

## **BSc, BSc (Hons) Health and Professional Practice Programme**

### **Information for Practice Mentors**

#### **Introduction**

This guide has been developed for the mentor guiding and supporting student(s) who are undertaking a module(s) for Continuing Professional Development (CPD) purposes or enrolled on the BSc, BSc (Hons) Health & Professional Practice (HaPP) programme at De Montfort University. The aim is to highlight the key aspects of the role and responsibilities of the mentor. Please note this guide does not replace any update session that is an essential requirement of your local Trust in conjunction with De Montfort University.

The assessment strategy for every module places an equal emphasis on assessment of both theoretical learning and practice-based learning.

Each module is assessed by means of a Practice Assessment Module Portfolio (PAMP). The PAMP forms part of the assessment process for the module and is a tool to enable the student and mentor to keep a record and assess practice development throughout the module period in meeting the Module Learning Outcomes.

This document allows the student, by adopting three clear stages to practice assessment, to clearly plan towards the achievement of the Module Learning Outcomes in the practice environment. It provides clear guidance on how to plan an individual practice assessment process and by using the pass/fail criteria, assist the student in developing practice in order to successfully achieve the Learning Outcomes for the Module. Please see a PAMP for further information.

#### **Selection Criteria for Mentors of students on the Health and Professional Practice programme**

This is not an NMC approved programme so Sign Off Mentors are not required. However, students should be supported by a mentor who has sufficient experience and knowledge that is superior to that of the student.

A working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing are essential.

#### **Selection Criteria for Medical Mentors**

In some cases it would be more appropriate for a medical practitioner to take on the role of mentor. A medical practitioner undertaking the role of practice mentor should be an experienced practitioner who:

- Works within a GP practice and is either vocationally trained or has a certificate of equivalent training from the joint Committee for Post Graduate Training in General Practice

OR

- Is a specialist registrar, clinical assistant or consultant within a NHS trust or other NHS employer

- Has some experience or training in teaching and/or supervising in practice
- Agrees to be a mentor to a nurse, health visitor or allied health professional undertaking the course
- Has the approval of the employer to undertake the mentoring role
- Agrees to undertake a short preparation for the role (please contact the module leader)

### **Selection criteria for Mentors of Allied Healthcare Practitioners**

The practice mentor should be an experienced practitioner, who:

- Has completed, if required by a professional regulatory body, a recognised mentorship preparation course.
- Feels competent to act as a mentor, supervisor and assessor for this module.
- Has a level of expertise that the student will be able to draw upon
- Is a person with whom you can develop a supportive and professional relationship

### **Role of the Practice Mentor is to:**

- Be appropriately prepared, and demonstrate responsibility for student learning
- Act as a positive and professional role model
- Negotiate and clarify with the student how the mentoring role will be fulfilled to take account of respective commitments, best learning opportunities and other local considerations
- Assist with the student in assessing their learning needs in relation to their area of practice within the clinical setting
- Plan with the student the ways in which the identified outcomes can be met and implement the plan. This may include shadowing relevant practitioners, demonstration, discussion, observing the student, answering their questions, guiding and supporting them, pointing them to guidelines, protocols and other human or material resources.
- Assess and evaluate the students developing competence and provide feedback regarding their progress
- Make a judgement of whether the student has demonstrated competence in relation to the performance indicators for the module
- Provide the module leader with information (by completing the initial, mid and final interviews) regarding the student's progress including concerns relating to their competence, attitude and motivation
- Verify the achievement of the learning outcomes by completing the PAMP documentation
- Make arrangements for support of the student during your periods of annual leave that may fall during the course

- It is anticipated that the student will have access (direct/indirect) to their designated mentor for a minimum 40% of practice time; i.e. it is not a requirement that the student works with their mentor for 40% of the practice time
- Be aware of the university guidelines on unsafe practice and what is deemed to constitute unsafe practice on the part of a post-registration student

### **The role of the mentor in completing the PAMP**

If you are a Nurse or Midwife it is important to note that your eligibility as a mentor to a post-registration student must be identified on the Local Register of Mentors held by your Trust / employer as a Mentor (NMC 20061).

### **The following information indicates that Mentors must:**

- Act as a role model for the student and provide teaching/learning opportunities as appropriate
- Organise the induction of the student to the area and the placement (if appropriate)
- Carry out continuous assessment of the student
- Facilitate effective communication with the student and provide regular opportunities for discussion and support
- Seek a safe and satisfactory standard of care to the client / patient and family during the periods of practice
- Recognise and improve factors which may impede student progress
- Provide formative and summative reports in regard to the student's progress as indicated within the document
- Ensure when finally assessing the student in stage 3 of the module that:
- The document is completed in its entirety
- All module learning outcomes have been assessed according to the criteria laid down in the document and signed by you
- Any outstanding developmental needs have been addressed and that evidence of such exists within the document.
- You have completed and signed the "Final Summative Assessment" in Stage 3 (pages 16-19)