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Preface

The Mentorship pre-course handbook is produced for all student mentors. The aim of this document is to provide you with some essential pre-course reading and preparation in advance of the course. This will help to lessen any anxieties and provide you with an enjoyable experience. In this 1st edition, information has been arranged in sections to enable you to find what you need easily. We hope it will serve as a useful resource.

If you have any suggestions about any other information that you would like us to include or any suggestion about the content and presentation of the file, please contact:

Barbara O’Donnell
Module Coordinator

Barbara.odonnell@uws.ac.uk
Introduction

The module has been designed to equip professionals from various disciplines to support learning and assessment of students in clinical practice. It aims to equip professionals with the knowledge, skills, attitudes and competencies required to support and assess students undertaking a programme that leads to professional registration, within a recognised professional discipline such as Nursing and Midwifery.

This module content has applied the Nursing and Midwifery Council Standards to Support Learning and Assessment in Practice (NMC, 2008) and the requirements of the National Approach to Mentor Preparation (NES, 2013) however it is recognised that these standards may be transferable within various professions and therefore are seen as generic. The course is designed to equip the student mentor to initiate, develop, establish and maintain a learning environment that promotes effective experiential learning thus enabling the development of learning, teaching and assessment skills required to support and assess the learner effectively.

To ensure that this opportunity for learning is maximised, the student mentor who supports and assesses students in practice must demonstrate understanding of the principles of mentorship and provide evidence of effective application of these principles in a practice learning environment. This essential input will provide evidence of critical analytical thinking, and will support both their personal and professional development and the requirements of academic accreditation.

On successful completion of the module you will gain 20 points at Scottish Credit and Qualifications Framework (SCQF) Level 9.

We look forward to welcoming you to the UWS mentorship module.

Barbara & the module team
The NMC Standards to Support Learning and Assessment in Practice

The module you are about to embark on is an NMC approved programme of study that will allow you to achieve the NMC competency standards. Please access the standards at: www.nmc.org

The NMC standards define and describe the knowledge and skills nurses and midwives need to apply in practice when they support and assess students undertaking NMC approved programmes that lead to registration or a recordable qualification on the register.

The NMC has identified competencies for mentors. Mentor competencies are achieved by successful completion of an NMC approved mentor preparation programme that achieves all of the outcomes listed below. This includes submission of a completed NES e-portfolio.

Throughout the module and your mentorship experience you will be asked to provide evidence in the form of reflective accounts, within your e-portfolio, on how you have achieved each of the domains. So it will be useful for you to familiarise yourself with these prior to the module:

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

Learning Outcomes
At the end of this course of study the student will be able to:

L1. Critically analyse the concept, philosophy and context of mentorship in professional practice.

L2. Evaluate educational programmes in order to assess individual learner need and provide effective guidance, support and assessment of learner performance in a practice learning environment.

L3. Reflectively, evaluate the application of appropriate educational, professional, legal and ethical principles to demonstrate professional responsibility and accountability in the mentorship role.

L4. Apply a model of mentorship and critically reflect on its implementation in practice.

L5. Demonstrate evidence of achievement of current NMC standards through completion of an e-portfolio, encompassing the defined criteria for supporting learning and assessing in practice, and competence/outcomes for a mentor.

Mentorship team key contacts:
Each campus has a designated site lead involved in the teaching and development of the module. These are as follows:

Module Co-ordinator – Barbara O’Donnell- telephone 0141 849 4282
Email: Barbara.odonnell@uws.ac.uk

Module Moderator – Garry Collins
Email: garry.collins@uws.ac.uk

Module site Leads:
Paisley: Jai Seebaluck – telephone 0141 848 3000
Email: Jai.Seebaluck@uws.ac.uk

Hamilton: Deborah McCraw – telephone 01698 283100 ext. 8679
Email: deborah.mccraw@uws.ac.uk

Ayr: Carol Dickie – telephone 01292 886249
Email: carol.dickie@uws.ac.uk

Dumfries: Garry Collins – telephone 01387 345800
Email: garry.collins@uws.ac.uk

There are also a number of lecturers, Practice Education Facilitators and Care Home Education Facilitators who contribute to the teaching and development of the course. Further detail can be found in the Moodle site once you have enrolled on the course.
Learning and Teaching Strategy
The course philosophy engages the student mentor in the learning process and requires active participation in a real workplace environment.

The course adopts a student-centred approach, where the student mentor will take significant responsibility for their learning. Active involvement is essential and requires participant interaction, autonomous decision-making and flexibility in application. The most important aspect from a motivation perspective is the fundamental relevance of the course content to the student mentor’s everyday work, to their personal and professional development and to the promotion of evidence-based practice in the workplace.

We have set criteria for undertaking module:

Our Entry Requirements are:

Essential:

NMC-registered nurses and midwives with a minimum of one year post registration experience (NMC, 2008).

Basic IT literacy- We are keen to support students of all abilities within the mentorship module and we recognise that many of you might have minimal IT skills. That is okay as long as you let us know. If you are in any doubt of your ability to download and upload a file then you should make it known to a member of the module team BEFORE the assessment submission date. All students will be offered an opportunity to practice this activity during the module. We will tell you more about this on your first day.

Desirable:

It would be helpful if you have previously studied to SCQF academic level 8 and have previous experience of writing reflectively using a reflective model, and experience of referencing evidence from literature. Again, we recognise that many of you might not have studied or written academically for a long time and we aim to support you with this. Within this pre-course guide we will provide a couple of activities that may help you to develop your writing skills in preparation for the assessment for this module and to prepare you for the work ahead of you.
Equality & Diversity
The University is committed to adhering to current legislation, Equality Act (2010), and acknowledge that while the University complies with all relevant legislation, there is a need to move beyond simple compliance to ensure that the principles, strategies and priorities set out in this scheme are upheld and achieved.

Within the module, quality of care, inclusiveness and employability are achieved by:

• Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students.
• Promotion of confidence and knowledge of their rights as a student and employee
• Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, learning & teaching, assessment and evaluation regardless of Disability, Gender and Race, the requirements of age, religion and belief and sexual orientation acts and the Scotland Act (Equality Act, 2010).

Enabling Support is always offered on module commencement and we encourage applicants to inform us as early as possible about any support needs they have so that these can be reviewed/accommodated by advising the Equality & Diversity coordinator.

Personal Development Planning
A significant number of mentors undertaking the course are likely to be qualified Nurses, Midwives or Allied Health Professionals employed by both the National Health Service (NHS) in Scotland and by independent, private and voluntary organisations. The learning and teaching is designed to build on the student mentor’s existing practical skills. For nurses and midwives, annual and triennial review of their mentorship progression will become part of the mentor’s personal development plan and address the requirements of the Knowledge and Skills Framework of the NHS employer.

Assessment is also facilitated by the NES e-portfolio which provides a forum for ongoing CPD. We will provide you with an NES e-portfolio account on Day 1 of the module.

Attendance and available support
On-campus delivery consists of attendance at four theoretical days. In addition there is an e-learning day that you can either attend the university and receive support from the teaching team or complete at home.

Being a mentor is an important role; therefore it is essential that you are fully prepared to mentor your student nurse. Consequently 100% attendance is required for the on-campus and eLearning component of the module. In addition, every practice-learning environment which supports students will have an allocated educational liaison lecturer in partnership with Practice Education Facilitators (where available) and existing mentors in response to local requirements. It is important that you let them know you are undertaking the module as soon as possible so they can support you.
UWS Library Resources  
The University has extensive library resources equipped with appropriate current texts for loan and gives access to an extensive catalogue of books, journals and e-journals. ‘Athens’ accounts can be readily set up by the library to ensure the student is able to study from any environment with computer access.

To set up an Athens account please contact: library@uws.ac.uk

Module Structure  
The module is delivered twice yearly (Trimester 1 & 2)

<table>
<thead>
<tr>
<th>Study day 1</th>
<th>week 1</th>
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<tbody>
<tr>
<td>Study day 2</td>
<td>week 2</td>
</tr>
<tr>
<td>Study day 3</td>
<td>week 3</td>
</tr>
<tr>
<td>e-Learning day 4</td>
<td>week 4 (either attend university or home/work)</td>
</tr>
<tr>
<td>Study day 5</td>
<td>week 8 approximately</td>
</tr>
</tbody>
</table>

Support sessions are also provided in the last few weeks of the module.

What is expected of me during this programme?  
Completion of this module will require you to complete the equivalent of 200 hours of notional effort to obtain 20 credits at SCQF Level 9. This includes the study days (5), working with the student in placement and time with your supervising mentor, as well as independent study (Please note this does not mean you will be given additional study days unless negotiated with your line manager).

Theory will be based around the ‘student journey’. There will be some modified lectures however the majority of sessions will be interactive activities. E-learning support will be provided via Moodle.

Work-based learning activities  
The Standards to Support Learning and Assessment in Practice (SSLAiP) (NMC, 2008) stipulate that student mentors of nurse and midwives require undertaking 10 days preparation for mentorship in professional practice. Five of these days are protected learning time involving four days campus based theoretical activity and one day interactive learning via virtual learning environment (this is your five module days). The remaining five days equate to supervised mentoring in the practice learning environment. These days should be negotiated with your line manager and are not protected.
Role of the supervising mentor

The student mentor will critically analyse the practice placement as a learning environment, then devise and implement a support and assessment strategy for one student. The student mentor will then assess the student’s performance in the practice-learning environment.

N.B. The supervising mentor holds overall responsibility for the student nurse’s ongoing and final assessment, providing their approval and registered mentor support for all that is undertaken by the student mentor.

Following time spent working with the student and student mentor, the supervising mentor will review the evidence presented within the NES e-portfolio and verify that the student mentor has fulfilled the NMC requirements to be a registered mentor.

Before you attend the module, arrange to meet with your manager and identify your supervising mentor. We also run supervising mentor workshops that your supervising mentor might want to attend.

Once your supervising mentor is identified, they can either contact their local PEF or the mentorship module coordinator to arrange to attend the supervising mentor workshop.

The Supervising Mentor Workshop Dates will be circulated via your local PEF and be available on the module MOODLE site.
My Pre-Course preparation exercises:
The aim of this handbook is to help to prepare you for the mentorship module. We encourage you to complete the following exercises in preparation for the module.

**Exercise 1 - Learning needs self-Assessment**

Once you have attended the five days of the module, you can complete this again to see if your results have improved. You can bring your self-assessment with you to the first day of the module so you can use it to help you to participate in the class discussion.

**Learning Needs Self-Assessment**

<table>
<thead>
<tr>
<th></th>
<th>I have no experience of this</th>
<th>I have little experience of this</th>
<th>I have some experience with this</th>
<th>I have a lot of experience of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the internet</td>
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<tr>
<td>Using Microsoft programmes such as word, PowerPoint.</td>
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<tr>
<td>Writing essays</td>
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<tr>
<td>Searching for literature – books, journal articles, databases such as CINAHL/ MEDLINE</td>
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<tr>
<td>Using reflection</td>
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<tr>
<td>Using Moodle</td>
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</table>

Kirsteen Lang UWS
Exercise 2 - SWOT Analysis

A SWOT analysis is a problem solving tool that enables a practitioner the ability to make clinical and technical judgements (Pearce 2007). SWOT is an acronym for strengths, weaknesses, opportunities and threats.

You are about to embark on a mentorship course. Using a SWOT analysis you will be able to consider your own expertise and skills and think about what you have to offer the student nurse that you will be mentoring. You may also be anxious about mentoring for the first time. A SWOT analysis will help you to put a strategy in place before you meet your student so that you are prepared for the experience.

Practice a SWOT analysis here and consider the following:

<table>
<thead>
<tr>
<th>STRENGTHS- what are your personal strengths?</th>
<th>Write your strengths here and tell us why this strength would be helpful to your student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think you are particularly good at?</td>
<td>E.g. are you a good communicator? If so, in what way? How would this be beneficial to your student and the relationship that you will need to build?</td>
</tr>
<tr>
<td>WEAKNESSES- Is there some aspect of your practice that you think is a weakness? E.g. are your time management skills not very good? Do you find that you don't delegate enough to others and end up doing too much yourself? When you are a mentor you will need to make time available to spend with your student, so could this be a weakness for you?</td>
<td>Write your weaknesses here and tell us what you might do to manage this.</td>
</tr>
<tr>
<td>Opportunities- What opportunities can you offer the student nurse? Do you have specific skills set related to your area of practice that you can share with the student nurse? What about the knowledge of nursing that you have; will this be an opportunity for you to share this knowledge?</td>
<td>Write your opportunities here and tell us why they would be helpful to your student.</td>
</tr>
<tr>
<td>Threats- what might pose a threat to your mentorship experience? Are you feeling anxious about mentoring for the first time? Are you worried about your inexperience? If so, it is okay; this SWOT analysis will help you to prepare for this. Once you identify a threat, think about what you could do to overcome this. It might be that you can ask your supervising mentor for support.</td>
<td>Write your threats here and tell us what you could do to overcome them.</td>
</tr>
</tbody>
</table>

Barbara O'Donnell UWS
Reflective practice began to appear in nursing literature in the late eighties, and the ability to reflect on practice is considered to be a key attribute of a good nurse (Timmins, 2008).

Reflective practice is based on the work of Dewey (1933) and Schön (1983) and is embedded in the NHS Flying Start programme. For this activity, access: http://www.flyingstart.scot.nhs.uk/learning-programmes/reflective-practice/ and spend some time working on the reflective practice activities.

Reflective practice encourages us to be aware of our actions and how they might impact on practice and our patient care. It is a process of deep thought that requires honesty and self-awareness from you as a professional. Honesty and self-awareness are critical to good reflective practice. Reflective practice is a fundamental aspect of the provision of good quality patient care and the NMC advocates the use of reflection to support professional practice.

**Models of reflection**

There are numerous models of reflection available and during the module you will be introduced to a couple of them. Common reflective models are Gibbs, Driscoll and John’s. Type these names in to Google and see what comes up.

During the course we will teach you how to reflect on practice but it might be worthwhile to you ask your colleagues about their experiences of reflective practice.

Below are some additional references that you might like to access about reflection:


Reflective practice and writing: a guide to getting started – online resource from University of Newcastle, Australia.


Now, think now about a recent experience from practice. This doesn’t necessarily have to be a bad experience, it could be something that went really well and you were quite pleased with how you handled it. Reflect on an experience from practice. You may find it useful to use a reflective model.
Tell us what model of reflection you are using and why have you selected this one? The main thing to remember about a reflective account is that your analysis is all about making some sense of a situation so that you can learn from it. Ask yourself what happened in the situation and what did you or others do? What does the literature say about this? It is useful to think about the topic of your reflection, then to read the literature about that topic first, before you reflect. This will help with your analysis.

Once you have completed this reflection, bring it along to your first day to help you to participate in the class discussions.

Use this page and the next page to reflect on this experience.
Essential IT information

Student email
As a student of the University of the West of Scotland you are given a student email account. The University will use this email account as the primary means of communication for updates on class locations and timings; new session timetable information and other important news. To get details of how to log in to your email account go to [www.uws.ac.uk/studentemail](http://www.uws.ac.uk/studentemail)

The email address which all students are allocated takes the form:

Bannerid@studentmail.uws.ac.uk

For example, [B00123456@studentmail.uws.ac.uk](http://B00123456@studentmail.uws.ac.uk) Instructions for creating your student email can be found at [www.uws.ac.uk/studentmail](http://www.uws.ac.uk/studentmail)

You must use this University student email address for the duration of your studies as this is the main method of communication which the University utilises.

Web information

The mentorship website address is: [http://www.uws.ac.uk/mentorshippreparation/](http://www.uws.ac.uk/mentorshippreparation/)

The Faculty’s public web site address can be accessed via:

[http://www.uws.ac.uk/about-uws/faculties/](http://www.uws.ac.uk/about-uws/faculties/)

Moodle

MOODLE is the web based virtual learning environment (VLE) that the University of the West of Scotland currently uses. This VLE is key in providing access to all modules within the programme; particularly if they are delivered online/via e-learning. Where this is the case, the module site will include all online learning resources including module handbooks; assignment briefs; PowerPoint presentations (facilitated by Adobe Presenter); electronic libraries and communication tools e.g. e-mail, electronic discussion forums, chat rooms, whiteboards etc. This environment, tools and resources provide an improved and more flexible access that can enhance your learning and provide students with equality of opportunity in meeting learning needs.

Don’t worry if you have never used a virtual learning environment. Once the module begins, the module team will guide you through the site. In addition the module website has a link to Sandbox™. This is an excellent resource that will guide you through the module Moodle site. You will also be allocated a personal academic support tutor who will be able to help you with any issues you might be experiencing when you are trying to navigate your way around Moodle.

You will be able to gain access to Moodle information either from computers within the University or from any computer connected to the internet. Once you have your Moodle login you should get
into the habit of checking the site regularly to make sure you have the latest information on your modules and programmes.

Moodle, the VLE may be accessed using the following web link: http://moodle.uws.ac.uk
Module Assessment

On completion of the module, your effective mentorship and achievement of NMC mentor competencies will be demonstrated through submission of an NHS e-Portfolio of evidence demonstrating effective support of a student nurse or midwife.

Further detail on the assignment will be provided once the module has started.

Formative assessment – observational critique

Understanding of the practice processes of mentoring will be formatively assessed through an observational critique of a student mentor undertaking a student nurse interim or final assessment in the practice-learning environment. This will be carried out with your supervising mentor.

Formative assessment – reflection & e-portfolio use

On Day 4 of the module (e-learning day) the student will download one reflection from their e-portfolio and submit via Turnitin™. This will be reviewed by your academic support tutor who will provide feedback within two weeks. Your academic support tutor will also be available for any download/upload issues that you might be experiencing. Students who require the support of an academic tutor for download/upload issues should make arrangements to attend the university on Day 4 so that they can be supported with this activity.

Summative assessment – e-portfolio

Understanding of the principles and processes underpinning effective mentorship in practice will be demonstrated through an e-portfolio of evidence of reflective accounts evaluating the effectiveness of the student mentor’s experience in practice. This must include critical evaluation and be supported by appropriate references. Assessment will provide evidence of effective preparation of the student mentor prior to registration onto the database of registered mentors.

The assessment must be passed at 40% to achieve module accreditation and to meet learning outcomes 1-5 and fulfil SSLAiP (NMC 2008) Standards.

100% of marks will be available for completion of the e-portfolio.

Submission of your assignment

The assignment is marked electronically so this will require you to use some IT skills. We use TURNITIN™, which is an online tool accessed via the Moodle VLE. Access for all students to TURNITIN™ is automatically triggered on module enrolment.

TURNITIN™ provides:

An originality check- Ensures original work is submitted by students via a process of checking submitted papers against 14 billion web pages, 150 million student papers and leading library databases and publications.

Grademark- This provides feedback through online grading where standard and customized marks appear directly on the student’s paper as well as the principle means of marking and providing online feedback to student assessment submissions.
Further Pre-course reading:
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:


References