Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Mentorship in Practice	**Level**:	6	**Credit Value**:	20

Module code:	NUR612	**Is this a new module?**	YES	**Code of module being replaced**:	

Cost Centre:	GANG	**JACS3 code**:	B700

Trimester(s) in which to be offered:	1, 2 & 3	**With effect from:**	September 17

School:	Social & Life Sciences	**Module Leader:**	Chris O Grady

Scheduled learning and teaching hours	32.5 hrs
Guided independent study	135 hrs
Placement	32.5 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Glyndŵr University Certificate of Continuing Education (Mentorship level 6)	☐	✓

Pre-requisites – For Registered Nurses and Midwives
Students accessing this module must have:- a) Current registration with the NMC for at least one year and evidence of developing knowledge, skills and competence beyond registration b) Access to an NMC student in practice with due regard to registration and field of practice and a current supervising mentor.

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 to meet the standards and requirements for nurses, midwives and health visitors seeking to be recorded as a mentor/sign off mentor 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	Critically reflect upon the role, responsibility and accountability of a mentor within their own professional, occupational and organisational context.	KS1	
		KS6	
		KS9	
2	Identify the factors that contribute to the developmental needs of a mentee within a given learning environment and implement a range of learning activities which empower the learner to meet these needs.	KS2	
		KS3	
3	Assess and explain the decisions on the mentees' progress and achievement, utilising a range of evidence against professional and/or organisational standards, compiling accurate reports.	KS4	
		KS5	
		KS10	

4	Critically discuss the inter-professional nature of learning in practice, identifying how this contributes to the development of learners within a professional field.	KS7	
5	Meet the NMC (2008) SLAiP standards for a mentor in practice and where appropriate, meet the selective elements of the sign off mentor criteria outlined by the NMC (2008).	KS8	

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
Note:
Failure to protect the confidentiality of any individual or organisation will be given a fail grade.

Assessment:

1. 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 and/or sign off mentor 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.

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Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Portfolio	100		4000

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:

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- 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 – Leadership & 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, capability & evaluation
- 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:

Aston, L. and Hallam, P. (2014), *Successful Mentoring in Nursing.* (2nd ed.) London: Sage.

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

Kinnell, D. and Hughes, P. (2010), *Mentoring Nursing and Health Care Students*, London: Sage.

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

Other indicative reading:
Elcock, K. and Sharples, K. (2011), *A nurse's survival guide to mentoring.* Edinburgh: Churchill Livingstone.

Gopee, N. (2015), *Mentoring and supervision in healthcare.* (3rd ed.) London: Sage.

Houghton, T. (2016), Developing Mentors to Support Students in Practice. Part 1: Standards to Support Learning and Assessment in Practice. *Nursing Standard*, 30, 22, 41.

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

https://www.rcn.org.uk/library/subject-guides/mentorship