

Module Title:	Mentorship in Practice	Level:	7	Credit Value:	20
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Module code:	NHS760/ NHS760D* *please see derogations section	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Janet Gargiulo
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Scheduled learning and teaching hours	32.5 hrs
Guided independent study	135 hrs
Work based learning	32.5 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Palliative Care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Allied Health)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Glyndŵr University Certificate of Continuing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
Current registration with NMC for at least one year and evidence of developing knowledge, skills and competence beyond registration Access to an NMC student in practice with due regard to registration and field of practice and a current supervising mentor

Office use only

Initial approval September 13

APSC approval of modification *Enter date of approval*

Version 2

Have any derogations received SQC approval?

Yes No

Module Aims

The aims of this module are to enable participants to:

- 1) Manage and deploy the expectations placed on mentors consistent with the requirements of the parent organisation and/or regulatory body
- 2) Develop skills and strategies to facilitate appraisal of and support for mentees' learning needs and development through a critical awareness of different models of mentorship and supervision.
- 3) Prepare Nurses and Midwives to meet the standards and requirements for nurses, midwives and health visitors seeking to be recorded as a mentor/sign off mentor (midwives) on their local organisational mentor database.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Deploy, articulate and critically reflect upon the role, responsibility and accountability of a mentor within their own professional, occupational and organisational context	KS1	KS3
		KS4	KS6
		KS8	KS9
2	Systematically assess the developmental needs of a mentee within a given learning environment and implement a range of learning strategies which empower the learner to meet these needs	KS1	KS2
		KS5	KS6
		KS8	KS9
3	Assess and justify decisions on the mentees' progress and achievement, utilising a range of evidence against professional and/or organisational standards, compiling accurate reports	KS1	KS2
		KS5	KS6
		KS8	KS9
4	Critically evaluate the inter-professional nature of learning in practice, identifying how this contributes to the development of learners within a professional field.	KS1	KS2
		KS5	KS6
		KS8	KS9

Transferable/key skills and other attributes

Exercise initiative and personal responsibility
Decision making in complex and unpredictable situations
Independent learning ability for continuing professional development

Derogations

Students on MSc Advanced Clinical Practice and MSc Advanced Clinical Practice (Therapies) will be registered on NHS760D and the following derogations will apply:

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment:

Assessment of this module is a portfolio of mentorship practice.

The portfolio will comprise:

- i) A critical reflection of the role, responsibility and accountability of the mentor's role within a given profession. The critical reflection will cross reference to and draw upon evidence provided in the portfolio which will include learning plans, an analysis of the local learning environment, the records of teaching and assessment observations, learning log/reflective diaries, student/placement evaluations and testimonies tracing the mentorship of a chosen mentee. This evidence should be drawn from work based learning time reflected in a learning log.
- ii) For nurses, midwives and health visitors who are seeking to gain mentor status on their local database, evidence within the portfolio will demonstrate achievement of Outcomes and Competencies for Mentors - *Standards to Support Learning and Assessment in Practice for mentors* (NMC, 2008). An NMC portfolio handbook is provided for this purpose and must be used for students to be able to achieve mentor (nurses), sign off mentor (midwives) status on the local organisations mentor database. 5 days' work based learning must be spent mentoring (under supervision) a student on an NMC programme with due regard for registration and field of practice. For midwives, criteria to meet sign off mentor status in practice will be signed by a supervising midwifery sign off mentor, currently recorded on the local organisations database.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%		4,000

Learning and Teaching Strategies:

The module will consist of 5 days (32.5 hrs.) of scheduled learning and teaching, together with a further 5 days (32.5 hrs.) of work based learning activity supervising a relevant student of independent learning activity and 135 hours of independent study. For students wishing to meet NMC Mentor, or sign off mentor status, this work based activity will be focused on managing practice learning for a student on a relevant NMC programme, with due regard for the students registration and field of practice.

Scheduled learning activity will include interactive lectures, seminars and tutorials, practical /simulated learning activities with formative feedback. This will be delivered through a combination of interactive face-to-face and digitally enhanced learning activity and independent learning and development of assessed work.

Syllabus outline:

- Developing self-evaluation and the role of self-awareness in mentoring
- Models in mentoring and supervision
- Mentors role, responsibilities and expectations. Personal and professional values, code of practice and maintaining standards - role modelling
- Creating the environment for inter professional learning
- Assessing needs : Goal setting, Learning contracts and action plans
- Learning theories and approaches to learning and teaching. Empowerment and motivation theories
- Facilitating learning and development in practice
- Competence and capability
- Supervision and Delegation
- Practice Assessment - principles and practice
- Accountability , ethical decision making and the justification of assessment decisions
- Good practice in observation and feedback. Documentation
- Using evidence to assess occupational / organisational/professional standards
Evidence triangulation
- Fitness and suitability to practice. Student's behaviour and conduct. Supporting students through issues of concern. Failing in practice
- Equality and Diversity – support for and management of student issues
- Quality assurance, audit and enhancement. Healthcare improvement and the mentors role

Bibliography:

Essential reading

Hibberd, P.A (2008) Facilitating and assessing student learning: Understanding the role of the portfolio. Chapter 1 in Norman,K (ed) *Portfolios in the Nursing Profession: Use in Assessment and Professional Development* Quay books

Kilgallon, K and Thompson, J (2012) *Mentoring in Nursing and Healthcare*. Wiley- Blackwell

Nursing and Midwifery Council (2008) *Standards to Support Learning and Assessment in Practice. NMC Standards for mentors, practice teachers and teachers* London, NMC

Wigens, L (2013) *Mentorship and Clinical Supervision Skills in Health Care: Learning Through Practice* 2nd edition Thompson Learning

Other indicative reading

ENB, DOH (2001) *Placements in Focus: guidance for education in practice for health care professions* <http://www.nmc-uk.org/Publications-/Archived-publications>

Ghaye, A. Ghaye, K. (2010) *Teaching and Learning through Critical Reflective Practice: a practical guide for positive action second edition*. London: Routledge.

Hibberd, P.A (2005) *Assessing your learning and development needs; effective chronic disease management in Wakley and Chambers, R (2005) Chronic Disease Management in Primary Care*. Oxford, Radcliffe

NMC website for updates to standards

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