Mentor update 1, 2011-12
Session objectives:
• To discuss new NMC initiatives including new Standards for Pre-registration nursing (to be used from Sept 2012)

• To develop awareness of NMC resources and publications

• To familiarise yourselves with the NMC (2008) Standards to support learning and assessment in practice

• To examine key issues and identify where you can access further information and support
**Updating yourself using this resource**

- You are responsible for your own update and should ensure you undertake enough activity to feel confident and competent in the role.

- You should keep a record of your update on your mentor profile and portfolio of evidence available at [http://www.hls.brookes.ac.uk/peu/nmc-standards](http://www.hls.brookes.ac.uk/peu/nmc-standards)

- Check your own organisation’s *intranet* site for information on mentoring and updating.

- You should inform your manager that you have undertaken update activity so that the mentor register is up to date.

- Seek further support from your link lecturer or sign off mentors or experienced peers.

- You will learn more by interacting with peers/students and your link lecturer so do engage in some discussion of what you have learnt from doing this activity.

- Give yourself about an hour initially. You may want to explore things further later.
There is a clear professional responsibility to support students and to act as a role model for evidence based practice

- “You must facilitate students and others to develop their competence” (p5)

- “You must be willing to share your skills and experience for the benefit of your colleagues” (p5)

- “you must deliver care based on the best available evidence or best practice” (p7)

- “You must take part in appropriate learning and practice activities that maintain and develop your competence and performance” (p7)
Activity 1:

Reflect for a minute on your attitude to mentoring students

Consider how motivated you appear to learners

Acknowledge and make a note of what positive impact you have had on past learners

Make a mental note of anything you can do to improve your professional approach to facilitating the learning of others
There are new standards for pre registration nurse education

There are generic standards for competency organised into 4 domains:
- Professional values,
- Communication and interpersonal skills,
- Nursing practice and decision making,
- Leadership, management and team working

There are also field specific competencies for the fields of Adult, Children's, Mental health and Learning disability nursing.

http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%202016082010.pdf

These will be used by our students from Sept 2012 and we will offer more information when the paperwork is finalised.
NMC Standards and guidance

NMC standards are all available on their website and can be ordered as hard copies: these standards and guides are often used in our teaching and may relate to competencies. For example:

- Standards for medicines management (2007)
- Guidance for the care of older people (2009)
- Record keeping: guidance for nurses and midwives (2009)
The NMC A-Z Advice is available on a variety of topics. For example: consent, covert administration of medicine, delegation, social networking sites available @ http://www.nmc-uk.org/Nurses-and-midwives/Advice-by-topic/A

The NMC Essential skills clusters are part of our programmes and are in 5 areas:

1. Care and compassion, communication
2. Organisational aspects of care
3. Infection prevention and control
4. Nutrition and fluid maintenance
5. Medicines management

Under these headings there are 42 essential skills areas identified, which are further sub-divided into CFP and branch skills.
Activity 2:-

- Go onto the NMC website and familiarise yourself with any guidance and standards relevant to you and your workplace

http://www.nmc-uk.org/Publications-

- Order some publications (free) for your workplace if needed

- Next time you are working with a student – refer to relevant NMC guidance
NMC (2008) *Standard to support learning and assessment in practice* See web links below:

- Have now been in place since 2006 (new version 2008)
- Have been some minor revisions/clarifications
- Additional circular re: Sign off mentor

Full document: can be downloaded or ordered

For a summary and a self assessment form
http://www.hls.brookes.ac.uk/peu/nmc-standards
Structure of the standard

The standard takes the form of a developmental framework for 4 stages of your career...so that you may progress

- Registrants,
- Mentors (plus additional role of sign-off mentor (SOM))
- Practice teachers
- Teachers.
8 domains: NMC (2008)

- Establishing effective working relationships
- Facilitation of learning
- Assessment and accountability
- Evaluation of learning
- Creating and environment for learning
- Context of practice
- Evidence based practice
- Leadership
Activity 3:-

- Self assess against the 8 domains and Knowledge and Skills Framework using the self assessment form below

http://www.hls.brookes.ac.uk/peu/nmc-standards

- Keep a copy for your appraisal

- Identify any areas you need to develop further
key points relating to the domains

- Investing in the *initial meeting* and setting boundaries pays off
- Helping students set *SMART goals* gives focus
- Use a variety of methods to facilitate *active* student learning
- Giving regular specific behavioural *feedback* verbally and in writing (mid way) Set more *SMART goals* for the behaviour of concern
- You are *accountable* for assessing competency
- Contact your *link lecturer* and *document* if you have any concerns
Assessing disability:-

- Need to consider *inclusion and diversity* and *disability discrimination act*. Check that you are up to day according to your own employment requirements.

- Ask students if they wish to *disclose* any *disability* (such as dyslexia) or if they have any issues that need to be taken into consideration (physical or mental health disabilities).

- Placement unit is working with partners to provide guidance for risk assessment and support for student with disability and health conditions which require *reasonable adjustments*.

- Remember that you may the only person who *assesses skills* (such as documentation, organisation skills and so you need to be sure of competence.

Sign off mentor role (SOM) – Introduction and who needs one?

The NMC state that when a student has achieved the level of proficiency required for qualification (nursing) or progression to the next year (midwifery) that this decision is made by a SOM.

Sign off Mentors are required for:

- Adult and Child Nursing programme final placement students
- All Midwifery students
- All Specialist Nursing programme leading to a recordable nursing qualifications
- Specialist Public Health Nurses
- Return To Practice programme Nursing and Midwifery Students
How to become an SOM

- Check you have attended an annual update or carried out self-directed update. See if you are already on the mentor register as a SOM.

- Read/ understand the differences in the Mentor / SOM roles – see the additional criteria on the next slide.

- Undertake & document 3 student assessments under supervision in practice (see slide 20).

- Line manager completes the SOM checklist & informs the database lead (usually the Clinical Placement Facilitator or Learning environment lead).
Sign off mentor (SOM) role...

Mentors with an existing qualification and/or experience who are already practising safely and effectively in making accurate decisions on student proficiency in the final pre-registration placement can become SOMs.

*To be a sign off mentor you should have:*  
- Been on the NMC register for a minimum of 18 months – 2 Years  
- Clinical currency & capability in the field of current practice  
- A working knowledge of current programme requirements  
- An understanding of NMC registration requirements  
- An in-depth understanding of their accountability for the decisions they make re student proficiency
To become a Sign off Mentor, the qualified mentor is required to complete three supervised assessments of student’s progress (in place since Sept 09).

- “The purpose of supervised sign off is to enable the prospective sign-off mentor to experience and demonstrate the skills required to safely sign-off a student on an NMC approved programme with the support of an existing sign-off mentor” (NMC 2010)

- However, the first two of these three assessments can now be simulated in a variety of ways including practice.
3 x supervised assessments

- Assessment 1 – You may assess a student in practice (any year) or in the skills lab (OSCEs or demonstrate your SOM skills via role play, 3 way discussion etc. * to become part of module U44124 assignment.

- Assessment 2 - You may assess a student in practice or in the skills lab (OSCEs (any year) or demonstrate your SOM skills via role play, 3 way discussion etc.

- Assessment 3 – You must assess proficiency of a final placement student in practice (this should be under the supervision of an existing SOM)
SOM and Accountability

- You are confirming to the University & the NMC that the student has met the required level of proficiency for their profession and is **capable** of safe and effective practice at the point of assessment.

Registration provides a licence to practise and is the prime means of protecting the public.
Sign-off mentors must have time allocated to reflect, give feedback and keep records of student achievements in their final period of practice learning.

This will be the equivalent of an hour per student per week. This time is in addition to the 40% of the students time to be supported by a mentor.

*In the students Practice Assessment document (PAD) there is a SOM form to record time spent with your student*
Getting information and support

- Ask colleagues and more experienced mentors
- Look on the Brookes Practice Education unit Web pages
- Ask the student
- Make sure you know your link lecturer and he/she has your contact details (sometimes email is best). Ask to see them if you need to.
- Find out if your organisation has a Clinical Placement Facilitator role or Learning Environment Lead
- Talk to your line manager about any development needs you have
Activity 4:-

Access the Practice education Unit  Oxford Brookes

http://www.hls.brookes.ac.uk/peu

- See the left hand drop down menu and see what in each section

- See if you can find the Guidelines for professional behaviour/suitability and the Standards of conduct

- See if you can find resources and policies for supporting students
Placement learning Portal (Web pages)
http://shsc.brookes.ac.uk/plu

- There are now **Guidelines for professional behaviour/suitability**
  
  http://www.hls.brookes.ac.uk/images/pdfs/plu/guidelines-for-professional-behaviour-suitability-for-pre-qualifying-students_hscq_0847.pdf

Consider what can you do?
- Set boundaries/discuss expectations/ground rules
- Get students to complete time sheet in advance
- Highlight any issues to link lecturers
Mentor register:

- Kept by your manager
- Need to be annotated (mentor or sign off mentor)
- Do annual update (attended or self directed)
- Tri annual review
- Keep evidence of your development
Evidence of CPD in mentoring/SOM role
keep in your mentor profile and portfolio of evidence

http://www.hls.brookes.ac.uk/images/pdfs/plu/gathering-evidence-on-your-role-as-mentor-or-sign-off-mentor.pdf

- Record of number and level of students mentored over 3 year period
- Records/notes from local team meeting/to discuss mentoring issues
- Project work/posters/intro-packs etc. for students/facilitation of learning
- Feedback sheets/thank you notes from students

- Personal reflection of critical incidents
- Copies of feedback you have written (anonymous)
Practice Assessment Documentation (PAD) Key paperwork

- Initial self-assessment: Check the objectives are SMART
- Midway review: Be specific and detailed
- Individual competencies (initial, comment and sign): Only sign of sure of competence
- Final review: Strengths and areas for development (specific)
- Timesheet: Ensure student plans and records shifts in advance
Please ask your Link Lecturer if you aren’t sure.
Thank you for continuing to support all our students in placement ....