

Policy Document Control Page

Title

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Insertion of Fundamental Care Certificate

Originator

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Designation: Practice Education Facilitators

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Policy to be uploaded to the Trust's External Website? YES

Review

Review Date: January 2019

Responsibility of: Practice Education Facilitators

Designation: Practice Education Facilitators

This policy is to be disseminated to all relevant staff.

This policy must be posted on the Intranet.

Date Posted: 6th June 2016

Contents

| | |
|---|----|
| Policy Document Control Page | 1 |
| 1. Introduction | 4 |
| 2. Policy Statement | 4 |
| 3. Purpose | 4 |
| 4. Roles and responsibilities | 5 |
| 4.1 Director of Nursing | 5 |
| 4.2 Service Leads/Managers | 5 |
| 5. Definitions and role responsibilities | 5 |
| 5.1 Registrant | 5 |
| 5.2 Mentor | 5 |
| 5.3 Practice Teacher | 8 |
| 5.4 Practice Education Facilitator (PEF) | 8 |
| 5.5 Placement Development Manager (PDM) | 8 |
| 5.6 Placement Education Leads (PEL) | 8 |
| 5.7 University Link Lecturers (ULL) | 9 |
| 5.8 Managing Poor Performance/Non Compliance | 9 |
| 6. Support Systems for Mentors | 9 |
| 7. Trust Local Live Register of Mentors | 9 |
| 8. Advice, Information and Guidance for Mentors | 9 |
| 9. Reference Documents | 10 |
| 10. Review | 10 |
| Appendix 1 | 11 |
| Appendix 2 | 12 |

1. Introduction

The Nursing and Midwifery Council (NMC) introduced the *Standards to Support Learning and Assessment in Practice* (NMC 2008a) to give guidance for practice placement education. This document includes those standards, and identifies outcomes for mentors. The framework to support learning and assessment in practice, describes the knowledge and skills required by Mentors and Registrants working with pre-registration student nurses undertaking an NMC approved programme. (Appendix 1).

There are eight domains in the framework. These domains are:

1. Establishing effective working relationships
2. Facilitation of learning
3. Assessment and accountability
4. Evaluation of learning
5. Creating an environment of learning
6. Context of practice
7. Evidence -based practice
8. Leadership

It is the mentors/registrants responsibility to ensure that they meet the requirements set within the NMC, The Code (2015) and the Standards to Support Learning and Assessment in Practice (2008b). Should there be any issues identified by the mentor in meeting the above, these need to be addressed by the line manager.

2. Policy Statement

Pennine Care NHS Foundation Trust must ensure that the NMC standards for mentors are applied to all registered nurses who assess the competence of pre-registration nursing students.

In addition Pennine Care NHS Foundation Trust must comply with the directions "Standards to support learning and assessment in practice," NMC (2008b).

3. Purpose

The purpose of this policy is to protect the public by ensuring that appropriate standards are applied to the assessment of pre-registration student nurses undertaking NMC approved educational programmes. This framework has been formulated to facilitate personal and professional development. It provides a clear and structured role definition for mentors confirming their responsibilities and accountabilities.

This policy is to ensure that pre registration student nurses are fit for practice at the point of registration and are able to fulfil their role as a registered nurse. The policy will contribute to the identification and planning of continuing development of mentors and registrants. It will describe roles and responsibilities within the mentorship process to enable individuals to maintain clinical currency and capability.

4. Roles and responsibilities

4.1 Director of Nursing

The Director of Nursing will have ultimate responsibility for maintaining the requirements set by the NMC (2008b).

4.2 Service Leads/Managers

4.2.1 Managers will ensure that each clinical placement area has sufficient number of mentors/sign-off mentors for the allocated students, according to the new standards.

4.2.2 The Service Lead/Team Leaders will ensure systems are in place to guarantee any changes to the mentor register and their area of responsibility are notified to the Practice Education Facilitator team (PEF).

4.2.3 The Service Lead/Team Leaders will ensure systems are in place whereby triennial reviews of mentors/sign-off mentors have been undertaken by the ward/unit/department/sector managers. They will ensure the PEF team are informed of the date of the triennial review (see section 'Triennial Review').

4.2.4. The Service Lead/Operational Lead is responsible for the implementation of the policy within their area, and that there is fair allocation of student nurses in collaboration with the Practice Educational Lead (PEL) for that service.

Any disparity within teams regarding capacity issues will be determined by the service lead and this information will be communicated to the PEF team.

5. Definitions and role responsibilities

5.1 Registrant

A Registrant supports the mentor in their role with pre-registration students. The Registrant has undertaken a one day in house study day(Supporting Learners in Practice).

5.2 Mentor

A mentor is a nurse who has successfully completed an NMC approved mentor preparation programme and is therefore able to supervise and assess students in the practice setting.

Requirements to remain as a mentor on the live register – Mentorship of at least two students within a three-year .The mentor must be able to demonstrate the knowledge, skills and competence required to meet the 8 NMC domains (as detailed in *Standards to Support Learning and Assessment in Practice* (NMC 2008a) .Mentors must participate in an annual mentorship update. Mentors must complete the Triennial review requirements .

According to the NMC (2008) Mentors are responsible and accountable for:

- Organising and co-ordinating student learning activities in practice.
- Supervising students in learning situations and providing them with constructive feedback.
- Facilitating self-assessment to complete any additional outcomes and achievement of realistic learning objectives.
- Assessing total performance – including skills, attitudes and behaviours.
- Providing evidence as required by programme providers of student achievement or lack of achievement.
- Liaising with relevant other professionals, to provide feedback, identify any concerns about the student's performance and agree action as appropriate.
- Providing evidence for, or acting as, sign off mentors with regard to making decisions about achievement of proficiency at the end of the programme.

The NMC recognises that mentors are primarily employed to deliver care for patients and clients. Pre registration students have supernumerary status and it is a NMC requirement that whilst giving direct care in the practice setting at least 40% of the students time must be spent being supervised (directly or indirectly) by their mentor.

It is the mentor's responsibility to ensure they meet the standards set by the NMC (2008b). Mentors should remain fully aware of their accountability by meeting the Triennial Review requirements set by the NMC (2008b) and ensure that they assess all students to ensure that only those who are fit to practice progress as far as their final placement.

All mentors who are 'live' on the Trust mentor register will be expected to support staff undertaking the Fundamental Care Certificate.

5.2.1 Triennial Review

Mentors/sign off mentors must demonstrate their knowledge skills and competencies on an ongoing basis. Triennial review is part of, and integral to, the annual Trust appraisal process. Pennine Care NHS Foundation Trust must ensure each mentor sign-off mentor is reviewed every three years (triennial review) to ensure that only those who continue to meet the standards remain on the live register. Mentors must complete the Trust Triennial Review booklet, and return the Triennial Review completion form this must be verified by their line manager and returned to the PEF team.

To be maintained on the local 'live' register a mentor must be able to demonstrate evidence of meeting the 8 standards. Pennine Care NHS Foundation Trust will ensure that sufficient mentor updates are available in a variety of ways so that requirements are met.

Mentor updates are provided by the Trust with input from both the Practice Education Facilitator and the University Link Lecturer. Mentors are also able to access on line updates via the Approved Higher Educational Institutions (HEIs) Virtual Learning Environment: Blackboard for the University of Salford and the mentor website for the University of Manchester.

5.2.2 Sign off Mentor

Sign-off mentors and/or practice teachers have been a requirement for all students commencing NMC approved programmes from September 2007.

All sign-off mentors are nurses or midwives who having met the additional criteria (NMC (2008a) Standards to Support Learning and Assessment in Practice, see paragraph 2.1.3 <<http://www.nmc-uk.org>>. and Circular 25/3/10. A sign-off mentor is responsible for making the final assessment at the end the course prior to registration and confirming that the student has completed all practice requirements for entry to the NMC nursing register.

When a student is in their final placement the sign off mentor requires one hour per week protected time per student (NMC Guidelines 2008b)

All student nurses who commence pre-registration programmes require a sign off mentor for their final placement.

In order to fulfil the role of sign off mentor the nurse is required to:

- Be a Registered Nurse
- Be working in the same field of practice as that in which the student intends to qualify.
- Have clinical experience and credibility in the field of practice that the student is being assessed.
- Has completed an annual mentor update to meet the NMC Standards.
- Have been a mentor for pre-registration students, and has been assessed by a sign off mentor whilst working with one final placement student.
- Mentors who met the sign off criteria prior to 2010 (first wave) are annotated onto the live mentor register as a sign off mentor, and are therefore expected to fulfil this role unless this had been agreed with their Service Lead and the rationale is clearly communicated to the PEF Team. Post 2010 newly qualified mentors will be expected to work towards meeting the criteria for sign-off status. To facilitate this, the PEF Team will provide relevant guidance and training. Sign-off mentors will be required to assess new sign-off mentors in training and to complete appendix 2
- Have a working knowledge of current programme requirements, practice assessments strategies and relevant changes in education and practice for the student they are assessing.
- Have in- depth understanding of their accountability to the NMC for the decision they make to pass or fail a student at the end of the programme.
- Meet the Standards to Support Learning & Assessment in Practice as set down by the NMC (2008)

The sign off mentor confirms the student's fitness to practice and verifies that the student has met all the proficiencies required to enter the register.

5.3 Practice Teacher

A Practice Teacher is a registrant who has undertaken an approved NMC Practice Teacher programme. The NMC have agreed that the Practice Teacher Standard is mandatory from September 2008, and includes meeting the NMC standards for assessment.

Health Visitors who are Practice Teachers will support students on the specialist community practitioner public health nurse programme in relation to the NMC guidance using the following model, one qualified practice teacher will support a student Practice Teacher and two experienced Health Visitors who hold a recognised NMC mentorship qualification i.e. Preparation for Mentorship (Model 2). Each of those practitioners will support one Specialist Community Practitioner student, for guidance (refer to <http://www.nmc-uk.org>).

5.4 Practice Education Facilitator (PEF)

The Practice Education Facilitators hosted by the Trust will be responsible for monitoring and reviewing the Trust's live mentor register within the Learning and Development Department. In addition the PEF is responsible for:

- Providing a link with practice and the Higher Education Institutions (HEIs). Supporting placements to implement the standards to support learning and assessment in practice.
- Delivery of and attendance at scheduled programmes of multi-professional mentorship/ practice supervision updates.
- Coordination of sufficient provision of mentors/practice supervisors across relevant service area(s).
- Supporting both mentors and students in clinical practice.
- Providing guidance and support for managers and mentors in dealing with 'failing' students and act as a resource for any clinical placement learning issues, which involve students and mentors.
- Maximising the quality of the student experience and facilitate inter professional learning activities.

5.5 Placement Development Manager (PDM)

The Placement Development Manager works closely with PEFs within the organisation and their responsibility involves strategic planning to increase the number of clinical placements in response to the increasing number of students. The PDM is also responsible for providing appropriate placements for students displaced due to capacity issues.

5.6 Placement Education Leads (PEL)

The role of the PEL is to work in partnership with clinical and educational colleagues to help facilitate the ongoing development of an effective learning environment within the placement area. This includes ensuring that the learning environment meets the standards of the Educational Audit working in conjunction with the AElS and the PEFs. The role also includes managing student issues within a placement area with

the support of academic colleagues, supporting mentors and associate mentors, ensuring both the Universities, the placement area and the Trust has up-to-date information regarding your placement area i.e. number of mentors, student capacity and areas of good practice.

5.7 University Link Lecturers (ULL)

The ULL is employed by the HEI and works collaboratively with the PEF to offer support to practice placements, students and mentors and to verify placement education audits.

5.8 Managing Poor Performance/Non Compliance

Failure to attain key objectives and the required standards as set out in this policy will be addressed through the Trust Capability Policy (HR37)

6. Support Systems for Mentors

PEFs and ULLs will provide support and guidance to mentors, to enable them to meet their mentoring responsibilities. (E.g. when assessing a failing student)

7. Trust Local Live Register of Mentors.

The NMC require Pennine Care NHS Foundation Trust to maintain an up to date local register. This register will highlight staff who hold a recognised NMC mentor qualification and those who have met the additional criteria for assessing proficiency, to be sign off mentors.

The register will include the following information:

- Mentor's Name
- NMC registration.
- Mentors workplace
- Mentorship qualification
- Date of last mentor update
- Status Mentor, Sign off mentor

In addition, there will be a holding register for staff who have a mentorship qualification, but whom are not presently mentoring pre-registration nurses due to their change in role and will be determined by their line manager. If their role/responsibilities changes so that they are able to meet the mentor requirements their name will be placed back onto the live register.

8. Advice, Information and Guidance for Mentors.

Can be found on the Trust Intranet Mentor page.

9. Reference Documents

Department of Health (2004) The NHS Knowledge and Skills Framework. London HMS

NMC (2008a) The Code: Standards of conduct, performance and ethics for nurses and midwives.

NMC (2008b) Standards to Support Learning and Assessment in Practice.

NMC Circular 05/2010

10. Review

This policy will be reviewed in three years, or sooner in the light of organisational, legislative or other changes.

Appendix 1

Sign-off mentor evidence record

Mentor name (print)

Placement area

Mentor signature Date

| Supervised Activity | | Signature of supervisor |
|--------------------------------|--|-------------------------|
| 1.Date of supervision: | | |
| 2.Date of supervision: | | |
| 3.Date of observed 'sign-off': | Signing off 3 rd year final placement student in practice | |

Mentors should sign and date this form following the final 'sign off' with a student; a copy should also be made and retained in the mentor's portfolio of evidence

Please send completed form to:

Practice Education Team, Learning and Development Department, Outram Road,
Dukinfield
Cheshire, SK16 4XE or

Appendix 2

Name: -----

Team/Borough: -----

Professional Qualification: -----

PIN: Number/Expiry Date: -----

I verify that:

- | | |
|---|----------------------|
| 1. I have undertaken/ am undertaking | Date |
| ENB 997/8 | <input type="text"/> |
| Preparation for Mentorship Level 2 or 3 | <input type="text"/> |
| Other relevant qualification – please specify | <input type="text"/> |
| 2. I have attended an annual update | Yes/No |
| Date of Last Update | |

Comments

- | | |
|--|--------|
| 3. I have acted as a mentor for a minimum of 2 students in less than a 3 year period | Yes/No |
|--|--------|

Comments

- | | |
|--|--------|
| 4. I have met/are working towards attaining the Standards to Support Learning & Assessment in Practice as set down by the NMC (2008) | |
| <i>Comments</i> | Yes/No |

Signature

Date

From the evidence provided by the above person, I verify that they have met the Standards of Learning and Assessment in Practice, set by the NMC (2008)

Manager

Date

Standards to Support Learning & Assessment in Practice NMC (2008)

Competence and Outcomes for a Mentor

Establishing effective working relationships

- Demonstrate an understanding of factors that influence how students integrate into practice settings.
- Provide ongoing and constructive support to facilitate transition from one learning environment to another.
- Have effective professional and interprofessional working relationships to support learning for entry to the register

Facilitation of learning

- Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs.
- Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences.
- Support students in critically reflecting upon their learning experiences in order to enhance future learning.
- Only mentors who have met the additional criteria to become a sign-off mentor may assess proficiency.

Assessment and accountability

- Foster professional growth, personal development and accountability through support of students in practice.
- Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team.
- Provide constructive feedback to students and assist them in identifying future learning needs and actions.
- Manage failing students so that they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future.
- Be accountable for confirming that students have met, or not met, the NMC competencies in practice. As a sign-off mentor confirm that students have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice.

Evaluation of learning

- Contribute to evaluation of student learning and assessment experiences – proposing aspects for change as a result of such evaluation.
- Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

Creating an environment for learning

- Support students to identify both learning needs and experiences that are appropriate to their level of learning.
- Use a range of learning experiences, involving patients, clients, carers and the

professional team, to meet defined learning needs.

- Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes.
- Act as a resource to facilitate personal and professional development of others.

Context of practice

- Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.
- Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care.
- Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.

Evidence-based practice

- Identify and apply research and evidence-based practice to their area of practice.
- Contribute to strategies to increase or review the evidence-base used to support practice.
- Support students in applying an evidence base to their own practice.

Leadership

- Plan a series of learning experiences that will meet students defined learning needs.
- Be an advocate for students to support them accessing learning opportunities that meet their individual needs – involving a range of other professionals, patients, clients and carers.
- Prioritize work to accommodate support of students within their practice roles.
- Provide feedback about the effectiveness of learning and assessment in practice.

Further Guidance

Supporting and Assessing Learning in Practice, The Practice Teacher Role.
(NMC 2011)