni. Press.

Lord Willis (2012) Quality with Compassion: The Future of Nursing Education. Report of the Willis Commission 2012, London: RCN. Available online at: [http://www.williscommission.org.uk/\\_data/assets/pdf\\_file/0004/489028/The\\_Willis\\_Report\\_2012.pdf](http://www.williscommission.org.uk/_data/assets/pdf_file/0004/489028/The_Willis_Report_2012.pdf) [Accessed December 2015].

Lord Willis (2015) Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants. Available online at: <http://hee.nhs.uk/wp-content/blogs.dir/321/files/2015/03/2348-Shape-of-caringreview-FINAL.pdf>