Mentor update – Introducing the new NMC (2010) competencies

2011-12
Aims of the session:

• To explore any issues or concerns you may have regarding mentoring

• To identify the key changes to pre-registration nursing competencies

• To review the key roles of mentoring and new associated paperwork

• To identify support mechanisms and importance of keeping evidence of your CPD as a mentor
New standards for Pre-registration nursing (NMC 2010)

- Updated to ensure relevant today’s practice (old ones were dated 2004)

- Nurses from across the country including Brookes and local trusts were involved in developing the standards

- All pre registration nursing courses revalidated this year to check they meet the new standards

- Keeping 2300 hours of practice (50%)
Changes in emphasis in the new standards

- All fields need to meet the essential needs for all client groups and manage complex needs within own field

- Leadership skills e.g. delegating, planning, decision making, using evidence are emphasised

- Emphasis on developing independence and autonomy as a practitioner (required by end of year two)

- Safeguarding vulnerable groups is added

- Essential skills are all included 42 statements (e.g. privacy and dignity)
Main Changes

Placement leads from Children's, Mental Health and Adult talked to students and mentors to develop the draft *(we no longer take new Learning Disability students at OBU).*

- Competencies completely rewritten to avoid repetition and wooliness
- Removed reflection on individual competencies in the little boxes
- Formative feedback to be written as part of midway review not on specific comps (relating to each of the 4 domains)
- Reduce number of times mentor has to sign each comp
- Increase meaningful reflection and use this as evidence of competency
- Put in landscape format
New practice documentation

2 parts (Practice education handbook (PEH) and Practice Assessment Document (PAD))

**Practice education handbook** (PEH) reference document – how practice is organised and regulated

1. Practice education requirements
2. Structure and content of practice
3. Organisation of practice experience
4. Roles and responsibilities
Practice assessment document (PAD)

Working document used to plan and record learning and competence in practice. The sections are:

1. How to use the document
2. Practice learning and assessment learning record (forms)
3. Competency framework
4. Simulated practice learning (SPL)
Look at the following:

- Page 2 of section 1: How to use this document…
- Then look at example competency 1a.

- *Standards for competency* organised into 4 domains:
  - Professional values,
  - Communication and interpersonal skills,
  - Nursing practice and decision making,
  - Leadership, management and team working

http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf

- These will be used by our students from Sept 2012
Mentoring a student from the initial placement meeting to the final placement meeting

See initial placement interview form
- See section 1 explanation of initial placement meeting (hand-out)

Discuss importance of completing this form/initial placement meeting

- Previous achievements – students should complete before they arrive on placement
- Compete initial checks and discussion record

Ensure you understand each check point
Objective setting

- New format –

- Importance of clear objective setting for assessing practice and planning learning

- See explanation of SMART in section 1 (how to write objectives)

- See website below for ideas of words to use
Competency assessment: You need to plan how you will assess your student

- Read the guidance in section 1 on mentor feedback in midway and final feedback

- Read the words of the competency – *it will indicate the actions that the student has to do to demonstrate competency e.g. identify, recognise, accurately monitor etc.*

- Consider the evidence (what have you seen, read, talked about). *Students must show you written reflections on their practice identifying relevant competencies*

- Use of others: client feedback, other colleagues, wider professional team (see form: feedback from others who have contributed to this assessment)
Activity

Write an **objective** that reflects a learning opportunity in your placement area using the framework given.

Hints

- Use words that involve the student doing something e.g. discuss, demonstrate, describe, identify, plan etc.

- Consider the stage of the students learning e.g. move from describe for a 1\(^{st}\) year, discuss for a 2\(^{nd}\) or 3\(^{rd}\) year.

Remember: more objectives can be added later as student becomes familiar with opportunities.
Read guidance on midway review of progress in section 1 and tips for mentors on giving and final written feedback section 1

**Purposes of meeting**

- Discuss students progress in relation to objectives and comps
- To give feedback regarding performances including strengths and areas for development
- To agree an revised action plan that will help student achieved competences required by deadline
- Consider involvement of link lecturer (not just when there are problems)
Final assessment of practice

Read section on mentor final assessment in section 1

Read an example final feedback and consider writing your own for a student you have mentored

Check

- Is it specific about how often, how well and how the student performed
- Does it identify strengths and areas for development
- Does it discuss knowledge as well as skill
Assessment should be:

**Reliable** – would all assessors using the same criteria come to the same judgement

**Valid** – do we actually assess what we want to assess? (and are we explicit about it?)

**Relevant** – are we assessing things we want the students to demonstrate? (i.e. why are we assessing this, is it important?)

Rust C (2002) *Purposes and principles of assessment*
http://www.brookes.ac.uk/services/ocsld/resources/briefing_papers/p_p_assessment.pdf accessed 1/11/11
Ask them what we teach them! (give notice), ask students to bring in lecture notes, ask students to show you skills books/videos (e.g. clinicalskills.net)

Get them to demonstrate a skill with commentary about rationale/evidence “I’m now doing… because…”

Give them advance notice to prepare: Tomorrow we will discuss…find out all you can about…?, Look up all the drugs on these 3 patients before we administer the medications

Reflective discussions i.e. “tell me about…” or “what happened?”
Assessment continued...

- Discuss what is observed or heard as evidence rather than generalisations.

- Get students to present cases of patient/clients (do a handover with rationale) to you to assess knowledge and attitude.

- Ask more in depth questions about the knowledge part of competencies e.g. why is it important?, what are your priorities? Get to see their thinking!

- Get them to tell you what they have learnt each shift (not just what they have done!)
Assessment continued...

- Get students to summarise what they have learnt in university about a topic (use SPL sheets as a trigger or competency statements). If they say they haven’t done it, ask your link lecturer.

- Consider if you like the student and how that influences your assessment of them (are you kinder to nice students! or harder on students you don’t click with?).

- Discuss what students learn from role modelling your practice (ask for critical comment and feedback).

- Get more feedback from patients/clients and colleagues
Failing to fail

- It is the students' responsibility to provide evidence of competency if they do not then they cannot pass.

- It is *not you* who fails them it is they that fail to demonstrate that they meet the criteria.

- You are *accountable* for your actions. Don't sign if you don't think they are competent.

- Don't take personal/health issues into account when you assess competency.
Failing to fail (continued…)

- Seek support of more experienced peers/Link Lecturer

- Encourage the student to set new SMART goals for the area that is not yet demonstrated (i.e. what do they need to do to achieve the expected level of competency)

- Avoid discussing problems with other people if you have not discussed them constructively with the student.

- Keep the professional behaviour competency (1b) unsigned until the final day.
Finding information/support

• Ensure you know who your Link Lecturer is and that they know how to contact you
• Identify any educational link/PDNs or CPFs/LELs or experienced/SOMs in your area
• Use the Practice Education Unit (PEU) website to access policy/guidelines
  http://www.hls.brookes.ac.uk/peu
• Ask for support if you need it
• Use the intranet to find skills books, module handbooks etc.
  http://www.brookes.ac.uk/bv-gateway
  ▪ Username: ss060338
  ▪ Password: ag0338
Keeping evidence/CPD

- See hand-out for mentor profile and portfolio of evidence [http://www.hls.brookes.ac.uk/peu/nmc-standards](http://www.hls.brookes.ac.uk/peu/nmc-standards)

- Keep records of numbers and the year of your students

- Keep any feedback, reflections, self-assessments

- Remember your triennial review and self-assess against the 8 domains [http://www.hls.brookes.ac.uk/peu/nmc-standards](http://www.hls.brookes.ac.uk/peu/nmc-standards)
Reference:

NMC (2010) Standard for Pre-registration nurse education available at
http://standards.nmc-uk.org/Pages/Welcome.aspx accessed on 25/1/12

accessed on 25/1/12