

**MENTOR PREPARATION FOR THE HEALTH PROFESSIONS**

**SUPERVISOR**

**HANDBOOK**

**September 2016**

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**1. Introduction**

Thank you for your agreement to act as a supervisor for a mentor student who is registered on this module. Your commitment to preparing the next generation of mentors is keenly appreciated and we hope and expect that this role will also be satisfying and enjoyable for you. For supervisors of nurses and midwives, this role also provides an opportunity to generate evidence which can be used towards your NMC Revalidation.

This handbook is designed to provide you with guidance for the role. We also value any feedback that you may have to help us to improve this handbook. For this and any other issue please contact the team on the following email: HWBMentor@shu.ac.uk

The role of the supervisor centres upon the support and assessment of the mentor students skills in practice. These skills are evidenced in the mentor students *Practice Portfolio*. This guidance will therefore make frequent reference to specific information in the *Practice Portfolio* so please have your copy to hand before continuing. If you do not already have a copy, please email the team on the above email address or ask your mentor student.

Supervisors must be qualified mentors in practice. Additional criteria are also required as shown on the supervisor registration form a copy of which is shown in appendix one. Further details are also shown in section 3.

**2. Overview of the Mentor Preparation for the Health Professions Module**

The aim of this interdisciplinary module is to enable health professionals to meet the Nursing and Midwifery Standards for Mentors (including HPC requirements).In addition, midwives will also be required to meet all the requirements for sign-off proficiency.

These NMC Mentor Standards (2008) are shown in the Practice Portfolio and reproduced here in appendix two. Mentor students on the module must produce evidence of meeting those standards. In order to do so, all NMC approved programmes for mentor preparation should include opportunities to demonstrate the knowledge, skills and competence to support and facilitate learning in the practice setting, to contribute to the development of the learning environment, to manage a valid and reliable assessment process and be accountable and responsible for assessment decisions about students practice.

This is an NMC approved module for mentor preparation. It is a part time module which is structured over 12-14 weeks. The module is offered at a number of different levels and modes of delivery. These are: Level 6 and 7 (taught) and well as Level 7 and non-credit bearing (both distance learning)

Your mentor student may be registered on any of these variations, however, all students on this module must complete the same practice portfolio which is assessed by their supervisor and which carries a pass/fail result. All portfolios must also be submitted either by post or by hand to Sheffield Hallam University for moderation and external examination. Following this process a formal pass/fail result for the module is confirmed and the mentor student may then take up the role of mentor in the workplace. Please note that additional sign-off evidence is required from midwives. Further details are provided in section 4.1

Students who are registered for level 6 or level 7 study must complete an assignment in addition to the practice portfolio. Support for students in the production of the assignment will be led by the academic team however we would expect that the supervisor would also offer encouragement and informal support to the student.

Students registered for the non-credit bearing module need only to complete and submit the practice portfolio.

Should the student be unsuccessful in achieving a pass result for either the assignment or practice portfolio a further attempt is allowed. Should the mentor student fail to submit by the given deadline a further attempt to submit is also made available.

Distance learning students do not need to attend campus as all of the learning materials are contained within online learning packages provided through the SHU virtual learning environment. Taught students will have a number of taught sessions on campus which they must attend.

**3. Professional requirements for the supervisor role**

There are both required and recommended criteria for the role of supervisor as follows:

***Required criteria****:* The supervisor MUST be;

* acceptable to the student mentor, prospective supervisor AND agreed by the clinical manager or learning environment manager.
* a qualified health care practitioner
* *for nurses and midwives:* supervisors must be registered to practice with the NMC, a mentor or sign-off mentor whose name is on the register of mentors and who has been updated in the previous 12 months and, where applicable **must have also met the requirements for triennial review.** Note: all midwifery mentors must be sign-off mentors in keeping with NMC requirements. Note that supervisors of nurses who work in final (hub) placement areas must be sign-off mentors.
* fully informed about the mentor preparation module that the student is undertaking, the nature of the practice activities, their assessment and documentation.
* fully informed of the role and responsibilities of a supervisor and the contact details for the academic advisor for support.

***Recommended criteria***; Where possible,the supervisor should be:

* an experienced mentor/sign-off mentor who has enthusiasm for their role.
* a practitioner who has ease of access to the mentor student in respect of their individual working roles and patterns.

Two weeks before the module starts, mentor students are prompted to begin to consider who they might like to ask to take up this role. Following such agreement, a supervisor registration form (**Appendix 1)** should be completed and returned to the mentor student. This registration form is then submitted to SHU electronically as a scanned copy.

Should there be any difficulties with the identification of a suitable supervisor, students are asked to contact their line manager and the supporting academic team. Students may identify and agree more than one supervisor however; a registration form must be completed and received from each.

**4. Supervisor role and responsibilities.**

The role of the supervisor is centred upon the support and assessment of the mentor student as he/she plans and carries out the four prescribed practice activities in the practice portfolio. These are:

1. **Activity one**: completion of a learning agreement or action plan with a learner
2. **Activity two**: completion of a SWOT analysis of the clinical learning environment and the identification of a measure for its development.
3. **Activity three:** participation in the assessment of a learner in practice and the documentation of a testimony.
4. **Activity four:** demonstrate appropriate discriminatory ability when assessing student achievement to ensure safe and effective practice.

Each of these practice activities are described in detail in the practice portfolio. Criteria are also provided for each activity so that the mentor student is aware of the standard that must be demonstrated. These criteria are also there to enable the supervisor to assess the activity, make a pass/fail decision and offer the mentor student written feedback as prompted in the practice portfolio.

Finally the supervisor is required to map the evidence produced through the four activities against the NMC Standards for mentors (2008) as is shown in the practice portfolio (pages 44-46).

The supervisor will be responsible for making the final assessment decision confirming that the mentor student has achieved all of the NMC Standards in practice.

In addition supervisors are asked to organise a specific meeting with the student in order tooffer guidance on the completion of student placement documentation and discuss the policy for the management of concerns**.** This meeting may take place with any active mentor in the workplace

For midwives additional evidence of sign-off proficiency must also be confirmed by the supervisor.

**4.1 Additional supervisor responsibilities for midwives:**

NMC Standards (2008) require all midwifery mentors to have met additional evidence of sign-off proficiency in practice before they can successfully complete the module. This sign-off evidence must be assessed in the workplace by a sign-off mentor.

Midwives on the module must submit the practice portfolio by the deadline date but are allowed an additional 6 months to complete evidence of final sign-off proficiency in practice and submit this by post to SHU. When this final sign-off evidence is received, this is then moderated together with the previously submitted practice portfolio and a final pass/fail result is confirmed.

Supervisors of midwives on the module are therefore asked to agree a target date with the mentor student at or around the point that the practice portfolio is submitted for the completion of this final sign-off proficiency. Documentation for this final sign-off proficiency is provided to the mentor student.

**4.2 Supervisor/mentor student meetings: please see practice portfolio pages 16 and 17 where support meetings are recorded.**

*a) At the beginning of the module:*

Supervisors are asked to have a preliminary planning meeting with the mentor student at the start of the module to look at the practice portfolio together identify some target dates for the students progression.

Distance learning students will have online learning materials to work through initially. The mentor student may decide to finalise these before moving to the practice activities or to begin the practice activities earlier and manage both together.

A suggested timeline is provided to distance learning mentor students to help them in this planning process. Students registered for level 6 or level 7 must also factor in time for writing the assignment.

*b) During the module*

A designated tutorial meeting should be arranged (as shown in the meetings section of the portfolio) toenable the mentor student to become familiar with the completion of preregistration student placement documentation and the policy for the management of students on placement who are not making expected progress. That is to say where there are concerns regarding student progression.

This "tutorial" meeting may be led by the supervisor or any active mentor. Ideally it is best carried out when there is a student on placement as the student will be able to share his/her placement documentation and even contribute to the discussion. Of course a curtesy request of the student should be made.

In the absence of any students on placement at the time then mentor student should ask either the learning environment manager or link lecturer for help to access a blank example of student placement documentation. All universities will have a mechanism to enable mentors to access the documentation that students bring with them to placement areas. The link lecturer can give you information on where to find this.

Placement documentation used by preregistration students at SHU is available on the SHU placement website. See the useful links section.

Duffy (2003) and Robinson et al (2012) to name but a few, report that mentors sometimes do not understand the documentation that they must complete for students on placement and some have problems understanding how to manage concerns confidently. These and many other subsequent studies continue to report that mentors lack of confidence with the student documentation has been found to contribute to the issue of failure to fail. This is therefore a vital meeting to plan and make protected time for.

Space for further meetings with the supervisor is also available in the portfolio as shown. As a guiding principle there should be opportunity made available for the mentor student to discuss each practice activity and explore how best to plan these. When completed, the supervisor must also assess each one and document feedback and a pass/fail result in the practice portfolio.

Over one meeting, supervisors will usually discuss more than one practice activity and similarly to provide feedback. The number and frequency of meetings is led by the needs of the mentor student.

**5. Support for supervisors:**

Supervisors also have support and guidance available in the workplace from designated professionals who have an educational role. For example the learning environment manager, practice educators and placement learning facilitators all have a direct role in the support of mentorship in practice. Placement areas will also have a designated education link employed by the local health education institution, commonly known as the link lecturer. These professionals are frontline advisors for supervisors and mentor students registered on mentor preparation modules.

Where there are difficulties or concerns that cannot be managed in the workplace or any other issues of concern supervisors are asked to contact the mentor team for support and guidance on HWBMentor@shu.ac.uk

And finally we are very keen to hear your feedback on your experience of supervising and we have therefore included a supervisor evaluation for in the practice portfolio document that your mentor student will submit. Thank you for taking the time to complete this.

**6. Frequently Asked Questions**

**What off duty do I need to give my staff on the mentor course, do I have to give them set days**?

If the mentor student is registered on a taught programme then yes there will be set days for attendance. These dates will be evident to the applicant at the point of application as they are shown on the SHU CPD internet pages and confirmed when the place has been accepted.

For distance learners there are no set days for study leave. However, the NMC stipulate that mentor students must have 37.5 hours of paid study leave (protected time). The hours are not optional but they are of course flexible to the needs of the mentor student.

The NMC require that mentor students record their study leave so that universities on behalf of the NMC may monitor that this regulation is being met by nominating healthcare providers. At the point of application, nominating managers sign to confirm that this 37.5 hours of paid study leave will be given.

For distance learners we suggest that this time is spread as evenly as possible over the duration of the module OR as is suitable to the mentor student.

**How can I communicate with the mentor teaching team if I have a query**?

You can contact us at HWBMentor@shu.ac.uk or you can telephone 0114 224 2373 if your query is urgent.

**How can I receive confirmation that that a member of staff has successfully completed this module so that I can put them on the local mentor register**?

Students do not receive a certificate or letter of successful completion. Instead, students are required to download a transcript which is a simple statement of their name, the identified module that has been studied and the award of “pass”. Following exam board ratification of results we also write directly to the education link for individual employers to confirm results for those members of staff who have been financially supported to attend the module by that employer.

**We have temporarily stopped having pre-registration students, will this be a problem**?

Some of the practice activities that a mentor student must undertake require that they work with a learner. It is a common assumption that this learner must be a pre-registration student but this is not the case. For the purposes of the module, a learner is anyone in the workplace who needs to acquire knowledge and skills; this could be a support worker or a new member of staff.

**I need a staff member to be a sign off mentor how can this be achieved**?

To become a ‘sign off’ mentor the NMC requires a mentor to demonstrate sign-off proficiency on three occasions. Two of these may be simulated and we offer these two simulations as part of the module.

Therefore only one further satisfactory demonstration of sign-off proficiency is required. This MUST be done in practice.

Nurses may successfully complete the module and attend to the final sign-off assessment after they have qualified as a mentor. Midwives however must complete this final sign-off assessment in order to complete the module. This is because the NMC require ALL midwife mentors to be sign-off mentors.

Appendix 1



**Mentor Preparation for the Health Professions**

**Supervisor Registration (Required)**

Dear Supervisor,

Thank you for agreeing to supervise a student mentor on the Mentor Preparation for the Health Professions Module. This supervision will focus on the skills of mentoring in the workplace demonstrated by your student mentor. Following commencement of the module we will ask your student mentor to make available to you, an electronic copy of the Practice Portfolio **so that you can access the full guidance on the practice assessment and role of the supervisor contained within this document.**

 A supervisor must be a qualified mentor (or sign-off mentor) and for nurses and midwives must be on the live mentor register.

**Please complete the below and return to your mentor student. Thank you.**

**Please note that a mentor student may have more than one supervisor providing that a supervisor registration form is submitted for each.**

Name of student on the Mentor Preparation Module (please print)

....................................................................................................................................

Start date of module....................................................................................................

Name of Supervisor (please print)................................................................................

Profession……………………………………………………………………………………

Name of clinical area………………………………………………………………………

Full address of clinical area:…………..........................................................................

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

Supervisor contact telephone…………………………………………………………….

Supervisor contact email………………………………………………............................

SIGNATURE of supervisor:…………………………………………………………… …

Date…………………………….

**Supervisors of student mentors who are midwives:**

Since all midwifery mentors are sign-off mentors, it follows that all supervisors working in midwifery areas will also be sign-off mentors.

**Supervisors of nurses and midwives only:**

Iconfirm that:

* my name is included on the live mentor register YES/NO
* I have been updated in the previous 12 months? YES/NO
* I have met the requirements for triennial review YES/NO/NOT APPLICABLE (applicable only for mentors who have been practicing mentors for three years or more).

Signature of Supervisor…………………………………………………………………………………….

NMC PIN number……………………………………. Expiry date………………………

Name of line manger....................................................................................................

Name of education link..................................................................................................

Date of last practice placement audit of your working area (please contact your clinical manager or education link lecturer for details of this)

.......................................................................................................................................

Appendix 2:

**NMC MENTOR STANDARDS (NMC 2008)**

**Domain 1: 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 inter-professional working relationships to support learning for entry to the register

**Domain 2: 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

**Domain 3: 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 appropriate professional body's 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 (Nurses & Midwives ONLY)

**Domain 4: Evaluation of Learning**

* Contribute to evaluation of student learning and assessment experiences – proposing aspects for change resulting from such evaluation.
* Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others

 **Domain 5: 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

**Domain 6: 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 inter-professional care
* Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained

**Domain 7: 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

**Domain 8: 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.
* Prioritise work to accommodate support of students within their practice roles.
* Provide feedback about the effectiveness of learning and assessment in practice.

Appendix 3.

**Useful links & resources:**

SHU placement website (index):

<https://www3.shu.ac.uk/HWB/placements/index.html>

HCPC Standards of standards of proficiency, education and training

(Profession specific)

<http://www.hcpc-uk.org/education/standards/>

HCPC (2009) Standards for Education (Generic)

<http://www.hpc-uk.org/assets/documents/1000295EStandardsofeducationandtraining-fromSeptember2009.pdf>

HCPC (2014) Standards of Proficiency for Paramedics

<http://www.hpc-uk.org/assets/documents/1000051CStandards_of_Proficiency_paramedics.pdf>

NMC (2008) Standards for learning and assessment in practice

<http://www.nmc-uk.org/Educators/Standards-for-education/Standards-to-support-learning-and-assessment-in-practice/>

NMC (2010) Standards for pre-registration nursing education

[http://www.nmc- uk.org/Publications/Standards/](http://www.nmc-uk.org/Publications/Standards/)

NMC (2016) Revalidation <http://revalidation.nmc.org.uk/>

ODP (2014) Standards for Proficiency of Practice

<http://www.hpc-uk.org/assets/documents/10000514Standards_of_Proficiency_ODP.pdf>

Appendix 4

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