

MODULE SPECIFICATION PROFORMA

Module Title:	Mentorship in Practice	Level:	6	Credit Value:	20
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Module code:	NUR618	Is this a new module?	YES	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 & 3	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Chris O Grady
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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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

Office use only

Initial approval: September 2018

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

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

Derogations

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

Assessment:

Assessment of this module is a portfolio of mentorship practice.

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.

The portfolio will include learning plans, an analysis of the local learning environment, the records of teaching and assessment observations, student/placement evaluations, testimonies tracing the mentorship of a chosen mentee and a reflective account focusing on the observed teaching session.

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	Pass/Refer		

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*. London: 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>