

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:	2-3	With effect from:	September 18
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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)		✓
MSc Advanced Clinical Practice		✓
MSc Health Sciences		✓
MSc Health Sciences (Therapies)		✓
Glyndŵr University Certificate of Continuing Education	✓	

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 November 17	
APSC approval of modification Enter date of approval	Version 1
Have any derogations received SQC approval?	Yes ✓ No <input type="checkbox"/>

**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	
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**

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): 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.  
In Addition:  
Students undertaking the MSc Advanced Clinical Practice (all routes):  
There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

**Assessment:**

- i. Assessment of this module is a portfolio of mentorship practice.  
The portfolio will comprise:  
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**

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

**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 (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

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

Wigens, L (2013) *Mentorship and Clinical Supervision Skills in Health Care: Learning Through Practice* 2<sup>nd</sup> ed Thompson Learning

Websites:

NMC website for updates to standards

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