Foundation Degree / Higher Apprenticeship Nursing Associate

Mentor Handbook

School of Health & Social Care
University of Gloucestershire
www.glos.ac.uk
## Contents

1 Introduction........................................................................................................................................1

1.1 About the Higher Apprenticeship.................................................................................................1

1.2 The Government Apprenticeship Standard – Nursing Associate programme..............................1

1.3 Foundation Degree Nursing Associate..........................................................................................2

1.4 Course Outline..............................................................................................................................3

1.5 Mode of Delivery...........................................................................................................................4

1.6 Teaching and Learning Strategies..................................................................................................5

1.7 Strategy for Practice Based Learning.............................................................................................5

1.8 Professional Practice......................................................................................................................6

1.9 Competency Framework................................................................................................................6

1.10 Assessment in Practice................................................................................................................7

1.11 Achievement of a Competence......................................................................................................8

1.12 Service User Testimonials...........................................................................................................8

2 Student Support in Practice.............................................................................................................8

2.1 The Programme Team..................................................................................................................9

2.2 Personal Tutors............................................................................................................................9

3 Your Role as a Mentor......................................................................................................................10

3.1 Induction Meetings.......................................................................................................................11

3.2 Mentors and Supervisors.............................................................................................................11

3.3 Support for the Mentor................................................................................................................12

3.4 Quality Assurance Process for Practice Placements......................................................................13

3.5 Raising Concerns Pathway...........................................................................................................14

3.6 Clinical Placement Evaluation.....................................................................................................15

Appendix

Appendix 1: Service Users/Carers Testimonial.................................................................................16
1. Introduction

This Mentor Handbook provides an introduction to your role as a Mentor in supporting Trainee Nursing Associates (TNA) in their studies for the University of Gloucestershire, Foundation Degree Nursing Associate which forms part of the Higher Apprenticeship Nursing Associate. It should be read in connection with the student handbook.

1.1 About the Higher Apprenticeship

This Apprenticeship Standard provides the skills and knowledge required to become competent as a Nursing Associate in a health setting. Apprentices are employed and will work alongside Health Professionals (e.g. doctors, nurses, physiotherapists, radiographers, podiatrists, speech and language therapists, occupational therapists) to provide patient centred care in a range of settings including clinics, people’s homes or hospitals. Apprentices gain the new skills and learning they need to carry out these job roles as well as preparing them for future employment as Nursing Associates and career progression within the health sector. This work-based programme was designed and developed with employers.

The Specification of Apprenticeship Standards for England (SASE) sets out the minimum requirements to be included in a recognised English framework. Compliance with the SASE is a statutory requirement of the Apprenticeships, Skills, Children and Learning (ASCL) Act. This is the third version of the statutory SASE. It incorporates modifications to the specification of Functional Skills/GCSE/Other Alternatives. It will be brought into effect by order issued by the Secretary of State.

This guide gives employers the benefits of higher apprenticeships to support engagement between employers and education providers to equip apprenticeships with the skills and knowledge for business that they will need following qualification.

Higher apprenticeships offer a work-based learning programme that will lead to a nationally recognised qualification i.e:

- A level 4 and 5 - equivalent to a Higher Education Certificate, Higher Education Diploma or a Foundation Degree

Further information can be found in the Employer Guide to Higher Apprenticeships

1.2 The Government Apprenticeship Standard – Nursing Associates

The creation of the Nursing Associate is landmark innovation for the nursing and care professions. The introduction of this new role has been welcomed by a broad spectrum of health and social care stakeholders, all of whom want a defined highly trained support role to help Registered Nurses deliver effective, safe and responsive care. The Nursing Associate will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients. The role will serve as a scaffolding role to enable linear and lateral career progression across the care and nursing workforce, a key vision as part of Health Education England (HEE) response to the Shape of Caring Review (Raising the Bar 2015).

Nursing Associates must be able to work independently, within defined parameters of practice as specified within the Nursing and Midwifery Council (NMC) Nursing Associate
Proficiency Standards and Skills Annexe and under the direction of a registered nurse, to deliver care in line with an agreed/defined plan of care. This is planning for the future success of the NHS – in and out of hospital care, integration of health and social care, person centred care.

The University and employers have made a joint commitment to support the professional development through the academic and practice approach to teaching, learning and assessment.

The programme shares and promotes the NHS vision:

“that everyone has greater control of their health and wellbeing, supported to live longer, healthier lives by high quality health and care services that are compassionate, inclusive and constantly improving”

To this end the programme has been designed to support the TNA in considering and developing their own resilience and maintain a strong work life balance. They will live the values and contribute to the NHS purpose to create the culture and conditions of health and care services, and staff, to deliver the highest standard of care and ensure that valuable public resources are used effectively to get the best outcomes for individuals, communities and society for now and for future generations. We will achieve this through best use of resources across organisations, to enable shared governance to support the development of the TNAs who understand their accountability, the duty of candour, and their role and responsibility to drive service improvement.

The University and our partner employers commit to delivering a curriculum that empowers and develops learners within a ‘culture of care’ driven by ‘shared governance’.

The programme will be delivered with a strong focus on work based learning, so that learning in practice is maximised. It has been developed in the spirit of the ‘Five Year Forward View’ ‘Raising the Bar’ and ‘Leading Change and Adding Value’. It will ensure that the academic standards and requirements expected by the Nursing and Midwifery Council, Health Education England and Strategic Workforce Development Partnership Board. As a new member of the pre-registration nursing family, the TNAs will be expected to meet the expectations for behaviour and attitudes expected of registered nursing associates by the NMC.

The Higher Apprenticeship requires commitment from the employer to support the development of the student. Employer responsibilities are clearly identified to include the additional employer requirements: Functional Skills, Employee Rights and Responsibilities and Personal Learning and Thinking. Skills do not form part of the formal requirement for certification for higher apprenticeships. However health sector employers have strongly suggested that they should be a component of a broader programme delivered to learners completing the Higher Apprenticeship Nursing Associate programme.

1.3 Foundation Degree Nursing Associate

Stakeholders have indicated a need in their current service requirements to improve basic care for people accessing their services. The award is grounded in a Person Centred approach to care.

Person-centred care sees patients as equal partners in planning, development and assessment of care to ensure care delivered is most appropriate for their needs. It involves
putting patients and their families at the heart of all decisions. Person-centred care aims to be user focused, promote independence and autonomy, provide choice and control and is based on a collaborative team philosophy. It takes into account service users’ needs and views and builds relationships with family members (Health Foundation 2012).

The Foundation Degree aims to apply a person centred approach within its teaching and learning strategies to support people in our care and TNAs undertaking the programme.

The proposed award is a Foundation Degree Nursing Associate to be completed in two years. TNAs completing the award will complete 120 CAT points level 4 and 120 CAT at level 5 (total of 240 CAT points).

The Foundation Degree Nursing Associate is registered with the Apprenticeship Standards for a Higher Apprenticeship Nursing Associate (England).

Learning Outcomes of the Course

The programme consists of two years of study. Learning outcomes will be revisited throughout the duration of the course, however TNAs will be required to complete the learning outcomes aligned to the HEE Nursing Associate Curriculum Framework, NMC Standards of Proficiency for Nursing Associates and the Higher Apprenticeship Nursing Associate Standards before progressing onto the second year.

Successful completion of this programme will equip Registered Nursing Associates with the knowledge, skills and behaviours that enable them to support the delivery of nursing care in and across a wide range of health and care settings.

By the end of Level 4 students should be able to:

1. Apply knowledge gained about professional and personal development for health and well-being, to identify strategies for personal resilience
2. Identify the skills, attitudes and conduct to deliver person centred care to all those in your care including children, individuals with a learning disability or mental health illness
3. Reflect on and apply essential skills required by the nursing associate, commensurate with level of education
4. Recognise how the normal structure and function of the human body reacts to external influences and a range of illnesses
5. Explain how evidence based care supports clinical practice

By the end of Level 5 students should be able to:

6. Outline the needs of a person from a holistic perspective across the lifespan
7. Illustrate the nurses’ role in caring and supporting individuals, and their carer’s, with long term and complex conditions
8. Explain what ‘risk’ is and how to manage it in the clinical environment
9. Examine leadership and management styles and identify constructive approaches to apply in practice
10. Analyse the principles of shared decision making in healthcare practise
11. Identify the role of the nurse in promoting public health; priorities and practice

1.4 Course Outline
LEVEL 4 Year 1 (120 CATS)

To complete your programme you must pass the following compulsory modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>CATS</th>
<th>SEM</th>
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<tbody>
<tr>
<td>NE4001 Personal and Professional Development for Health and Wellbeing</td>
<td>15</td>
<td>1</td>
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<tr>
<td>NE4002 Fundamentals of Person-Centred Care in Practice</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>NA4003 Nursing Associate Practice Based Learning 1: Foundations of Essential Skills</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>NE4004 Foundations of Anatomy and Physiology to Support Clinical Practice</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>NE4005 Nursing Assessment and Skills Development</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>NA4006 Nursing Associate Practice Based Learning 2: Applying the Evidence Base in Practice</td>
<td>30</td>
<td>2</td>
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</tbody>
</table>

LEVEL 5 Year 2 (120 CATS)

To complete your programme you must pass the following compulsory modules:

<table>
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<tr>
<th>Module</th>
<th>CATS</th>
<th>SEM</th>
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</thead>
<tbody>
<tr>
<td>NE5001 Caring for the Physical and Emotional Needs of Individuals across their Life Span</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>NE5002 Care of People with Long Term and Complex Conditions</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>NA5003 Nursing Associate Practice Based Learning 3: Managing Risk in Practice</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>NA5007 Influencing Practice</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>NA5008 Nursing Associate Practice Based Learning 4: Consolidating Practice</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

The programme is grounded in a person centred approach to care.

Person centred care sees patients as equal partners in planning, development and assessment of care to ensure care delivered is most appropriate for their needs. It involves putting patients and their families at the heart of all decisions. Person-centred care aims to be user focused, promote independence and autonomy, provide choice and control and is based on a collaborative team philosophy. It takes into account service users' needs and views and builds relationships with family members (Health Foundation 2012).

The Foundation Degree aims to apply a person centred approach within its teaching and learning strategies to support people in our care and TNAs undertaking the programme.

1.5 Mode of Delivery

Programme Content and Structure

The programme consists of learning in both academic and practice settings as it is recognised that learning occurs throughout working. Trainee nursing associates are expected, over the two-year programme, to have approximately 3,375 hours devoted to structured learning activities. Placement hours will equate to 300 hours per year of programme. Theoretical content will be taught in the University to include 45 study days, per year. The first year commences with a two-week introductory block. Three days per week the trainee nursing associate will learn in your employment learning placement (hub) and one day a week (spoke) in a host placement. Trainee nursing associates are required to undertake applied theory which is directed academic study undertaken within the work place, supported by the Virtual Learning platform, Mentor and Practice Educator.
1.6 Teaching and Learning Strategies

A range of teaching and learning strategies will be employed to facilitate student learning and assessment in the classroom and in practice. Our aim is to provide students with an excellent learning experience through outstanding learning support and teaching.

The programme comprises both theory and practice modules. The theory modules aim to provide the knowledge and understanding to support the student in developing their competence in practice. Practice modules aim to enable application of the theory and development of confidence and competence in practice.

Reflective Practice is promoted throughout the programme to develop students’ critical thinking and ability to understand the consequence of actions in practice.

Models of professional development incorporated within the programme include:

- Reflective practitioner (Schon, 1983)
- Transformative learning (Brockbank and McGill, 2007)
- NMC Standards for Pre-registration Nursing (2010)
- HEE Nursing Associate Curriculum Framework (2017)
- NMC Working Draft – Nursing Associate Skills Annexe (2018)

A person centred approach to supporting students is also employed through the development of ‘Your Future Plan’ which will set out in their practice handbook their career aspirations and a plan to achieve them.

Students are allocated to learning sets which enable participants to be able to work collaboratively to support each other and discuss particular issues which may arise throughout the course.

Students will also be working collaboratively with their mentor, who will be able to provide specific clinical support to embed theory into practice.

The course is supported by Virtual Learning Environments (VLEs) – Moodle which engages students in the principles of distance learning utilising on-line resources. There is triangulation between clinical practice, online learning and face-to-face sessions using a variety of technologies e.g. webinars, reusable learning objects, DVD’s, virtual learning platforms.

Students are individually supported in their independent learning through the course team and allocation to a Personal Tutor and on-line resources available through the University web site. The Personal Tutor will provide academic support throughout the programme.

The consequence of this approach meets the priorities for ‘learning for life and employment’ developing enhanced clinical skills that support career development and progression and prepares students to engage in continuous professional ‘learning for the future’.

1.7 Strategy for Practice Based Learning

The aim of the course team is to ensure that the course is relevant to the students’ needs with regard to their roles within their practice organisations. The practice element of the
programme is designed in such a way as to accommodate the specific needs of individual students depending on their clinical setting within the community. The development of a practice portfolio will enable each student to systematically apply new knowledge gained to practice.

The clinical assessment of skills and values underpinning person centred care will be assessed within the practice based modules, and included as part of the submission of a portfolio of evidence. The portfolio will consist of a range of evidence including reflections on individual experiences around skills development. Learning objectives for practice will be negotiated between the student, module leader and the mentor, based on the learning needs of the individual student. The competency portfolio will reflect the skills mapped across to reflect those required by the NMC Nursing Associate Standards of Proficiency, Higher Apprenticeship Nursing Associate Standards, Health Education England’s Nursing Associate Curriculum Framework.

A personalised plan will be developed between the student, mentor and a member of the course team to support the student in their application of theory to practice, and attainment of competencies. The attainment of competence will be assessed on a pass/fail basis reflecting the student’s ability to undertake safe practice. The achievement of competence must be passed in addition to the academic work within the portfolio. The achievement of competencies in all practice based modules cannot be compensated by the academic learning in the module.

1.8 Professional Practice

All students undertaking this programme will be in employment and have their placement at their place of work. They will be required to work within the policy and procedures of their organisation. Students are also bound by the professional codes of conduct and behaviour reflecting the guidelines for students indicated by the Nursing and Midwifery Council (NMC) Code of Professional Conduct (2015) within the discipline that they are working. The Code relates to their behaviour and conduct during the course of a student’s studies (and in their personal life) which may impact on their fitness to practise, their ability to complete their studies and the willingness of the University to sign the declaration of good health and good character (where applicable) for them. In addition students are expected to adhere to employers’ codes of conduct and behaviour.

1.9 Competency Framework

The practice handbook provides a mapping of requirements and standards to enable students to document their progress throughout their programme. These include:

NMC NA Proficiency Standards (Draft)

Higher Apprenticeship Nursing Associate Standard
https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/

Higher Apprenticeship Nursing Associate Assessment Plan
In addition to these competencies the student will be required to work with you, their manager and their organisation to identify and approve role specific competencies that should be met. If you have any queries regarding the approved organisational role specific competencies that should be met, you or the student should raise the queries with the practice module leader or the Practice Educator for the Trust.

**Standards for pre-registration nursing education – First Progression Point** (students wishing to progress onto pre-registration nurse training must have all progression points signed off by their sign off mentor and validated by the Course Leader).

### 1.10 Assessment in Practice

The competency document is divided into 3 main areas:

1. The Assessment of Competence – relating to the Higher Apprenticeship Nursing Associate programme
2. A record of your interviews with your student in practice with agreed developmental plans and learning contracts
3. Specific Competencies/Skills required for the practice area.

This document does not include the mandatory competencies for the role which the employer will ensure is offered on a regular basis; for example: Basic life support, manual handling, infection control, safe guarding vulnerable children and adults.

The programme consists of learning in both academic and practice settings as it is recognised that learning occurs throughout working.

Trainee nursing associates are expected, over the two-year programme, to have approximately 3,375 hours devoted to structured learning activities.

Placement hours will equate to 300 hours per year of programme. Theoretical content will be taught in the University to include 45 study days, per year. The first year commences with a two-week introductory block.

Three days per week the trainee nursing associate will learn in your employment learning placement (hub) and one day a week (spoke) in a host placement. Trainee nursing associates are required to undertake applied theory which is directed academic study undertaken within the work place, supported by the Virtual Learning platform, Mentor/Supervisor and Practice Educator.

For each placement, an Initial, Intermediate and Final interview is undertaken by the Mentor with the trainee Nursing Associate. If there is concern about a student’s progress against the assessment criteria at any stage during the placement, the Mentor will alert the Module Leader or the Course Leader and additional support will be offered. (Please refer to flow chart on page 9 of the OAR). If, at the Final Interview, the student has failed to meet the requirements of the practice assessment they will be required to meet with the Course Leader and/or Module Leader and their employing organisation’s Trust Leads. A developmental plan will be devised to identify the actions required to enable the student to achieve the required standard of practice within a further ten weeks, or as agreed during the tripartite review for reassessment according to the University Regulations. Should a trainee
fail the reassessment it is not guaranteed that the employer will support a retake of the module with a future cohort by providing a placement opportunity. Any opportunities for a retake which comply with UoG regulations must be agreed with the employer on an individual basis.

1.11 Achievement of a Competence

When each competence is signed off by the Mentor/Supervisor and student, it is important to provide information on how the competency was achieved. For the ‘Individual Skills Sign Off’, there is a space beneath each competence labelled ‘Evidence demonstrating skills and behaviours’ to record this information. However, for the additional ‘Essential Skills Record’, only the mentor’s signature is required.

Competence may be assessed in many different ways and may include a combination of the following:

- Discussion with mentor
- Observed Practice
- Quiz
- Questions and Answers
- Simulation
- Scenarios
- Reflective account
- Evidence e.g. peer reviewed articles

Your final assessment of your student’s ability to achieve the required competencies will confirm:

*That you are satisfied by the evidence offered by students that he/ she has met the programme aims and competencies.*

For the competencies relating to each of the four practice based learning modules, students have to include a variety of sources of evidence that show that they have met the required standards and competence. In addition, the mentor/ supervisor is expected to comment on the evidence presented by the student in support of achievement of competencies.

1.12 Service User Testimonials

Service user and carer involvement, which is a requirement of the Nursing and Midwifery Council, can be demonstrated in all aspects of the programme.

Service user and carer testimonials are very valuable sources of evidence and Mentors/Supervisors are required to obtain these on behalf of their students for each of the four practice based learning modules. These testimonials will form part of the evidence that the student then presents within their OAR. An example of such a testimonial is included below (Appendix 1).

2. Student Support in Practice

A person centred approach to student support in practice is of fundamental importance to their learning and development in practice. To this end it is important that the programme...
supports them to develop their own ‘Future Plan’ that clearly sets out their learning and development needs.

There are a number of people who will support the student on this journey and it is important as a Mentor/Supervisor that you are clear about your role and the roles of others.

**2.1 The Programme Team**

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<thead>
<tr>
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<th>Telephone</th>
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<td>Placements &amp; Partnerships</td>
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<tr>
<td>Senior Lecturer</td>
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**2.2 Personal Tutors**

All students at the University of Gloucestershire are allocated a Personal Tutor. The student’s Personal Tutor will plan to visit the practice placement in order to meet with the student and their Sign-off mentor/Mentor. These review meetings will take place in practice at a mutually convenient time. However, if you have any queries or concerns about the course at any time, please do not hesitate to contact a member of the Course Team. We value your opinion and would appreciate any relevant feedback about the course as well as your individual student. We shall invite you to attend module sessions and study days that may be of interest to you.

Student support is recognised by the programme team and the wider University as a crucial factor in the student’s overall learning experience. Each student will be allocated a Personal Tutor during their studies to guide them through their academic studies. For those students
who require additional support, they will be able to access the Faculty Senior Tutors, the University's Student Support Services, Student Achievement Centre and the Student Helpzone facilities. Students with disabilities will have further access to support from the University's Student disability service.

The role of the Personal Tutor scheme is clearly described by the University of Gloucestershire:

http://insight.glos.ac.uk/departments/registry/quality/personal_tutor/Pages/default.aspx

For the proposed awards, it is the responsibility of the Personal Tutor to:

- Liaise between the University and the employing organisation
- Offer support to the Mentor / Supervisor if and where appropriate and be available for discussion and guidance as and when required and liaise closely with the Sign-off mentors in terms of the student’s progress in the clinical setting
- Deliver the theoretical component of the course enabling students to understand the application of theory to practice
- Provide students with academic and pastoral support to enhance their intellectual development and monitor their academic progress
- Ensure due process is followed in relation to the assessment of theory and practice to conform to regulations laid down by validation bodies
- Visit the student in practice as appropriate to offer opportunities for reflection and discussion between the Mentor / Supervisor, student and Personal Tutor to ensure student is progressing satisfactorily and being offered a full range of varied and appropriate learning experiences.

Due regard, in terms of academic and professional experience/qualifications, will be a component of the Personal Tutor/Academic Review Tutor role.

The tri-partite relationship between the student, mentor/supervisor and Personal Tutor is considered a pivotal aspect of a high quality learning experience.

3. Your role as a Mentor / Supervisor

As a Mentor you play a significant part in the students learning, development and application of their learning in practice. The Mentor / Supervisor Handbook has been designed to provide you with background information about the Foundation Degree / Higher Apprenticeship Nursing Associate programme and the role of the Mentor / Supervisor. Throughout the course, students are made fully aware of what is expected of them within the clinical practice component. We encourage them to work closely with you to ensure that all opportunities for learning in practice are embraced, developed and created to optimise their overall learning experience. A student-centred philosophy is promoted in both theoretical and practical elements of the programme. Students are expected to take the initiative in setting their own individual aims and objectives (within learning contracts and action plans) in order to achieve the required standards/competencies.

3.1 Induction Meetings
At the start of the course, you will be invited to attend an induction meeting to provide an overview of the programme, meet the students and discuss the responsibilities of your role. If you are unable to attend this meeting, please let us know and other arrangements will be made. The induction meeting will take you and your student through the practice component of the programme and your role as a Mentor/Supervisor in facilitating and supporting your student’s learning in practice.

In working with your student you will need to support them to develop their **Initial Action Plan**. In preparation for this, students are required to complete a SWOT analysis (which is included in the OAR document) and to establish a baseline/self-analysis of their learning needs. These identified needs can then form part of a wider discussion with the mentor, which will inform the development of an agreed action plan to meet the required competencies for each practice based learning module.

It will be important to support your student to acknowledge any limitations in their practice knowledge and competence. They will need to be clear about their duties and responsibilities as a student and practitioner, ensuring they practice in a safe and skilled manner.

You will need to support them to identify areas where personal study is required to update knowledge using evidence-based practice, and practice skills under supervision to develop their competence and confidence. At all times the student must work within policies and procedures of the placement area.

To validate their achievement in practice you will need to support the student to complete and sign relevant sections of the interview and competency sheets.

### 3.2 Mentors / Supervisors

Support for student learning in practice is a fundamental component of the programme. Each student will require a suitably qualified mentor to support their development.

**Mentor / Supervisor**

Students will have a mentor/supervisor to support their learning in practice. Both the mentor/supervisor and student will receive support from the module leader for the practice modules.

Each student will have a designated ‘mentor/supervisor’ who will be responsible for supporting their learning in practice and evidencing clinical competence. The role of the mentor is to:

- Engage fully with the clinical aspects of the course (awareness of course documentations, attendance at mentor induction (face-to-face or virtual), and involvement with moderation meetings regarding achievement of clinically based competencies in practice).
- Take an active role in the assessment planning meetings conducted with the students and a course tutor (face-to-face or on-line)
- Provide academic advice and guidance in relation to clinical aspects of the course that relate to the students clinical subject/area
- Provide teaching and support learning in practice
• Assess students learning in practice and provide constructive feedback to students (formative)
• Respond constructively to feedback from students
• Respond constructively to feedback on their involvement in the assessment process (e.g. to comments from an external examiner)

The course team will offer mentors support in the following ways by:
• Preparing Mentors / Supervisors for their role in supporting students
• Providing an induction for Mentors / Supervisors
• Producing a mentor/supervisor handbook containing relevant course material
• Enabling access for mentors / supervisors to the courses’ virtual learning environment
• Organising regular mentor / supervisor study days – incorporating professional updating and course review/evaluation

The employing organisation will offer support in the following ways by:
• Having responsibility for maintaining a database of qualified ‘Mentors’ in their employment and ensuring that they satisfy the professional requirements (NMC, 2015) to retain their qualification and remain on that database including regular updates and triennial review or equivalent for other Professional Statutory and Regulatory Bodies.
• Providing support for mentors in their role of assessing the professional competence of students
• Liaising between the University and the student’s employing organisation
• Providing mentors with adequate time, resources and facilities to fulfil their obligations towards the student, clients, peers and colleagues in accordance with PSRB requirements
• Contributing to curriculum development
• Providing general information for students and Mentors & confirmation that mentors are on the required database for mentors and have evidence of updating and their Tri-Annual review to meet NMC requirements.
• Provide confirmation that an audit of the practice placement environment has been successfully completed.

3.3 Support for the Mentor / Supervisor

Continuing Professional Development will be provided for mentors on an annual basis. The module leader for the practice based learning modules will support the mentor. In addition, the course team will provide support both to the mentor in the form of:

• A mentor handbook
• A course handbook
• Opportunity to attend induction session
• Provision of telephone, email and individual support with course team

The course evaluation will include feedback from the mentor.
3.4 Quality Assurance Process for Practice Placements

All Practice placements where required are quality assured in line with professional regulatory body (e.g. NMC/HCPC) requirements and University regulations. Each placement is audited by the placement provider and verification of the placement’s suitability for a postgraduate clinical learning environment is confirmed back to the University prior to the course commencing.

Verification of Learning Environment Audit Process

Audit of Learning Environment documentation completed by team leader in practice

Sent to Education Placement Manager

Uploaded onto database

Verification sent to University
3.5 Raising Concerns Pathway.

Have a concern about care or staff conduct: Tell your mentor/ward manager immediately if there is risk of harm. You must protect safety of those in your care.

Tell your personal tutor (PT) / practice educator (PE) that you have raised a concern.

PT/PE will inform Academic course leader and Academic subject lead who will record your statement and decide whether you should remain in the practice area.

Write a factual report about the concern with PT/PE.

PT or PE will notify and speak to ward manager.

RESOLVED?

YES—STOP and file a record

NO

Investigation undertaken and feedback provided for you and the university.

Concern addressed adequately?

YES—STOP

NO

Escalate to senior management level by you or university.

Concern addressed adequately?

YES—STOP

NO

Escalation to higher level by you or university e.g. NMC
3.6 Clinical Placement Evaluation

Students are invited to feedback on their clinical placement. This will take place as part of the Continuous Improvement Monitoring and include a midpoint module evaluation and an evaluation at the end of the course. These evaluations also feedback into subsequent course review and action is taken where relevant.
APPENDIX 1 – Service User Testimonial

Service User assessment/testimonial:
Placement Name………………………………
Trainee Name…………………………………..

Please consider the questions below to offer support and guidance to the trainee that you have had contact with. The aim of this assessment is to provide constructive advice for future improvement and to consider strengths that you may wish to acknowledge.

Your comments will be retained as evidence in the trainee’s competency document and will be treated in confidence between the trainee, the Course Team at the University of Gloucestershire and the Mentor. Your care will not be affected should you choose to or not to complete this form.

In your experience on a scale of 1-5 (where 1 is not achieved and 5 is excellent delivery) did the trainee:

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make you feel safe when providing basic care?</td>
<td></td>
</tr>
<tr>
<td>Provide basic care with consideration to your privacy and dignity?</td>
<td></td>
</tr>
<tr>
<td>Recognise when you needed something without being asked?</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to listen to you?</td>
<td></td>
</tr>
<tr>
<td>Act in a manner that is attentive, kind, compassionate and sensitive?</td>
<td></td>
</tr>
<tr>
<td>Take the time to fully explain some aspect of your care?</td>
<td></td>
</tr>
<tr>
<td>Act in a respectful way? (e.g. addressing you by the name you prefer?)</td>
<td></td>
</tr>
<tr>
<td>Present the professional attitude that you would expect from a nurse?</td>
<td></td>
</tr>
<tr>
<td>Please add any comments to support your assessment of the trainee or comment on any other aspect related to the individual trainee</td>
<td></td>
</tr>
</tbody>
</table>

Service User additional comments: