



Mentors' Handbook

Supporting Students in Practice

3rd Edition

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Introduction

The mentoring and support of students within a health care setting are considered to be fundamental in their development and education NMC (2008a); Gopee (2011) with the purpose of achieving a fit for practice and fit for purpose workforce (Duffy 2003). The practice experience is one of the most important aspects in preparing students for registered status with a professional body such as the Nursing and Midwifery Council (NMC) who set out standards of proficiency in nursing education (NMC 2004/2010) to ensure pre-registration students are deemed fit for practice both at the point of registration and beyond. Mentoring is enshrined in the Nursing and Midwifery Council (NMC) Code (2008b) which emphasises that mentoring students of health care is a serious responsibility and that mentors are accountable for every decision and action made (NMC 2010). It is expected that qualified mentors are equipped to develop and train students of health care as the practice placement is the best place to develop nursing knowledge, skills and professional attitudes (Levett-Jones & Lathlean 2008).

Nurses and midwives can become a qualified mentor when they have successfully completed the Preparation for Mentorship module and all of the outcomes of stage 2. This qualification is then recorded on the local register of mentors within the trust. Mentors therefore need to ensure they continue to meet and maintain the stage 2 outcomes for the Mentor Domains.

In September 2011, the degree programme curriculum commenced in response to the Nursing and Midwifery Council (NMC, 2010) *Standards for pre-registration nursing education*. All students entering the pre-registration nursing programme at the University of Hertfordshire from September 2011 onwards follow this “all graduate” route. The programme was validated against the NMC (2010) Standards. For each field of nursing (adult, learning disability, child and mental health) there are a number of generic and field specific competency outcomes based on 4 key domains that must be achieved to qualify and register:

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision making
- Leadership, management and team working

Associated with these standards are the Essential Skills Clusters (ESCs) and progression criteria that also direct the nature of the skills and achievements the student nurse should complete throughout the programme. As a Higher Education Institution (HEI) approved to deliver the programme, the University of Hertfordshire and its partner providers must also satisfy the ten educational standards as determined by the NMC. From year 1 the students follow their chosen field of nursing i.e. adult, learning disability, child or mental health. There is no longer a Common Foundation Programme (CFP) although in each year there are generic modules that ALL students will complete. The modules for each field and each year have been developed to reflect the professional demands of the NMC (2010) standards and the expectations of other key stakeholders including service users, their carers', local Trust partners and those from other health and social care sectors. See appendix for tables that outline the modular structure for each field across the three years.

This mentor handbook has been produced for all mentors in any placement area. The aim of this handbook is to provide clear information to enable you to support, supervise and assess student nurses and midwives in your place of work. The handbook aims to offer ideas and suggestions on issues that are relevant to your role such as supporting and managing challenging or failing students as well as who to contact should you require additional support. Furthermore, this handbook will provide guidance to help you with your continuing professional development as a mentor such as the criteria that you will need to work towards your triennial review. It is not intended that you read this handbook from cover to cover, rather than to use as a point of reference and a resource to aid you in your role as a mentor to students from the University of Hertfordshire. The term **Mentor** is used as a generic term, and is intended to be inclusive of all roles involved in the direct development, support and assessment of pre-registration students in practice. This handbook will be made available to all link areas via your link lecturer, and will be updated biannually. If you have any suggestions regarding additional information you would like to see in this handbook, then please contact:

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Section 1- Mentoring

1.1 NMC documents that you will need to be familiar with. All these can be found on the Nursing & Midwifery Council web site on www.nmc-uk.org

- Nursing and Midwifery Council (2008), Standards to support learning and assessment in practice. NMC standards for mentors, practice teachers and teachers.
- Nursing and Midwifery Council (2010), Standards for pre-registration nursing. including the NMC Essential Skills Clusters (2010) <http://standards.nmc-uk.org/Pages/Downloads.aspx>
- Nursing and Midwifery Council. (2008). *The code: standards of conduct, performance and ethics for nurses and midwives*. London. NMC.
- Administration of Medicines (NMC 2010)
- Guidance on professional conduct for nursing and midwifery students (NMC 2011)
- Raising and escalating concerns: Guidance for nurses and midwives (NMC 2010)

The NMC is the regulator for nurses and their main purpose is to protect the public. This is achieved by keeping a register of all nurses and by setting standards for their education, training, conduct, performance and ethics (NMC 2008). *'The purpose of the standards to support learning and assessment in practice is to assure the Council that those who make judgements of students have been appropriately prepared to assess performance against relevant NMC standards of proficiency. Achievement of relevant standards leads to registration or a qualification that is recorded on the register'* (NMC 2008).

1.2 Role & Responsibilities of a mentor

The NMC (2008) has defined standards for mentors that must be achieved to support and assess students undertaking NMC approved pre-registration nursing programmes.

- Students on NMC approved pre-registration nursing education programmes leading to registration on the nurses' part of the register must be supported and assessed by mentors (pre-registration nursing mentors who assess NMC competence must have a mark on the register appropriate to the field programme the student is undertaking).
- All mentors are entered on a live register of assessors (maintained by placement providers). Further information about this is given in Section 1.3. If you are not entered on the live register of assessors you should only undertake student assessment under the guidance of someone who is appropriately qualified.
- Whilst giving direct care in the practice setting at **least** 40% of a student's time must be spent being supervised (directly or indirectly) by a Mentor.
- The NMC requires all qualified mentors to maintain and develop their knowledge, skills and competence through regular updating. As of 2010 – when in a final placement there is an additional amount of protected time (one hour per week) **as well** as the expected **40%** supervision time to be spent with a sign off Mentor.

Standards for learning and assessment in practice (NMC 2008)

This is the prescribed developmental framework to support learning and assessment in practice. It defines and describes the knowledge and skills registrants need to apply in practice when they support and assess students undertaking NMC approved programmes that lead to registration as a mentor. The framework details eight domains - each with identified outcomes at four distinct developmental stages (Stage 1 mentor, Stage 2 mentor, practice educator and teacher). The domains are outlined below:

- Establishing effective working relationships
- Facilitation of learning
- Assessment and accountability
- Evaluation of learning
- Creating an environment for learning
- Context of practice
- Evidence-based practice
- Leadership

1.2.1 The mentor should:

- Ensure all students are allocated a Mentor at least one week prior to the commencement of a placement to allow both to prepare for the experience, (NMC 2008).
- Ensure that the student is welcomed and appropriately orientated to the clinical area. As a minimum this includes health and safety requirements and reference to specific policies/protocols which are indicated in the student's assessment document.
- Take responsibility for the continuous assessment of the student's practical performance throughout the placement period.
- Carry out and co-ordinate the teaching and supervision of students whilst in clinical practice.
- Provide inter-professional learning opportunities.
- Act as a direct support for the student in the achievement of their learning outcomes.
- Ensure that students are given every opportunity to learn the skills and knowledge required to achieve the learning outcomes for the placement.
- Provide feedback to the student regarding levels of individual achievement.
- Assess the student on either a formative or summative basis a minimum of 3 times during all placement experiences (preliminary/intermediate and final interviews/OAR).
- Attend an annual mentor update and register this in the practice areas audit documentation/register of assessors.
- Map competencies against the 8 domains in preparation for the triennial review.

1.3 What is the Register of Assessors?

The Register of Assessors register has details of individuals who have undertaken a Preparation for Mentorship course by an Approved Higher Education Institution. The NMC require such registers to be maintained locally by the placement providers. In small Independent Sector areas this is maintained by the University. You will not be entered onto the register of assessors until you receive notification that you have completed all the requirements of the course. However, you can still contribute to student assessment and might undertake formative assessments under the supervision of a recognised Mentor until you get your letter of results from the university.

1.4 Team Mentoring and Interprofessional learning

In order for students to gain wide experiences, a team approach may sometimes be used for Mentoring. However, for assessment purposes, the issue of 'due regard', with reference to nurses and midwives, and the need for Mentors to be 'appropriately qualified', with regard to other professions, means that named Mentors must ensure compliance with the appropriate professional standards and requirements. Due regard means that the Mentor is on the same professional register, or sub part of a register, as the student they are mentoring, and have overall responsibility for the student's placement learning experiences. Students need to develop the knowledge, skills, values, and attitudes needed to work as a team with other health and social care professionals for the best interests of patients / users. Though this process can be supported at University, the best place for students to develop inter-professional skills is in practice. We need to ensure that students have the opportunity to participate in inter-professional and multi-agency approaches to health and social care, whilst recognising individual scopes of professional practice, and to encourage students to learn from this experience. Mentors play an important part in modelling this approach to learning and practice.

1.5 What is a Stage 1 Mentor?

When nurses qualify after a three year pre-registration programme, they automatically assume the role of stage 1 mentor, so are expected to *facilitate students and others to develop their competence* as a registered nurse (NMC 2008). A Stage 1 mentor indicates that this is a qualified nurse or midwife currently entered on the NMC register and is an introduction to the roles and responsibilities of being a mentor (Kinnell & Hughes 2010). The NMC stipulate that a newly qualified nurse cannot undergo formal preparation for mentorship training to become a qualified mentor (stage 2) until the nurse has been qualified for a minimum of one year. Stage 1 specifies that all registrants must meet the requirement of *The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives* (NMC 2008b p5) in that each registrant is required to 'facilitate students and others to develop their competence'. A stage 1 mentor is able to support, supervise and teach students, however, this must be under the supervision of a qualified mentor who is accountable for that student's assessment. Furthermore, the stage 1 mentor can contribute towards the assessment process in consultation with the primary stage 2 Mentor, for example, clinical skills and formative assessment. Stage 1 mentors should view development and progression to stage 2 as part of their continuing professional development, thus meeting the requirements of the second gateway within the NHS Knowledge and Skills Framework (Royal College of Nursing 2007) and working within their preceptorship programme to meet the requirements for their Knowledge and Skills Framework Portfolio (Department of Health 2004).

1.6 Roles & Responsibilities of the Stage 2 Mentor

Nurses and midwives can become a stage 2 mentor when they have been registered for a minimum of one year and successfully completed a Mentorship module/course meeting all the outcomes of stage 2 (NMC 2008a:16). This also applies to those who have not recently attended any specific mentor preparation module at a University as outlined by the NMC - "*The NMC does not expect mentors, practice teachers and teachers who have undertaken a preparation programme previously approved by one of the National Boards, or since April 2002 undertaken*

preparation approved by programme providers to have to repeat such preparation” (NMC 2008).

This qualification is then recorded on the local register of mentors within the trusts, so mentors therefore need to ensure they continue to meet and maintain the stage 2 outcomes for the Mentor Domains. Stage 2 Mentors must demonstrate their knowledge, skills and competence on an ongoing basis that must be reviewed and verified triennially (**every three years**). This ensures that only those who continue to meet these requirements remain on the local register. All stage 2 mentors must facilitate teaching, learning and assessment in practice, so have a duty to provide the student with a variety of learning opportunities to enable them to achieve their relevant learning outcomes. The responsibility for the summative assessment of a student lies ultimately with a stage 2 named mentor who has successfully completed an approved mentor preparation programme and who is also familiar with the individual programme requirements that the student is undertaking.

1.7 Application of Mentoring to the 8 domains

1.7.1. Establishing effective working relationships

Mentors will have effective professional and inter professional working relationships to support learning for students whose name will be entered on to a professional register or where placement learning is part of an academic programme.

A mentor will be able to:

- Organise and coordinate students’ day to day learning opportunities and activities in practice.
- Have knowledge and understanding of factors that influence how students integrate into practice settings, and provide ongoing and constructive support to facilitate transition from one learning environment to another.
- Supervise students in learning situations and provide them with constructive feedback on their achievements.
- Engage with students to apply and monitor the learning outcomes provided to the particular practice setting.
- Assess a student’s total performance – including skills, knowledge applied to practice, values, attitudes and behaviours relevant to the stage of the programme.
- Liaise with others where relevant (e.g. mentors, sign-off mentors, practice education facilitators, practice teachers, link lecturers or personal tutors to provide feedback, identify any concerns about a student’s performance and implement an agreed action plan as appropriate.

1.7.2 Facilitation of learning

Mentors will facilitate students’ learning in practice by:

- Using their knowledge of the student’s stage of learning to select appropriate learning opportunities to meet their individual needs.
- Facilitating the selection of appropriate learning strategies to integrate learning from practice and academic experiences.
- Supporting students in critically reflecting upon their learning experiences in order to enhance future learning.

1.7.3 Assessment and Accountability

Mentors will undertake assessment of students' practice and be accountable for the decisions made by:

- Having an in-depth knowledge and understanding of their accountability at every stage of a student's programme of learning. Be accountable to the Professional Body for the decision they must make to pass or fail a student when assessing proficiency / standards / competency requirements.
- Fostering professional growth, personal development and accountability through support of students in practice.
- Demonstrating a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the learning and teaching team.
- Ensuring they meet with students as defined in the students' practice learning documents, which may be initial, midway and final assessments.
- Providing constructive feedback to students and assist them in identifying future learning needs and actions.
- Managing failing students according to due process (which may include collaborative action planning with other team members) so that they may 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 practice.
- Being accountable for confirming that students have met, or not met, the professional body standards / competencies / proficiencies as required in practice.
- Maintaining up to date/factual records of each student's achievements in practice and signing their practice assessment / attendance to indicate that they have met the programme and professional body requirements and are fit for practice.

1.7.4 Evaluation of learning

Mentors will be able to:

- Contribute to the evaluation of student learning and assessment experiences – proposing any aspects for change resulting from the evaluation.
- Participate in self-evaluation to facilitate their personal development, and contribute to the development of peers.

1.7.5 Creating an environment for learning

Mentors have a responsibility to ensure that the environment in which you work is conducive to learning. *A mentor will be able to:*

- 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 and 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.

1.7.6 Context of practice

In order for students to gain a breadth of experience whilst in practice, identified learning opportunities outside the immediate placement are encouraged so they may gain valuable insights into different aspects of voluntary, statutory and regulatory work as well as inter-professional learning opportunities. The facilitation of such learning opportunities will be the responsibility of the mentor, observing due regard where required. To achieve this, mentors will be able to:

- Contribute to the development of a safe environment in which efficient care is achieved, an effective learning environment is maintained, and effective practice is fostered, implemented, evaluated and disseminated.
- Set and maintain professional boundaries that are sufficiently flexible to enable inter-professional care and pathways.
- Support students in identifying ways in which policy and legislation impacts upon practice.
- Cases of students reporting, or being reported for, sub-standard practice will be dealt with through the appropriate placement and University procedures. Mentors should be supportive of students throughout the process.

1.7.7 Evidence-based practice

To contribute to the establishment and maintenance of evidence-based practice in the practice placement area, *mentors will be able to*:

- 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 and using an evidence base to their own practice.

1.7.8 Leadership

In order to demonstrate that leadership is applied to mentoring, a mentor will be able to:

- Plan a series of learning experiences that will meet students defined learning needs.
- Be an advocate for students to support those 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.

1.8 The three Interviews

As with previous documentation there are important records to document the student's orientation to the area and to ensure that local health and safety and policy issues are discussed. For each experience there is also a practice learning agreement (this includes the preliminary, intermediate and final On-going Record of Achievement interviews) alongside action planning records. Students **MUST** be orientated to the practice environment within the first 24 hour of commencing the practice experience. Ensure that the documentation is complete in the students' booklet when this is done.

1.8.1 The Preliminary Interview

The preliminary interview **MUST** be completed within the first 2 – 5 days of the practice experience. This is your opportunity as a mentor to outline your expectations to the student, for example, uniform, punctuality, student documentation, mobile phone, breaks etc. Furthermore, this is the time to discuss learning objectives, set action plans and dates for the next two interviews. It is advisable that you allow at least one hour for the preliminary interview as this will give you both an opportunity to establish an effective working relationship and make the student feel welcome and at ease. ***It is a mandatory requirement (NMC 2007) that students give you their Practice Assessment Document (PAD) from previous placements so you can develop actions plans based on comments from previous placements.***

The preliminary interview involves:

- What does the student *want* to learn? (the student's agenda) - Discussion of the student's perceived developmental needs
- What does the student *need* to learn? (the University agenda – skills and learning outcomes)
- What do *you* want the student to learn (the mentor's agenda) - Discussion of placement learning opportunities specific to your area.
- Essential information about the placement
- Any health and safety requirements and emergency procedures.

1.8.2 The Intermediate Interview

This **MUST** be completed mid-way through the practice experience. This is an opportunity for you and the student to provide a formative occasion to review progress of learning outcomes/standards of proficiency, identify any areas of concern and update action plans. It should include an exploration of what has been learnt, what still needs to be learnt, guidance on gathering evidence and the quality of the evidence of achievement the student has collected.

This includes:

- Student Self-assessment/reflection
- An opportunity for the student to give **YOU** some feedback on their learning experiences so far.
- Constructive and developmental feedback in relation to punctuality, interpersonal skills, professionalism, attitude and behaviours.
- Documentation in the student record of their strengths and areas that still require development.
- Discussion of the student's performance/progress – modification of the action plan if required
- Review of the learning outcomes achieved and those yet to be achieved
- Review of skills achieved and those yet to be achieved.
- Referral to your link lecturer should a referral be imminent.

1.8.3 Final Interview

This **MUST** be completed after the student has completed **150** hours. If your student has not achieved 150 hours by the end of the placement due to sickness or absence, then please contact your link lecturer at the earliest opportunity for support. Ideally, the final interview should be done in the final week of the placement experience and not left until their last day. In order to complete the final interview, you should encourage your student to utilise their own enquiry based learning skills to gather evidence such as reflections on care interventions, notes on supervision sessions, and the application of protocols, policies and procedures to patient care. All this can be supported by sources of evidence such as reference to relevant literature to demonstrate evidence of achievement of practice learning outcomes and standards of proficiency (NMC 2004/2010). The final interview should include:

- Student self-assessment – ask the student to reflect on their learning.
- Discussion/review of the student's achievements to date
- Assessment of the learning outcomes (signature/date required) - *Not Applicable* (N/A) for any learning outcome is NOT appropriate
- Specific detail/comments **MUST** be given for any Referral/Fail and the Link Lecturer informed. Evidence of action plans and tripartite meetings (mentor, student & link lecturer) will need to be included in the event of failure to achieve the outcomes for the placement.

1.9 Roles & Responsibilities of the Stage 3 Mentor/Practice Teacher

An NMC practice teacher is a registrant who normally will have previously fulfilled the NMC requirements to become a stage 2 mentor, and who has received further preparation to achieve the knowledge, skills and competence required to meet the NMC defined outcomes for a practice teacher (the practice teacher preparation programme). This qualification is then recorded on the local register of practice teachers within the trust and is subject to triennial review. The NMC requires all nurses undertaking a programme leading to registration as a specialist community public health nurse (SCPHN) to be supervised and assessed by a named practice teacher who has met the NMC requirements defined in this standard. Practice teachers therefore need to ensure they continue to meet and maintain the stage 3 outcomes within the Mentor Domains. A practice teacher will be a sign off mentor.

1.10 Role of the Sign-Off Mentor

A sign off mentor is a qualified nurse or midwife who has met the specified criteria in order to be able to sign-off a student's practice proficiency at the end of an NMC approved programme.

For nurses a Sign-off Mentor is only required for Year Three final placement pre-registration students at Degree or Diploma level. Practice and Specialist Nurses and Return to Practice candidates also need to be signed-off at the end of their courses.

1.10.1 Criteria for sign-off mentors: (NMC 2008a)

- Identified on the local register of live assessors as a sign-off mentor (maintained by the placement providers).
- Registered on the same part of the register.
- Working in the same field of practice as that in which the student intends to qualify.
- Have clinical currency and capability in the field of practice in which the student is being assessed.
- Meet the NMC requirements to remain on the local register of live assessors.

- Have been supervised on at least **three** occasions for signing off proficiency at the end of a final placement by an existing sign-off mentor or practice teacher.
- Have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing.
- Have an in-depth understanding of their accountability to the NMC for the decision they make to pass or fail a student when assessing proficiency requirements at the end of the programme.

1.11 Mentor Preparation

The Preparation for Mentorship module runs from September to January and January to May as a taught module and is also offered as a blended/distance learning option all year round with a credit rating of 15. The module is relevant to health care professionals, but consists of mainly Nurses, Midwives and Operating Department Practitioners. Per annum the university recruits approximately 300 -350 students to the module which is delivered at both level 6 and 7 and can be undertaken as part of the MA/BSc (Hons) in Contemporary Nursing programmes or as a standalone module. The taught module consists of an induction/enrolment half day, 5 full taught days on pertinent topics that are aligned with the 8 domains outlined in the Standards to Support Learning and Assessment in Practice (NMC 2008). Students attend a final session at the end of the module that includes discussion of the stage 2 mentor domains, the triennial review, annual updating and their Continuing Professional Development as a qualified mentor. You can also study the module via our distance/blended learning option; however, you will still be required to attend the university for tutorials and enrolment. Student mentors are required to identify a 'critical friend' at the beginning of the module who can support and mentor them whilst studying on the module. It is advised that this person be a qualified stage 2 mentor or above to ensure quality of teaching, learning and assessment in the practice area. If you are interested in undergoing the Preparation for Mentorship module for your continuing professional development, then you will need to secure funding from your NHS Trust, or if you work within the private/independent sector, you can discuss funding with your link lecturer. Further details can be found on the University of Hertfordshire web site by typing in Preparation for Mentorship in the search bar or click on the links below:

For details of the taught mentorship provision go to:

<http://www.herts.ac.uk/courses/healthcare-mentorship-preparation-taught->

OR for details of the distance/blended mentorship provision go to:

<http://www.herts.ac.uk/courses/healthcare-mentorship-preparation-distance-blended->

Or contact Carys Armstrong-Griffiths (Module Leader) for further information

1.12 Mentor Updates

All mentors are required to attend annual mentor updates and these are arranged by your University Link Lecturer (perhaps in conjunction with the Placement Educator). Alternatively you can attend an annual update at the University of Hertfordshire. Your link lecturer will be able to provide you with dates of the UH mentor updates or call the placement office as below.

To book a place on an annual mentor update, please contact:

Practice Placements Office
Room 1F276 Wright Building
University of Hertfordshire
College Lane, Hatfield. Hertfordshire, AL10 9AB.

E mail: practice.placements@herts.ac.uk
Fax: 01707 285299 or Tel: 01707 285951

The nature and presentation of the update will vary according to the needs of individual assessors and placement areas. As a guide he/she may discuss issues that arise in relation to student clinical assessment, curriculum or assessment changes or any other issues that affect student assessment, such as managing the failing student. Updates may be arranged on an individual and informal basis or for staff in a group of clinical areas. On completion of a mentor update you will receive a 'Certificate of Attendance' from the University for your Personal Professional Portfolio. The mentor update will also provide you with ONE of your updates towards your triennial review and ONE 'supervision' towards sign off status.

Section 2: The Learning Environment

2.1 Practice Experience

Practice experiences for each student are designed to allow both generic and field competences to be addressed whilst facilitating the students to recognise and respond to the essential needs of all service user groups. The programme team in partnership with the local health and social care sectors are continuously developing field experiences that are themed and aligned with modular outcomes. By the end of the 3 year programme the students are required to have completed 2,300 hours (50% of the programme) in clinical practice. The NMC will allow up to 300 hours of this time to be simulation. Within the adult field-the requirements for EU directive (2005/36/EC Annex V.2 (4.2.1) remains. For all fields the NMC (2010) recommends a range of community, hospital and other settings and 'wherever possible', there should be practice learning opportunities in hospital and community settings in each part (year) of the programme' (p.77). At the end of the programme a 12 week practice learning experience will take place as occurred previously. Although stage 2 mentors must assess a student at the end of each part (year) of the programme, the requirement that this stage 2 mentor is from the same field as the student is only necessary at the end of year 3. Sign off mentors are also required to verify the students' competence at the end of the programme. These must be from the same field as that which the student wishes to enter.

2.2 Student Roles and Responsibilities

The student is not counted as part of the staff numbers for the purpose of service delivery, but has supernumerary status that allows them to learn from observing and participating in giving care under supervision. There should be no reason to prevent a student from taking up a learning opportunity as it arises in practice as the student is seen as an equal partner in learning and assessment. With your guidance he/she should be able to take responsibility for personal learning by:

- Contacting the placement and identifying their mentor/shift patterns one week prior to commencing the experience (if details are available).
- Disclosing (in confidence) any specific needs that may require reasonable adjustments to support the achievement of learning outcomes.
- Identifying specific learning needs and factors which may affect learning.
- Identify particular learning opportunities as they arise.
- Participating appropriately in giving care.
- Producing the required documents - the PAD (Practice Assessment Document).
- Undertaking self-assessment where/when relevant.
- Discussing their progress with the Mentor and giving feedback about the placement and their experiences.

2.3 Student Evaluation of Practice

All students have a responsibility to complete an evaluation questionnaire on completion of each placement. This questionnaire can be found on the University StudyNet site and is confidential to all staff except the Associate Head of School, Practice Development and Enhancement. Feedback from the questionnaire (which is essential to monitor standards) is provided to placement areas via the University Link Lecturer and other key personnel such as Directors of Nurse Education and Practice Educator Facilitators. Please encourage students to complete this questionnaire. However, you are also advised to formulate your own evaluation form that you can provide for the student once all summative assessment is completed.

2.4 The student experience

Student nurses report how much they enjoy working with their mentors. Initial contact is very important and meeting their mentor and being made to feel welcome is highly valued. They often comment on mentors being their role models, as having high levels of skills and knowledge and a passion for nursing. Pre-planning is appreciated and access to a range of learning opportunities is valued. Of course students do occasionally report difficulties. General areas for improvement in mentoring include ensuring induction happens and completing the students documentation, as well as the preliminary, intermediate and final assessments in good time as this helps students maximise their learning opportunities. When this does not happen, students can find it hard to focus on their learning and start to worry. Also raising problems with the student's performance early in the placement and helping the student understand what needs to improve and how they can demonstrate improvements in their practice helps reduce the risk of failing in practice.

2.5 Shift work and night duty

Ideally students need to experience the 24/7 cycle of care. All students will be required to undertake a period of night duty during their programme at some point, so the Practice Placements Office will indicate when a student should be allocated to night duty before the start of their placement. Where possible, the student should undertake night duty at the same time as his/her mentor. It is your responsibility to keep a record of when your student has worked in case you need to refer to this in the future. You are required to document in the students file every time they are absent or sick. You and your student can negotiate planned shifts in order to work around child care or personal circumstances, however, the student must not 'dictate' to you what shift they will work, they must be negotiated so that the student works a range of shifts, including 'early' and 'late' and night duty if stated from the placement notification form. The student should work no more than 45 hours per week.

2.6 Attendance Requirements, Hours and Sickness/Absenteeism

Nursing students have a longer academic year than nonprofessional programmes. This is because of the NMC has a requirement for practice and academic hours to be fulfilled. Students in full time programmes must have attended 2300 hours in practice over the three years training and completed 2300 hours of academic work. Students can take up to 5 years to complete a full time programme and 7 years to complete a part time programme (NMC 2010). The programmes have minimal time built in for occasional sickness; however, students are given opportunities to make up missed hours in their holidays. Accurate completion of the student attendance/non-attendance in the practice area is the responsibility of the mentor, so that the university and NMC can be assured that registration requirements for hours have been achieved. Timekeeping and attendance records will now record overall hours for the experience and only record absence, sickness or UH study for non-attendance. It is important that both practice staff and students report any sickness or absence on the University's 24h answer line **01707 285958**.

Option **1** is for students to leave a message, and Option **2** is for practice staff.

The following guidelines are recommended:

EU Directive on the Organisation of Working Time (No: 93/104/EC).

- Students will normally work a **37.5** hour week alongside their Mentor, following the normal patterns of working (shifts) within the area of practice. For students undertaking Learning Disability and Mental Health nursing, their period of practice in years 2 and 3 may be set at a 30 hour week, with 1 day designated for University study. In this case the period of practice will be patterned for longer periods to ensure that the requirements for the number of practice hours can be achieved.
- Coffee/meal breaks are over and above this **37.5** hour period and all breaks **MUST** be taken by students.

- 12/12.5 hour shifts are permitted as long as the experience is meaningful, educationally sound and Mentor supervision is provided.
- Students should work no more than **three** 12/12.5 hour shifts a week.
- Students should work **no more than 45 hours a week** (excluding meal breaks).
- Students MUST have at least one **20** minute break (normally taken away from the placement area) for every **6** hours worked.
- When working a 12/12.5 hour shift students MUST have **two** 20 minute breaks **OR** one 40 minute break.

The students' shift pattern should be negotiated but staff should be mindful of guidelines operated by the University and the programme on which the student is registered. The student should be encouraged to work the same shift pattern as you. However, if you only work one particular shift pattern, it may mean that the student does not experience a range of care demands at different times of the day. Students may need to negotiate with each other to make sure they are not all on duty at the same time without a mentor. If the student experiences difficulties with particular shifts a compromise should be discussed and achieved. It is important that accurate records are kept of placement absence by entering this on the student's record of attendance and notifying the placements office. Once a student has left the placement they cannot return to make-up time unless this is arranged by the Practice Placements Office.

2.6.1 Can a student work Bank holidays or weekends?

If a student wishes to work a Bank Holiday or weekends, then this can be negotiated. However, it must be for educationally sound reasons and not determined by external issues such as social convenience. However, transport on a weekend or Bank Holiday may also be an issue for some students. Some students use the University transport; therefore, their availability for shift patterns may be determined by this. Students should work shifts alongside their Mentor and this may require weekend working as appropriate. Remember to bear in mind that students do not receive extra duty payments so please do not enforce weekend or bank holiday shifts.

2.6.2 Can the student make up any time if they are persistently absent or sick?

If the student misses a lot of time in practice, then the student should still be assessed in practice and the documents submitted to the University. Ideally, the student should work a minimum of 150 hours before you undertake any summative final interview, so if you note that the student is low on hours, please contact your link lecturer for further guidance. The Board of Examiners in consultation with External Examiners will consider if the student has achieved the module requirements for a pass/defer or referral in practice.

2.6.3 Can the student request time off for dentist/doctor's appointments?

Students are encouraged to make routine visits to the dentist/doctor outside programme hours. There may be times when a student is required to attend the University and in such circumstances a letter of notification will be provided for the placement area. Students must also make appointments to see University staff (personal tutors/module leaders) or submit assessment in their own time. The only exception will be when students are working in areas that do not allow flexibility of shift patterns (day surgery/schools etc.). In such circumstances staff can use their discretion about enabling a student to attend appointments.

2.6.4 Can I authorise compassionate leave?

No. The student should approach the Programme Tutor at the University for compassionate leave if needed. However, the practice staff can support the student who requires compassionate leave and discuss arrangements with the University.

2.6.5 What if the student receives unexpected or distressing news during the placement?

You should use your discretion in these circumstances. Deal with the situation or support the student in the most sensitive manner possible and ensure, if appropriate, that they can get home safely. Inform the Link Lecturer/University Programme Tutor or the Practice Placements Office. It may not be appropriate to expect the student to communicate their situation if they are distressed.

2.6.6 Which hours count as clinical hours?

Clinical hours are those spent in practice and/or in contact with patients/clients. Lunch, coffee and tea breaks are not counted as clinical hours.

2.6.7 Can the student work bank or agency?

Students may undertake bank/agency work although we remind them that they should not allow this to interfere or adversely affect their programme of study. Students are also strongly advised they **MUST NOT** work 'back to back' bank and student shifts as this is unsafe for patients, staff and themselves. The University also recommends that students do not work more than 12 hours bank/agency work in any week. If you are concerned that your student is working above these hours and appears 'very tired', please discuss this with your link lecturer for further guidance. Students should not work bank or agency in the same practice area where they are undertaking a placement and they **MUST NOT** wear their student uniform when working bank/agency shifts.

2.6.8 If I have a question about the allocation of students who should I contact?

Details of student allocation are provided by the Practice Placements Office at the University (**01707 285950/51**) who will be able to advise you or contact a member of staff to advise you. The Practice Education Facilitator or the Link Lecturer may also be able to help depending on the nature of your question.

2.6.9 Can a student make up the placement team numbers?

Students are supernumerary and must not be regarded as being replacements for ward staff.

2.6.10 If another clinical area is short of staff can a student be asked to go help?

No, the placement the student has been allocated to is part of their overall programme of experience.

2.6.11 Can I ask the student to attend on escort day?

The responsibility for the patient's welfare remains that of the registered practitioner. The student may escort a patient for an educationally sound reason. Primary considerations in making a decision regarding this include: patient/client safety, students safety, student competence, condition of the patient/client, circumstances related to the need for an escort.

2.6.12 Should the student contact me before they start the placement?

Yes, at least a week before the placement starts. Please remember that sometimes the student unfortunately receives late notification of their placement details i.e. details of which community team they are with. If you normally send a welcome letter to the student prior to their allocation, this can be done via the University Practice Placements Office. It is good practice to formulate a week by week timetable of activities for the duration of the placement, so that the student will know exactly who with and where they will be learning throughout the placement.

2.7 Quality monitoring and enhancement of placements

The University of Hertfordshire monitors the quality of the placement experiences, which include:

- Biannual audit
- In house mentor updates if required
- Liaising with designated practice staff who will advise on suitability of placements

- Ensuring placements meet educational standards
- Reviewing student's evaluations of placements
- Providing placements with feedback from students evaluations
- Dealing with complaints made by students about placements
- Liaising with professional, statutory and regulatory bodies that monitor and maintain standards.

2.7.1 Audits

Educational Audits are undertaken every two years with the link lecturer, the manager and ideally a mentor. This is your opportunity to get involved with enhancing your learning environment and identifying any issues or areas for improvement. If the placement is a new practice placement, then educational audit will be carried out yearly for the first two years.

2.8 Disability Liaison Officer and Support in Practice

The NMC recognises the importance of supporting all students to achieve their full potential in both practice and academic learning environments. Practice learning environments should enable students to be confident that disclosure of their specific needs will not lead to discrimination. Mentors must consider *reasonable adjustments* to support students in the achievement of programme requirements (learning outcomes) and prepare students for the demands the placements will make of them in accordance with the Disability Discrimination Act (1995 and 2005). If you have any issues that you would like to discuss with the Disabled Student Coordinator, please e mail them on DisabilityServices@herts.ac.uk for further information and guidance or call Tel: 01707 281338. You can also find additional information in the NMC 2010 guidance/circular for good health and conduct.

2.9 Practice Education Facilitators

Practice education facilitators (PEF'S) are staff who work locally within NHS Trusts to provide support and guidance to those who supervise and assess learners on practice placements. While they have a broad remit around multi professional practice based education, they provide the following support specific to nursing and midwifery mentors:

- Involvement in the delivery of the local HEI 'Preparation for mentorship' programme and follow-up support to student mentors
- Delivery of mentor updates within Trusts
- Design and delivery of sign-off mentor workshops
- Delivery of workshops and guidance relating to the Triennial Review and mapping mentor competences
- Provide 1-1 coaching /mentoring for new or inexperienced mentors
- Provide guidance, advice regarding mentorship responsibilities and accountability
- Work with placement providers to ensure any issues impacting on the learning environment are resolved
- Support newly audited placement areas in student preparation
- Support the transition of student to newly qualified clinician through involvement in the preceptorship programme
- Actively encourage mentors within practice to become involved in the universities recruitment and interview processes for the nursing and midwifery pre-registration programmes

- Maintain & manage the live mentors register
- Manage the Rotation Scheme for newly qualified practitioners
- Manage the Foundation Degree (assistant practitioner)
- Manage the Return to Practice module (practice side)

2.9.1 PEF Contact Details (these are subject to change)

Emma Heslin (Health Education East of England - Herts & Beds Workforce Partnership)
 Practice Education Facilitator
 Mobile: 07506404506
 Email: emma.heslin@nhs.net

Angela Huddleston (West Herts NHS Trusts)
 Practice Education Facilitator
 Mobile: 07904970337
 E mail: Angela.Huddleston@nhs.net

Costas Joannides
 Practice Education Facilitator (HPFT)
 Mobile: 07880792351/01923 427530
Costas.Joannides@hertspartsft.nhs.uk

Evelyn Mansoor
 Clinical Learning & Placement Nurse
 Barnet & Chase Farm NHS Trust
 0208 375 1399
evelyn.mansoor@nhs.net

Michael Benson (Barnet, Chase Farm & Haringey MH Trust)
 Lead Nurse Education and Practice Development
 Tel: 0208 442 5408
 Mobile: 07943099546
 E mail: Michael.Benson@beh-mht.nhs.uk

Vimal Sriram. Clinical education & practice lead for pre-registration students & clinical support workers
 Central London Community Healthcare
 City Hall, 64 Victoria Street, London SW1E 6QP
 Direct line: 020 7798 1488
 Mobile: 07780882882
 email: vimal.sriram@clch.nhs.uk

2.10 Link Lecturers

The purpose of a link lecturer is:

- To act as a medium for communication and partnership between practice and education
- Dissemination of any/further developments within the Higher Education Institution
- To provide a link in key educational and practice arenas in the trusts and other organisations for discussion and resolution where possible.

Support and supervision may be provided by other Mentors/Practice Educators/Facilitators or University Link Lecturers. Each area has a designated University Link Lecturer and his/her contact details should be readily displayed in the placement area and/or in the Practice Placement Education Portfolio. A link lecturer is a member of university staff whose fundamental role is to be an *ambassador* for the University within a practice placement, but most of all, they are there to support you supporting our students. A more detailed description of the role of the Link Lecturer can be found in the Practice Placement Education Portfolio which should be found in your practice area. If you need to contact someone at the University of Hertfordshire urgently, you should first try your Link Lecturer. However, if you are unable to locate him/her, or it is inappropriate to leave a message, the Practice Placements Office can be contacted on **01707 285950/51** during office hours.

2.11 Referral/Potential Referral

It is important that the university and mentors support students to pass as far as possible, but equally important that students who are not competent are not passed in practice and have evidence to support your decisions. Some students struggle during their training. This can be for a number of reasons, for example personal problems, academic issues impacting on workload, difficulties with working with a team, or issues around meeting learning outcomes and skills. Good support can help these students pass their practice outcomes. If the mentor identifies the possibility of a student failing a placement then the steps below should be followed. If it is necessary to contact the university, the mentor should let the students know that they intend to do this. It is important to stress that this is to maximise the possibility of success and not be punitive or an indication of poor mentoring. It is about effective joint working to support the student.

If the student is not achieving:

1. Identify any reasons for non-achievement

- Discuss with student
- Agree action plan
- Set dates for review
- Document meeting and action plan

2. Review

- Student improved/achieved
- Continue with assessment
- Student not improved/achieved
- Contact the university via the link lecturer

3. Agree further action plan with support from link lecturer, sign off mentor or practice education facilitator. If time to re-action plan, then continue working with support persons and student. If end of placement, then record learning outcomes or skills as ***not achieved***.

Provide evidence to support your decision.

2.11.1 Who should I contact if I have questions or concerns?

All Mentors should have access to a network of support and supervision to enable you to fulfil your mentoring responsibilities. This support is provided by experienced Mentors, sign off mentors, the Link Lecturer or the Practice Educator and they should be contacted if you are concerned about a student's progress. If you do not know who to contact or have been unable to speak to any of the above, then the Practice Placements Office will probably be able to pass a message onto the most appropriate person who will respond to your concerns.

2.11.2 Will the University support the grade I have given if I refer a student?

Yes, your judgement will be sound providing the assessment has been conducted fairly and that you have followed due process. This means that interviews must have been conducted at timely intervals, the student has been made aware of concerns and an action plan/learning contract devised, that he/she has been given every opportunity to succeed, he/she has been appropriately supervised and the rationale for your judgement is clear. It can be difficult to refer a student, so do not work alone. The sign off mentor, Link Lecturers and/or the Practice Education Facilitators are there to support you in this process and you will need to provide evidence that you have liaised with the University if the student is likely to fail the placement assessment outcomes.

2.11.3 If I refer or fail a student does that mean they will be discontinued from the programme?

If a student does not pass on a first attempt (i.e. you refer them) he/she will have a second attempt in achieving his/her learning outcomes. This practice may or may not be undertaken in the same clinical area. If they do not pass that second attempt then they may be discontinued from the programme (this decision is made by the University Board of Examiners in consultation with External Examiners) or they may be, depending on the Universities Assessment Policy be provided with a further period of practice.

2.11.4 Can I refuse to complete the student's documents?

If you do, then this might mean that the student could not be assessed. You should not refuse to complete documentation without contacting either the Link Lecturer or the Programme Tutor. If for some reason you feel that you have insufficient evidence to make an assessment then speak to the Link Lecturer/sign off mentor or Programme Tutor for advice.

2.12 Student Nurses Documentation

With your guidance the student should be able to take responsibility for the successful completion of the Practice Assessment Documentation (PAD). As a professional you will maintain appropriate standards of record keeping when caring for or working with patients / users. The same standards apply to maintaining students' placement documents. If there is any enquiry about a student's performance or behaviour in practice, you may be asked questions, and if matters have not been documented, then this might leave the situation open to interpretation. Your records should:

- Be factual consistent and accurate, written in a way that the meaning is clear.
- Be recorded as soon as possible after an event has occurred, providing current information
- Be recorded clearly and in such a manner that the text cannot be erased or deleted without a record of change

- Be recorded in such a manner that any justifiable alterations or additions are dated, timed and signed or clearly attributed to a named person in an identifiable role in such a way that the original entry can still be read clearly
- Be accurately dated, timed and signed, with the signature printed alongside the first entry, where this is a written record
- Any corrections should not be deleted using correction fluid.
- Not include abbreviations, jargon, meaningless phrases, irrelevant speculation, offensive or subjective statements
- Be readable when photocopied or scanned.
- Be recorded, wherever possible, with student involvement and in terms that the student can understand
- Identify risks and/or problems that have arisen with a student and the action taken to rectify them
- Provide clear evidence of any actions planned and the decisions made with a student.

2.12.1 What documents are required for the student assessment?

Students should provide Mentors with all the required documents on the first day of the placement. Documentation must be accurately completed by both students and mentors in accordance with the *(NMC 2010) Guidelines for records and record keeping*. Students are required to submit practice assessment documents to the University by a specified date/time frame. Penalties apply for late submission unless a valid reason is provided.

2.12.2 The Practice Assessment Document and Ongoing Record of Achievement (ORA)

The current Practice Assessment Document (PAD) contains the Ongoing Record of Achievement (ORA) and incorporates the learning outcomes, the essential skills clusters and all three interview templates for your completion. The PAD forms the key document for clinical practice which supports achievement of NMC outcomes and competencies and identifies where further support and supervision is required (NMC 2008). The PAD should be made available to the named mentor at the beginning of each new placement experience to enable judgements to be made on the students' progress (discussion of strengths and areas for improvement). Mentors are encouraged to photocopy the ORA (student confidentiality MUST be maintained) to provide evidence for their records of students they have supported/mentored. This is a requirement for your own continuing professional development.

For each year of the programme there will be one document that will travel with the student. For each experience, the student must achieve the Compulsory Practice Statement (CPS) since this assesses the students' professional attitudes and behaviours. This was introduced from our consultation with service users and practitioners. Non-achievement of the CPS in the final and retrieval experience will lead to withdrawal from the programme. The PAD has been designed to facilitate and guide practice learning throughout the programme. For each year of the programme a series of practice statements have been developed based on the NMC (2010) Essential Skills Clusters, progression criteria and standards for competence. Continuous assessment of practice is an integral aspect of the assessment strategy for the pre-registration nursing programme.

The successful completion of this PAD will form an essential assessment component of the year long practice module and is required for student progression to the next part of the programme. The assessment of practice will be cumulative in that during each practice learning experience

students will accrue evidence of their development of their skills as they assist and deliver nursing care. Practice will be assessed by the mentor using the criteria provided within the document and will be undertaken using a variety of sources; including direct observation and feedback from a variety of sources.

To facilitate this, students will provide and document evidence that supports the assessment process. This will be recorded in the appropriate sections of the PAD and will enable the mentor to further evaluate the students' abilities and development. The document contains a number of practice statements that have been developed and, collectively address the NMC (2010) Essential Skills Clusters, progression criteria and standards of competence expected during each year of the programme. The Compulsory Practice Statement within section 2 of the PAD has been developed to assess the expected professional behaviour and attitudes within **each** practice experience. This is the only statement that will be assessed in each area.

The remaining statements are presented under the headings of the Essential Skills Clusters:

- Care, compassion and communication
- Organisational aspects of care
- Infection prevention and control
- Nutrition and fluid management
- Medicines management

It is expected that the practice statements will be achieved cumulatively over that year (not in each experience) and students will provide evidence (via documentation and discussion with their mentor) to demonstrate their achievement of a particular statement. It is also envisaged that mentors will utilise feedback from service users to inform their judgement on a student's performance. To guide mentors and all involved in assessing and facilitating learning, a Progression Model has been developed that describes the student's different stages of the programme. SEE APPENDIX

Section 3: Course/Programme Information

3.1 Pre Registration Nursing

The Pre-registration Nursing 2011 Curriculum was developed in response to the Nursing and Midwifery Council (NMC, 2010) *Standards for pre-registration nursing education*. All students entering the pre-registration nursing programme at the University of Hertfordshire from September 2011 will follow this 'all graduate' route. The programme has been validated against the NMC (2010) Standards. For each field of nursing (adult, learning disability, child and mental health) there are a number of generic and field specific competency outcomes based on 4 key domains that must be achieved to qualify and register.

The 4 domains are:

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision making
- Leadership, management and team working

Associated with these standards are the Essential Skills Clusters (ESCs) and progression criteria that also direct the nature of the skills and achievements the student nurse should complete throughout the programme. As a Higher Education Institution (HEI) approved to deliver the programme, the University of Hertfordshire and its partner providers must also satisfy the ten educational standards as determined by the NMC.

From Year 1 the students follow their chosen field of nursing i.e. adult, learning disability, child or mental health. There is no longer a Common Foundation Programme (CFP) although in each year there are generic modules that ALL students will complete. The modules for each field and each year have been developed to reflect the professional demands of the NMC (2010) standards and the expectations of other key stakeholders including service users, their carers", local Trust partners and those from other health and social care sectors. SEE APPENDIX for tables that outline the modular structure for each field across the three years.

3.2. Post Registration Nursing

The Contemporary Nursing Degrees are offered at the University of Hertfordshire for registered nurses who wish to continue their studies to Degree or Masters level. For further details on any post qualifying courses, please click on the link here <http://go.herts.ac.uk/contemporarynursing>

Section 4: The Assessment Process

4.1 Formative assessment

Formative assessment is concerned with the development of the student, identifying strengths and areas for development, and providing feedback on their progress through the learning experience. Formative assessment should involve the student in self-assessment as well as a collaborative review of progress with the Mentor. Formative assessment focuses on the learning needs of the particular student to achieve the learning outcomes / criteria for practice. Formative assessment does not contribute to the summative mark / grade awarded to students.

4.2 Summative assessment

Summative assessment usually takes place at the end of a learning experience, and is used to provide a summary of the student's achievement of the learning outcomes / practice proficiencies / competences. It is decision-making in nature and contributes to the marking / grading of a student. It may well be that summative assessment includes developmental feedback, which the student can use to improve their performance in the future.

4.3 How do I know what the student should learn?

In each placement the student will have different learning outcomes that need to be achieved and these will be indicated in the Practice Assessment Document (PAD). Your clinical area should identify what learning opportunities are available to help the student to achieve these outcomes. You must be aware of the programme the student is undertaking and at what academic level you should be assessing the student. The assessment document will provide you with this vital information. You should also be able to suggest other learning opportunities relevant to the student, in your practice area (such as inter-professional learning opportunities).

4.4 Will I be expected to help with the students' written work?

No. You could take an interest in the written work that they have to do and if they are completing their essays whilst on placement they may approach you for some guidance but you are not expected to provide feedback on draft essays.

4.5. Should the student self-assess?

Yes, self-assessment/awareness is an important part of the assessment process. It is good practice to do this as an ongoing process.

4.6 Should I give the student feedback?

Constructive and developmental verbal and written feedback is an essential element of the assessment process. Evidence to support the basis for your assessment demonstrates good feedback practice. Your comments are used to assist personal tutors in preparing final references for students at the end of the programme. For example, as a result of your comments, a personal tutor may then be able to comment on particular skills that the student may have. This might help the student in successfully achieving future employment. You should also provide written information in the students practice documents about the student's strengths and areas to be developed. These comments must be factual and concise. Remember to be objective rather than subjective, as the sign off mentor will rely on your comments over the three years to make a decision on whether the student is fit for practice and fit for purpose.

Feedback that is accurate, meaningful and given to students in a sensitive way can help reduce any anxiety, increase students' job satisfaction, and motivation to learn and develop. Destructive feedback given in an unskilled manner can leave students feeling very negative and wondering whether there is any point or anything for them to build on. There are some simple steps that Mentors can use to make it a planned and positive experience:

- Be clear about what you want to say in advance
- Ask the student how they feel they are getting on
- Start with positive - acknowledge what they are doing well
- Suggest measures they can take to develop areas in which they are not doing so well
- Encourage them to consolidate their strengths and address their limitations. With a positive approach you can help them learn from both positive and negative experiences
- Be clear, concise and specific. Avoid general comments that do not give enough detail to learn from
- Give alternatives- suggest what could have been done differently
- Encourage the student to own the feedback, be open to their point of view and use your listening skills to establish how what you are saying is affecting them
- Focus on behaviour rather than personality traits
- End the meeting ensuring the student knows what has been decided especially if there are any issues, and with a positive comment on something they do well

4.7 Who is responsible for ensuring that the assessment has been completed and submitting the assessed document to the University?

The student is responsible. You should not be asked to post documents to the University or to take any other responsibility for the documents. Please bear in mind that students are given specific dates/times for the submission of assessment documents. Late submission of documents can result in the student being awarded a penalty grade irrespective of his/her performance in the placement.

Incomplete documents e.g. initials rather than signatures, assessment elements identified as not applicable (N/A) can also result in referral grades.

4.8 Can the student appeal against the assessment decision made by the mentor?

A student **cannot** appeal against your professional judgment, but they can appeal against the process of assessment. The process must be fair, and seen to be fair i.e. feedback and an opportunity to improve must have been given to the student. An important part of this process is the intermediate interview. All feedback to the student must be clearly documented/signed and dated.

4.9 Student Behaviour and Discipline

Mentors, as registered professionals, are required by both their professional body and their employers to demonstrate professional attitudes and behaviours, which adhere to the relevant Codes and promote a positive image of their profession and organisation. Students are expected to develop these attitudes and behaviours over the course of their studies by observing this positive role modelling provided by you as their mentor. If you have any concerns about the attitudes and behaviours displayed by your students, or about the health and fitness of students in terms of occupational health standards, then discuss this with your student, record it, and report it appropriately, providing feedback to the student and participate in managing the situation with your link lecturer.

4.10 Fitness for Practice

Mentors should be aware that the academic progress of students is governed by the University's standard assessment regulations. The University must be confident that students are fit to practice their chosen career and fit for purpose. For this reason, mentors and other practice staff are integral to the process of assessing fitness for practice. The University of Hertfordshire has a Policy that applies to the nursing and midwifery programmes where there are compulsory integral periods of professional placement, and for which there are behavioural and health requirements to ensure suitability to practice the profession. The Policy should be followed when there are concerns at any time about a student's personal / professional suitability to remain on their programme. This might happen, for example, when a student:

- Has physical or mental health problems which may put themselves or others at risk
- Demonstrates unprofessional behaviour
- Has committed an offence under the University's Student Disciplinary Procedure which raises doubts about professional suitability

This list is not exhaustive and other behaviour may raise concerns about a student's fitness for practice. Students may approach you as their Mentors to request that you support them at a University Committee or Panel (e.g. Serious Adverse Circumstances Committees). It is perfectly acceptable for you to support your student in this way, providing there is no conflict of interest (i.e. if you are already involved in the issue concerned).

4.11 What should the student wear when in a clinical placement?

Where uniform is required it should be worn correctly and in accordance with Trust/University policy requirements. This includes expectations in relation to wearing of belts, epaulettes, jewellery and shoes. In areas where it is not appropriate to wear uniform, students are advised to wear suitable and professionally acceptable clothing – if in doubt this should be discussed with the student and advice given.

4.12 What do I do if the student does not arrive/is late/is sick but does not contact the Placement?

Students do NOT need to *make up time* that has been missed during a practice experience. For guidance please contact the Link Lecturer and/or the Practice Placements Office. It is important that accurate records are kept regarding absence by entering this on the student's records and by notifying the practice office on the 24/7 sickness line **01707 285958**. Option **1** is for students to leave a message, and Option **2** is for practice staff. Normally, time missed throughout the programme may be made up at the end of the three year period if the student has not met the requirements for practice hours at the point of qualifying. If the time missed is such that the mentor cannot adequately assess the student's performance (normally attendance below 150 h in the practice setting) then the practice experience may be deferred or referred (dependent on the reasons for absence). On this occasion the student would normally be re-allocated a practice experience towards the end of their academic year to allow them the opportunity to complete their practice requirements for that part of the programme. Please ring the University Practice Placements Office as this may be the only way we will be made aware of the situation. Make a note on your own records as these examples may be needed at a later date. This information should also be documented in the student practice documents on record of attendance.

4.13 Can I ask a student to leave a practice area?

Yes, but this is rare and only if the student is a danger to patients or others. If you have serious concerns about a student it is better to speak to your link lecturer or PEF. Please refer to the Professional Suitability Guidelines that should be provided in the Practice Placement Education Portfolio within your clinical area.

4.14 Can the student refuse to give care/undertake an activity?

The student should observe first and then practice care under supervision. They should not undertake anything that they are not competent to undertake. Students should not give intravenous medication or carry out any other procedures that are normally only carried out by qualified staff after further training. Both you and the student should be aware of relevant policies that guide student activity e.g. drug administration or escorting patients to another hospital.

4.15 My Trust requires that only qualified staff collect patients from theatre/check intravenous drugs. Does that mean that students cannot do this?

Protocols will inevitably vary across Trusts. Whatever is the most stringent requirement should apply. However, students do have to learn these skills so in order to prepare the student for qualified practice while at the same time protecting the public it might be reasonable to adhere to local policies but suggest that the student accompanies the registered nurse to the recovery area or acts as an additional checker for the administrator of drugs.

4.16 Can the student work alone or take their own case load?

The responsibility for care delivery lies clearly with the registered nurse. In the initial stages of the programme it is reasonable for the student to expect close supervision from a registered practitioner until you are satisfied with his/her competence. As he/she progresses through the programme the student should become increasingly autonomous, with less direct supervision.

4.17 What do I do if an error has occurred and the student needs to write a statement?

The student should be encouraged to talk to the Link Lecturer/Programme Tutor if this occurs so that they can be advised and supported in writing a statement.

4.18 What do I do if I think the student may have a health problem?

Speak to the student in the first instance to express your concerns. If appropriate seek their permission to discuss this with the Link Lecturer or the student's personal tutor, particularly if the nature of the health problem might compromise patients, the student or other staff. University staff will make a referral to their occupational health department where appropriate.

4.19 A patient has written in complementing the care given by a student?

Praise is always welcome. Ensure that the student is aware of the contents of the letter. With the patient/client's permission send a copy of the letter to the University (via the Link Lecturer) who will ensure that it is recorded in the student's personal file (make a copy available to the student for their Personal Professional Portfolio).

4.20 A patient has a complaint to make about a student?

When you become aware of the complaint adopt similar approaches to those indicated in your Trust policy. However, the student is not a Trust employee, so contact an appropriate member of University staff as soon as possible (Link Lecturer/Programme Tutor). You may need to refer to professional suitability guidelines but any action necessary will be taken by the University. Consider whether or not it is appropriate for the student to leave the clinical area immediately but unless there are exceptional circumstances seek advice first from your link lecturer. Treat the patient/client and the student sensitively.

4.21 What do I do if the student wishes to make a complaint about the placement?

The University has a written policy with respect to a student's complaint regarding practice placement. A copy should be available in the Practice Placement Education Portfolio for your clinical area. Students can also be directed to StudyNet. Every attempt will be made to:

- Deal with a complaint as expediently as possible.
- Employ an informal process in the first instance that deals with the complaint locally.

- Utilise the formal procedure if an informal process does not resolve the issue.
- Uphold confidentiality as far as is possible, but to inform the personnel involved when this has to be breached.
- Work in partnership with relevant practice placements.

The emphasis throughout the process is to resolve matters to the satisfaction of the complainant. As far as possible, this will be at a local level seeking early resolution. The NMC recognises the importance of supporting all students to achieve their full potential in both practice and academic learning environments (NMC, 2008).

Mentor Handbook originally prepared by Louise Lawson (2011)

3rd Edition completed by Carys Armstrong-Griffiths (2013)

Section 5: References

Duffy, K., (2003). *Failing Students: A qualitative study of factors that influence the decisions regarding assessment of students' competence in practice*. London. Nursing and Midwifery Council.

Gopee, N (2011) *Mentoring and Supervision in Healthcare*. Sage Publications. London.

Levett-Jones T & Lathlean J (2008) Belongingness: a prerequisite for nursing students' clinical learning. *Nurse Education in Practice* 36, pp. 103–111.

Nursing and Midwifery Council. (2008a). *Standards to support learning and assessment in practice*. London: NMC.

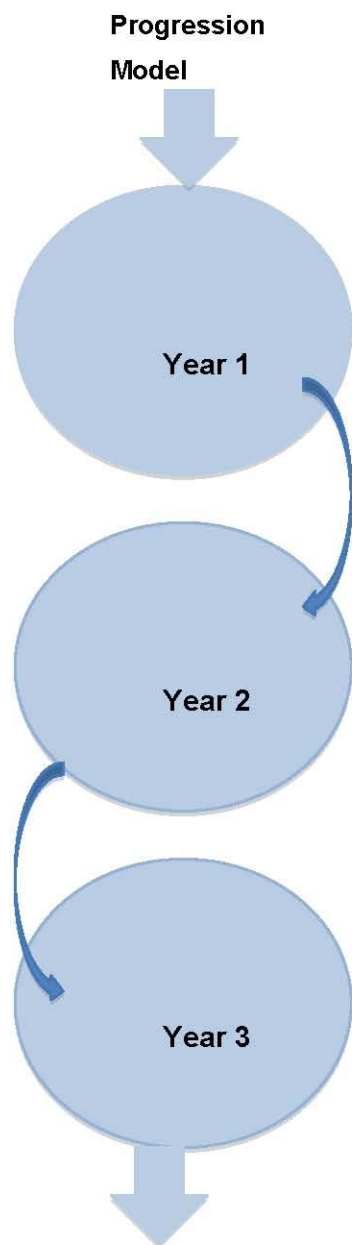
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Nursing and Midwifery Council. (2010) *Standards for pre-registration nursing education*. London. NMC

Section 6: Appendices

- Progression Model
- Pre-Registration Nursing 2011 Curriculum years 1,2 & 3
- The assessment process model



Student

Needs substantial guidance, direction, personal, professional and skills development. Developing self planning, evaluation and awareness.

Gaining increasing independence and confidence. Better at understanding teams, working relationships and own role/ contribution. Recognising and reflecting on experience; applying theory to practice and beginnings to evaluate outcomes.

Learning facilitator

Leading, guiding, role modelling, resourceful. Giving feedback & promoting self evaluation. Facilitating students to make connections between experiences. Facilitating recognition of and engagement with service users, carers and families in the learning process.

Enabling a developing capacity to learn independently and set personal goals. Presenting options for students and providing teacher and peer feedback. To promote informed decision making and risk management. Presenting options for students. Fostering curiosity and meaningful engagement with service users, carers and families in the learning process.

Facilitating and modelling collaborative/ partnership working sharing knowledge, values and skills. Challenging assumptions and exchanging feedback Higher expectations, Involving service users, carers and families in the decision making and evaluative processes.

Learning

Building a learning community, creating learning environment directed, activities to develop independence, group working/ co-operation. Foster motivation.

Group activities, building knowledge, and collaborative work. Learning from and for practice, finding own solutions, peer feedback. Developing good decision making capabilities. Discerning and appraising learning opportunities.

Developed learning community, building own learning; choices in learning and assessment. Problem solving, collaborative working, peer feedback and assessment. Project management; leadership organisation, creativity and innovation.

Continuing personal and professional development

**Pre-Registration Nursing 2011 Curriculum
YEAR 1 ALL FIELDS**

Semester A	Semester B
Learning for Professional Development I (GENERIC) 15 credits	Professional Aspects of Care I (GENERIC) 15 credits
An Introduction to Inter-professional Education (GENERIC) 15 Credits	<i>FIELD SPECIFIC</i> MENTAL HEALTH -Concepts and Theories for mental health and wellbeing LEARNING DISABILITY - Person-centred Approaches 1 – Health and Social Inclusion ADULT -Adult-The Healthy Adult CHILD -Introduction to Children's Nursing 15 credits
Biological basis for health and wellbeing (GENERIC) 30 credits	
PRACTICE LEARNING MODULE	
<i>FIELD SPECIFIC</i> -ADULT Patient Centred Care 1 30 credits	
PRACTICE LEARNING MODULE	
<i>FIELD SPECIFIC</i> —CHILD Professional Practice in Children's Nursing 1: Introducing the Context 30 credits	
PRACTICE LEARNING MODULE	
<i>FIELD SPECIFIC</i> -LEARNING DISABILITY Building Capability & Enhancing Capacity (1) Learning Disability Context 30 credits	
PRACTICE LEARNING MODULE	
<i>FIELD SPECIFIC</i> —MENTAL HEALTH The Personal Journey in Mental Health Nursing I 30 credits	
PRACTICE LEARNING MODULE	

Pre-Registration Nursing Curriculum 2011
Year 2

CHILD SEMESTER A	SEMESTER B	ADULT SEMESTER A	SEMESTER B
Learning for Professional Development II (Generic) 15 credits	The Professional Essence of Children's Nursing 15 credits	Learning for Professional Development II (Generic) 15 credits	Health Promotion 15 credits
The Developing Child Through the Age Continuum 30 credits	Caring for the Sick Child and Family 1 30 credits	Holistic Care of the Acutely Ill Adult 30 credits	Nursing Adults with Long Term Conditions 30 credits
Professional Practice in Children's Nursing 2: Facilitating Family Centred Care 30 credits PRACTICE LEARNING MODULE		Patient Centred Care 2 30 credits PRACTICE LEARNING MODULE	
LEARNING DISABILITY SEMESTER A	SEMESTER B	MENTAL HEALTH SEMESTER A	SEMESTER B
Learning for Professional Development II (Generic) 15 credits	Multi-Cultural & International Dimensions of Contemporary Learning Disability Services 15 credits <u>OR</u> International Perspectives of Contemporary Learning Disability Services 15 credits	Learning for Professional Development II (Generic) 15 credits	Safeguarding Mental Health 15 credits
Person-centred Approaches 2 – Supporting People with Complex Needs 30 credits	Person-centred Approaches 3– Supporting Psychological Health & Well-being 30 credits	Engagement and Assessment in Mental Health Nursing 30 credits	Engagement in Recovery for Mental Health Nursing 30 credits
Building Capability & Enhancing Capacity (2) Facilitating Development and Health 30 credits PRACTICE LEARNING MODULE		The Personal Journey in Mental Health Nursing II 30 credits PRACTICE LEARNING MODULE	

**Pre-Registration Nursing 2011 Curriculum
Year 3**

CHILD SEMESTER A	SEMESTER B	ADULT SEMESTER A	SEMESTER B
Learning for Professional Development III (Generic) 15 credits	Enhancing Health & Social Care through Inter-professional Education (Faculty Module) 15 credits	Learning for Professional Development III (Generic) 15 credits	Enhancing Health & Social Care through Inter-professional Education (Faculty Module) 15 credits
Caring for the Sick Child 2 30 Credits		Advanced Nursing Care of the Adult Patient (Specific) 30 credits	
Imagination and Innovation in Evidence Based Nursing Care 30 credits			
Professional Practice in Children’s Nursing 3: Management and Leadership 30 Credits PRACTICE LEARNING MODULE		Transitions to Professional Practice 30 credits PRACTICE LEARNING MODULE	
LEARNING DISABILITY SEMESTER A	SEMESTER B	MENTAL HEALTH SEMESTER A	SEMESTER B
Learning for Professional Development III 15 credits	Enhancing Health & Social Care through Inter-professional Education (Faculty Module)	Learning for Professional Development III (Generic) 15 credits	Enhancing Health & Social Care through Inter-professional Education (Faculty Module) 15 credits
Person-centred Approaches (4) Life Transitions for Adolescents and Adults 15 credits	Person-centred Approaches (5) Life Transitions for Adults & Older Persons 15 credits	The Challenge of Mental Health Nursing 30 credits	
Imagination and Innovation in Evidence Based Nursing Care 30 credits			
Building Capability & Enhancing Capacity (3) Management & Leadership 30 credits PRACTICE LEARNING MODULE		The Personal Journey in Mental Health Nursing III 30 credits PRACTICE LEARNING MODULE	

School of Health and Social Work Pre-Registration Nursing

Further Guidance on Student Attendance on the Pre-Registration Nursing Programmes

Attendance Requirements (Theory)

It is a requirement for all Pre-registration Nursing/Nursing and Social Work Programmes that students register their attendance at timetabled sessions for all modules (i.e. lectures/seminars/tutorials/laboratory and skills sessions). Records detailing hours of attendance for both theory and practice are required by the Nursing and Midwifery Council (NMC). The University of Hertfordshire also expects students to fulfil any particular academic attendance regulations for their programme (Student Code of Conduct 2010).

Using the ID card, students should 'swipe' into a *UH Check In* point card reader on the Discoverer Attendance Monitoring System. These card readers can be found at various points throughout the University. Please note you are registering your attendance at all timetabled session for the day, not your availability on campus (such as studying in the LRC/meeting your Personal Tutor/collecting or submitting module assessments).

The following situations will be investigated and viewed seriously with the possibility of referral for 'Fitness to Practise' proceedings.

- Where a student fails to attend a timetabled session
- Where a student fails to attend a timetabled session while registering their attendance.
- Where a student registers attendance for another student OR requests another student to register their attendance

To comply with health and safety legislation and provider partner requirements, attendance at all statutory and mandatory training sessions, is compulsory. All placement preparation and consolidation (evaluation) days are also essential.

If students are unable or fail to attend these compulsory sessions, for whatever reason they must be granted an authorised absence by the Programme Tutor. Additional sessions may be provided on one further occasion. It is therefore, the students' responsibility to be available for such sessions. Students are also reminded that non-attendance at these sessions may result in their not being able to attend clinical practice, thereby curtailing their progress through the programme.

Attendance Requirements (Practice)

All attendance in clinical practice is compulsory. If a student is unable to attend the practice area for any reason, they must contact the area before the time they are due to start in the area. The area should also be informed of all subsequent periods of absence. All pre-registration students who are absent from the University or practice must contact the Practice Office on 01707 285958 and leave a message so that the absence can be recorded.

Sickness

For up to 7 days of sickness, students should complete a self-certification form available from NHS Direct or their GP surgery and send this to the practice office.

After 7 days of sickness students should obtain a medical certificate from their GP and hand this in to the Programme Tutor/Field Tutor and/or the practice office. Please note that if the absence is for prolonged periods due to a mental or physical health problem a referral will be made to the Occupational Health Department prior to any return to the University and/or practice area.

Absence

In exceptional and mitigating circumstances students can make a request to their Programme Tutor/Field Tutor for a period of authorised absence from practice or theory. The forms to submit for this request can be found outside the Undergraduate office. The submission, where possible, should be made prior to the requested period of leave. If the leave is due to an emergency or unplanned event the student should contact the Programme Tutor/Field Tutor via email or telephone at the earliest time possible to inform them of their circumstances. Evidence is normally required to support the request.

Potential Outcomes

Any continuous absence or absence on a frequent basis, regardless of any single or composite reason, will be reviewed by the student's Programme Tutor/Field Tutor. This is to monitor that the required theoretical hours and /or practice hours as stated by the professional body for qualification as a nurse are being met.

Frequent periods of short term absence will be considered disruptive to the Programme and not in keeping with professional practise. In such circumstances the student will be seen and may be referred to the Occupational Health service as appropriate. Absence accrued beyond 60 days will normally lead to the student being withdrawn from the programme.

Annual Leave and Holidays

Annual Leave, Bank and University statutory holidays are planned within the Programme and cannot be altered. Students will normally be informed of annual leave dates at the start of the academic year. The University reserves the right to change the dates of holidays within the Programme if it becomes necessary to fulfil the requirements of the curriculum.

During a UH Study/Reading week students may be required to attend theory and/or practice sessions at the discretion of the University. Students should therefore not book holidays/or arrange other activities during this time.

The page below details the Assessment Process.

Prior to the Practice Experience

The student and module team discuss:
The practice experience, assessment process and documentation.
The student researches and considers potential learning opportunities within the area

Student Responsibilities

Present documentation and discuss planned learning outcomes.
Develop a practice learning agreement

Present documentation. Discuss and produce evidence of progress. Co-sign records

Present documentation. Discuss and produce evidence of progress. Co-sign records

Student and Mentor

Develop a practice learning agreement

Week 1

Orientation and negotiation of the practice learning agreement

Midway

Student and mentor review and document progress
Action plans developed if necessary

Final Week

Student and mentor agree progress
Compulsory Practice Statement and Ongoing Record of Achievement are completed

Following the Practice Experience

Student copies the Ongoing Record of Achievement for their professional portfolio and future practice areas, submits documents and completes the on-line practice evaluation.
Module team facilitate reflection and review

Mentor Responsibilities

Determine and discuss learning opportunities and plan learning outcomes
Develop a practice learning agreement

Determine progress and complete the intermediate interview. If progress is not satisfactory contact the link lecturer and begin the collaborative action plan.

Confirm outcomes and complete the Ongoing Record of Achievement. If progress is not satisfactory contact the link lecturer and begin the action plan cycle

PAGES FOR NOTES

PAGES FOR NOTES