Wessex Community Education Provider Networks

Health Education England's (HEE) Training Hub in Wessex
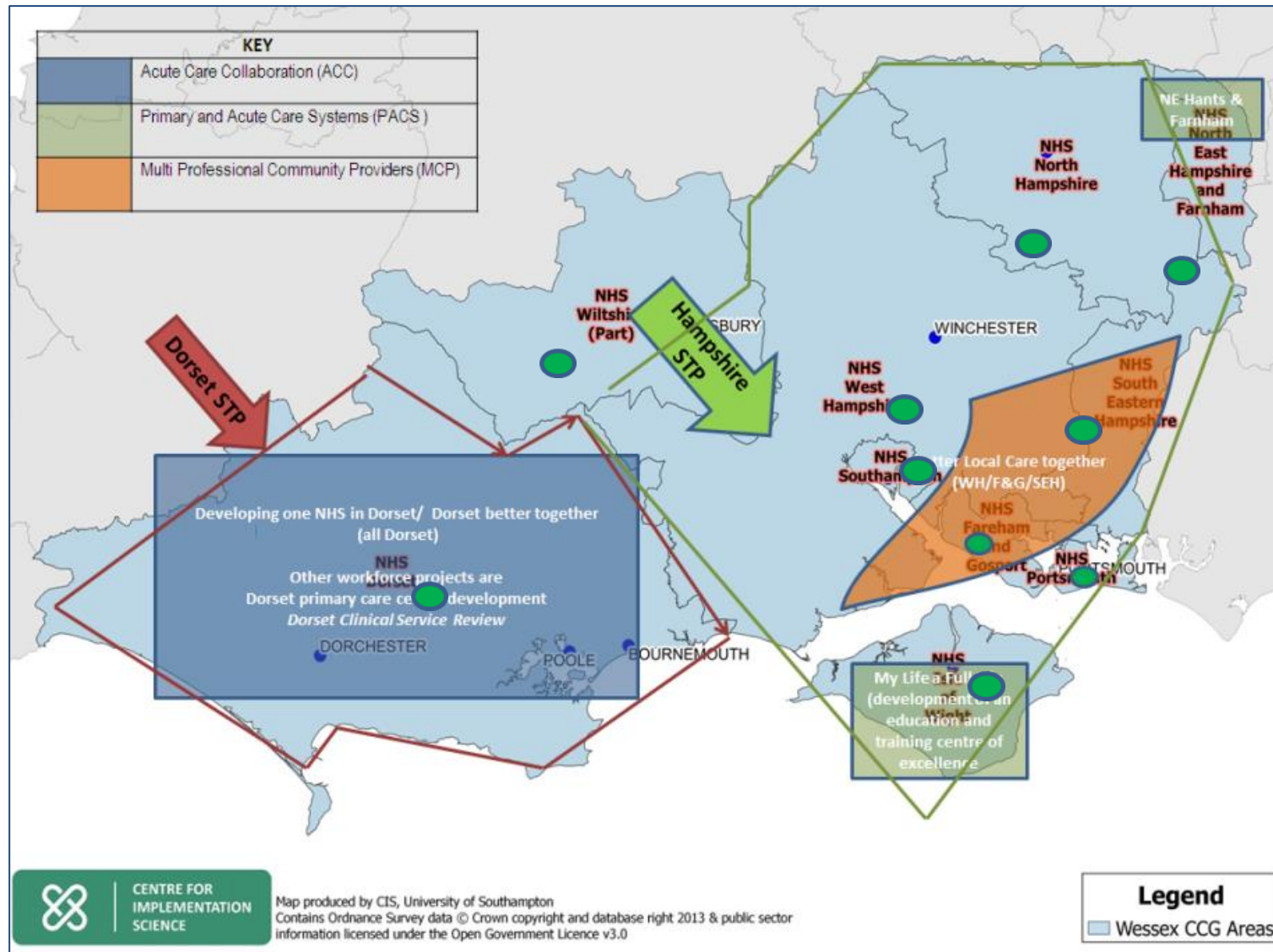

Resource for Developing Student Nurse Placements in Primary Care
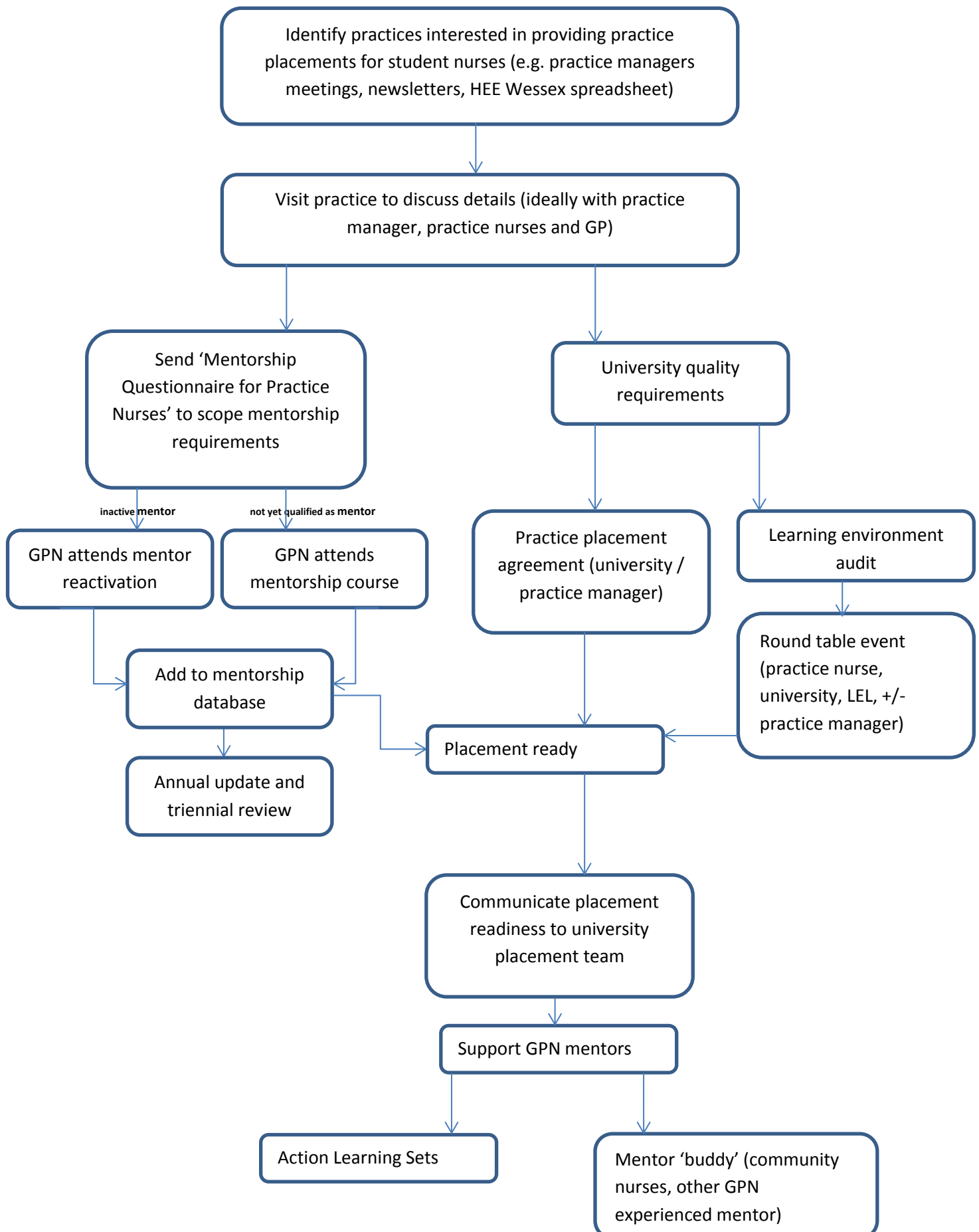
Developing people
for health and
healthcare

www.hee.nhs.uk

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Wessex Health Economy - Vanguards, Clinical Commissioning Groups (CCG) footprints and Sustainability & Transformation Plans (STP) (vanguard footprints and STP areas are indicative only)

Flow Chart for Preparing General Practice Placements

Identify practices interested in providing practice placements for student nurses (e.g. practice managers meetings, newsletters, HEE Wessex spreadsheet)

↓

Visit practice to discuss details (ideally with practice manager, practice nurses and GP)

↓

Send 'Mentorship Questionnaire for Practice Nurses' to scope mentorship requirements

University quality requirements

inactive mentor

not yet qualified as mentor

GPN attends mentor reactivation

GPN attends mentorship course

Practice placement agreement (university / practice manager)

Learning environment audit

↓

Round table event (practice nurse, university, LEL, +/- practice manager)

Add to mentorship database

↓

Annual update and triennial review

Placement ready

↓

Communicate placement readiness to university placement team

↓

Support GPN mentors

↓

Action Learning Sets

Mentor 'buddy' (community nurses, other GPN experienced mentor)

Mentorship Questionnaire for Practice Nurses

1. **What is your name?**

2. **What Practice do you work at?**

3. **Does your practice currently provide practice placements for pre-registration student nurses?**

yes	No

4. **Do you have any of the following mentor / teaching qualifications?**

	Yes/No
ENB 997 or 998 (Teaching & Assessing in Clinical Practice)	
City and Guilds 7307 or equivalent	
Community Practice Teachers course or equivalent	
Registered Clinical Nurse Teachers Course	
Certificate in Education,	
Postgraduate Certificate in Education	
Diploma in Education,	
Postgraduate Diploma in Education	
Bachelor of Education	
Masters in Education	
Practice Educator Programme	
Stand-alone mentorship or teaching and assessing unit/module from any UK university at diploma or degree level	
District Nursing Course where a teaching and learning / mentorship module was incorporated into the programme	
Health Visitor Course where a teaching and learning / mentorship module was incorporated into the programme	
Occupational Health Nursing Course where a teaching and learning / mentorship module was incorporated into the programme	
Public Health degree where a teaching and learning / mentorship module was incorporated into the programme	
Certificate in Teaching Clinical Nursing	
Community and Practice Teacher Qualification (SOM level)	
Other – please state - -	

If no to Q4 please finish here and contact your Learning Environment Lead re: mentorship courses. If yes to Q4 please continue over page

5. With regard to your mentorship experience:

	Yes	No
Have you participated in annual mentor updates?		
Have you mentored a minimum of 2 students in the past 3 years?		
Have you had a Triennial Review of your mentorship CPD (NMC 2008)?		
Do you have an understanding of the requirements of the pre-registration programme (or post registration courses) for students who are allocated to your practice?		
Have you maintained a record of your mentoring of students?		
Are you aware of the support that is available for Mentors? E.g. University Link Tutors		

If yes to all of part 5 – you are ready to mentor student nurses; if no you need to do a mentor reactivation workshop – please contact;

- Portsmouth and Isle of Wight   **Helen Baker** h.baker@nhs.net
- Mid Wessex   **Ian Winkworth** ian.winkworth@nhs.net
- Southampton and New Forest   **Amanda Pike** Amanda.pike@nhs.net
- Dorset **Annette Farrell**   annette.farrell1@nhs.net

References

NMC (2008). Standards to Support Learning and Assessment in Practice. London. NMC.
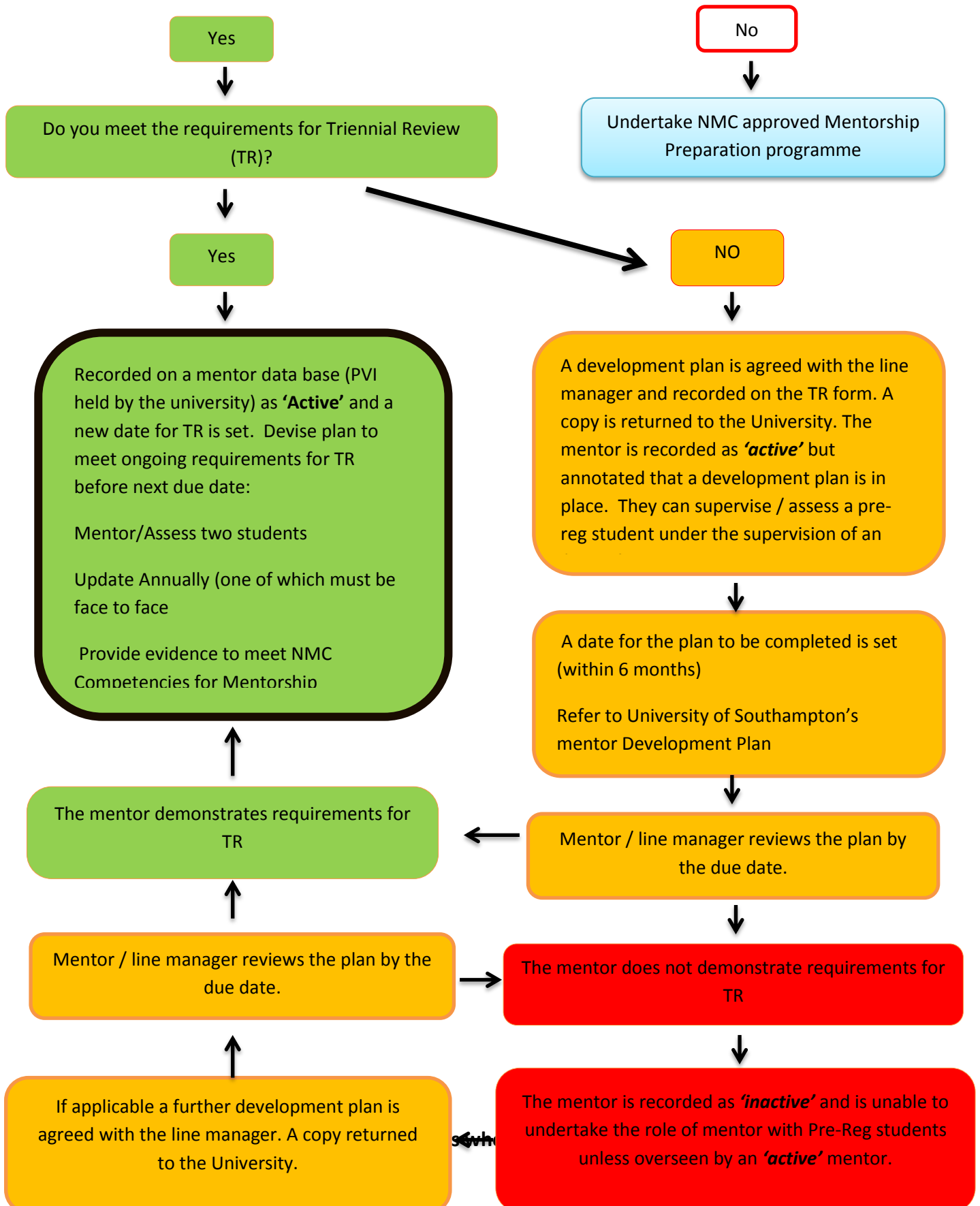
Mentor Reactivation Workshop

A typical mentorship reactivation workshop will take about 3 hours and will follow a format similar to below. However content is always subject to change.

1.	Overview of CEPNs (20 mins)
2.	Introduction to pre-registration nursing programme (PG Dip / BN) (30 mins) • Programme Plan • The Students • Placement Plan • Action Learning Groups • Assignment due while on placement
3.	Mentor Update (60 mins + Break) • NMC Requirements (40% with a mentor, off duty) • AoP for P2 (competencies/ESC/grading) • Challenging Students – scenarios
4.	Navigating the eAoPP / assessment of practice documents (45 mins)
5.	Action Learning Sets
6.	Close

Flowchart - Becoming an Active Mentor in General Practice

Have you a recognised Mentor Qualification?

Yes	No

Do you meet the requirements for Triennial Review (TR)?

Undertake NMC approved Mentorship Preparation programme

Yes

NO

Recorded on a mentor data base (PVI held by the university) as 'Active' and a new date for TR is set. Devise plan to meet ongoing requirements for TR before next due date:

Mentor/Assess two students

Update Annually (one of which must be face to face

Provide evidence to meet NMC Competencies for Mentorship

A development plan is agreed with the line manager and recorded on the TR form. A copy is returned to the University. The mentor is recorded as 'active' but annotated that a development plan is in place. They can supervise / assess a pre-reg student under the supervision of an

A date for the plan to be completed is set (within 6 months)

Refer to University of Southampton's mentor Development Plan

The mentor demonstrates requirements for TR

Mentor / line manager reviews the plan by the due date.

Mentor / line manager reviews the plan by the due date.

The mentor does not demonstrate requirements for TR

If applicable a further development plan is agreed with the line manager. A copy returned to the University.

The mentor is recorded as 'inactive' and is unable to undertake the role of mentor with Pre-Reg students unless overseen by an 'active' mentor.

Collecting Evidence

The following will enable you to collect evidence to meet the NMC Competencies for Mentorship and Triennial Review. Please remember that this evidence will also be able to be used to support revalidation.

Prior to student commencing placement

- Undertake Self – Assessment against NMC Competencies for Mentorship
- Devise a CPD plan to address any areas for development
- Attend face to face mentor update
- Undertake e-AOPP training
- Curriculum update
- Organise a Practice Based Supervisor (PBS) (NMC qualified Active Mentor who meets TR requirements)
- Meet with PBS to prepare for students placement

During the students placement

- Under the supervision of the PBS undertake initial, interim and final interviews with the student and facilitate the students learning plan as required.

Following the students placement

- Keep a record of type of student, duration of placement and nature of any assessments undertaken.
- Keep a record of any additional activity you have participated in to support learning in practice.

UoS Proposed Placement Support Model – General Practice

The Learning Environment

Practice Academic Co-ordinator
University

Academic Tutor
University

Gosport 11 - Student Collaborative

Re Activating Mentor

Mentor in Training

Active Supervising Mentor

Student

Student

Student

Practice Nurse Development Facilitator
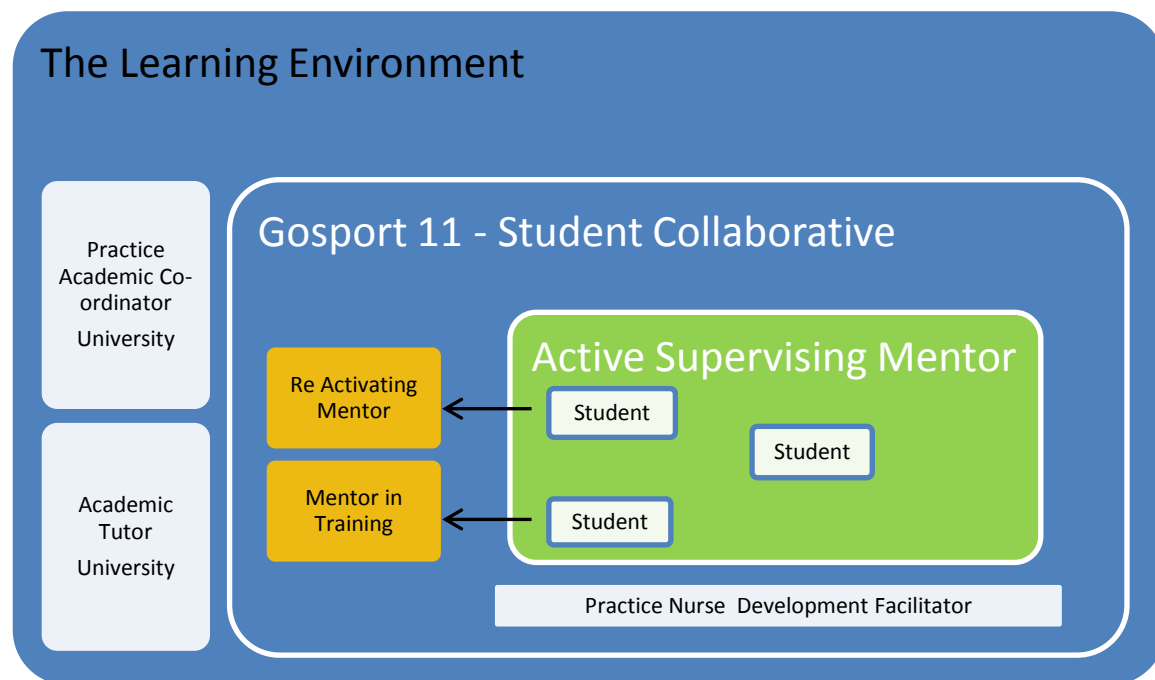
The Role of the Supervising Mentor Facilitator

a) Overall responsibility for the students
b) To assist the other mentors to undertake their role
c) In collaboration with the other mentors undertake
    a. The Initial interview and review the learning plan
    b. Support the student and mentor to undertake Interim assessments
    c. Jointly agree and counter sign the final assessment of practice

The Practice Academic Co-ordinator (PAC) University based

In addition to established role the PAC will support and guide the supervising mentor and mentors to meet the requirements of the Triennial Review (NMC) requirements

Academic Tutor
Each student has a designated tutor; they are the first port of call for support with student issues
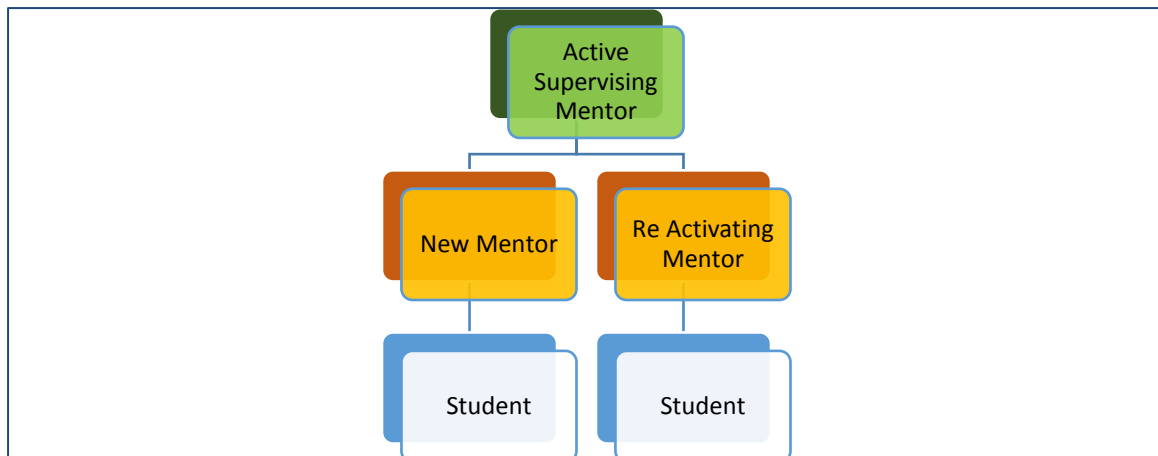
Practice Nurse Development Facilitator
To support the development of the mentors in training and the supervising mentors

M. Rawlinson ©University of Southampton 2015

Developed in association with D Baker IOW NHS Trust 2015

Proposed Placement Support Structure at the Surgery Level – General Practice

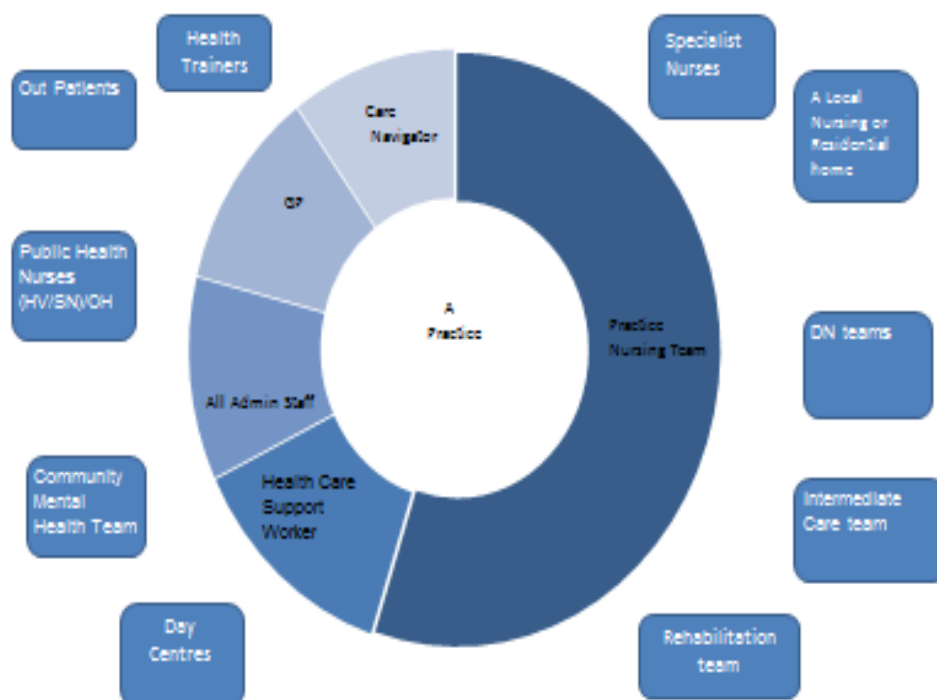Supervising mentor to assist other mentors to-

a) set up a learning contract and Initial interview with the student
b) Interim student review
c) Final review

An Example of a PHC HUB with Spokes
Year 1 Placement 1
Level 1 - Participate and Initiate
Domains - Professional Values/Communication and Interpersonal Skills

M Rawlinson D Baker
University of Southampton/NHSIOW 2011/15

Developed in association with D Baker IOW NHS Trust 2015

Application Form for Entry to the Register for Mentors

EXISTING MENTORS

Surname:	Forename(s):
Work Base: :	Line Manager:
Professional Qualification / s:	Part of NMC Register: Nurse / Midwife / SCPHN Field of Practice: Adult, Children, MH, LD, Midwifery, HV, SN,OH
Title of Mentor Qualification:	Date of Mentor qualification:

Evidence of Qualification must be able to be supplied if requested to do so by the NMC.

Ask yourself the following questions	
1 I have completed all elements of an accredited course to become a mentor?	Yes / No
2. I can provide evidence that I have mentored and assessed at least two students in the last three years?	Yes / No
3. I can provide evidence that I have updated annually over the last 3 years, including attendance at a face-to-face mentor update session?	Yes / No
4. I can demonstrate that I meet the NMC Competencies and Outcomes for a mentor/sign off mentor	Yes / No
5. I understand my accountability and responsibility as a mentor/sign off mentor?	Yes / No

Date of last face to face update:	Date of last triennial review:

PART 1
If you answered yes to all questions please complete and sign the declaration below
I am competent to perform the role of mentor

Signature:

Date:

PART 2
If you answered no to any questions please sign the declaration below and with discussion with your line manager agree a learning plan. A copy of this learning plan is to be sent to the University and annotated on the mentor register.

I require further support/development before I can perform this role in a competent manner.
Please complete

Signature: Date:

*Please return completed form to your LEL (See Page) so that your details can be added to the mentorship database Developed in association with D Baker IOW NHS Trust 2015

MENTORSHIP DEVELOPMENT PLAN (if required)

Mentor name	Work Base

My Learning Needs are:	*Date*
Indicate how you plan to meet your learning needs and by when:	*Date*
Progress Report:	*Date*

D. Baker / M Rawlinson   AvOCET Project   © University of Southampton   0503 2015

UoS Self-Assessment against NMC Competencies for Mentorship (Mentor Stage 2)

Domains and Outcomes for Mentors	Examples of Evidence	GC (Good level of Competence)	NFD (Needs Further Development)
1 – Establish effective working relationships			
Demonstrate an understanding of the factors that influence how students integrate into practice	*Attendance at Face to Face update. Mentor hand over's Entries in Assessment of Practice Document (eAoPP)*		
Provide ongoing support to facilitate transition from one learning environment to another			
Have effective professional and interprofessional working relationships to support learning for entry to the register			
2 - Facilitation of Learning			
Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs	*eAoPP documentation Student Evaluations Mentor Testimony of facilitating learning experiences Record of assessing students*		
Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences			
Support students in critically reflecting upon their learning experiences in order to enhance future learning			
3 - Assessment and accountability			
Foster professional growth, personal development and accountability through support of students in practice	*Planning learning opportunities Completing learning plans within eAoPP document Completing formative/ summative assessments within the eAoPP document Record of assessing students*		
Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team			
Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and implications of this for the future			
Be accountable for confirming that students have met, or not met, the NMC competencies in practice. Confirm that students have met, or not met the NMC standards of proficiency in practice and are capable of safe and effective practice			

Domains and Outcomes for Mentors	Examples of Evidence	GC (Good level of Competence)	NFD (Needs Further Development)
4 - Evaluation of learning			
Contribute to the evaluation of student learning and assessment experiences – proposing aspects for change resulting in such evaluation.	*Completing the eAoPP documentation* *Mentor testimonies* *Student evaluations*		
Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others			
5 - Creating an environment for learning			
Enable students to identify learning needs and experiences appropriate to their level of learning	*Taking part in the learning environment Audits* *Appraisal* *CPD portfolio*		
Use a range of learning experiences, involving service users, 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			
Facilitate personal and professional development of others			
6 - Context of practice			
Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated	*Taking part in the learning environment Audit* *Active in clinical audits/development of standards /guidelines /protocols*		
Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care			
Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained			
7 - Evidence based practice			
Identify and apply research and evidence based practice to area of practice	*Taking part in the learning environment Audit* *Active in clinical audits/development of standards /guidelines /protocols*		
Contribute to strategies to increase the evidence base to support practice			
Support students in applying an evidence base to their practice area			
8 – Leadership			
Plan a series of learning experiences that will meet students defined learning needs	*Record of mentoring students* *Completing the eAoPP document* *Completed learning plans*		
Be an advocate for students to support them in accessing learning opportunities and meet their individual needs – involving a range of other professionals, service users and carers			
Prioritise work to accommodate support of students within their practice roles			
Provide feedback about the effectiveness of learning and assessment in practice			

Triennial Review Assessment Form

Surname:	Forename(s):
Dept/Ward/Unit/Team:	Job Title/Designation:
Mentorship Qualification:	Date Qualification Obtained:

In accordance with the Nursing and Midwifery Council's (NMC) Standards to Support Learning and Assessment in Practice (2008) all mentors/practice teachers need to be reviewed every 3 years to ensure that they continue to meet the mentor/practice teacher requirements to remain on the local mentor register/database.

As part of your review, you are required to complete this form which will provide evidence of continued compliance with the NMC Standards and will enable you to remain on the Community Provider Education Network's mentor register/database.

This form should be discussed, updated and signed at appraisal between the mentor and their manager/appraiser.

Standards to Support Learning and Assessment in Practice. NMC. 2008

Statement		Development Plan Required? *	Review Date (if development Plan implemented)	For use Post Development Plan if Applicable
I verify that I have been involved with mentoring at least 2 students in the last 3 years	Yes/No	Yes/No		Yes/No
I verify that I have participated in annual updating in the last 3 years, including attendance at face to face mentors update sessions	Yes/No	Yes/ No		Yes/No

I verify that I have mapped my ongoing development in my role as mentor against the current NMC mentor/practice teacher standards	Yes/No	Yes/No		Yes/No

I verify that I am able to provide evidence of the above for NMC quality assurance purposes.

Mentor Signature _____ Date _____

* In the event that the Appraiser is not satisfied that all of the criteria are being or have been met then a development plan should be instigated between the mentor and their appraiser / manager (see next page).

I am satisfied that _____ has met all of the criteria for triennial review and is eligible to remain on the CPEN mentor database.

Appraiser's signature _____ Print Name _____

Designation _____ Date _____

To be signed triennially. Please retain copies of this form for your manager and personal portfolio and return a copy to your Learning Environment Lead as below;

Portsmouth and Isle of Wight **Helen Baker** h.baker@nhs.net

Mid Wessex **Ian Winkworth** ian.winkworth@nhs.net

Southampton and New Forest **Amanda Pike** Amanda.pike@nhs.net

Dorset **Annette Farrell**   annette.farrell1@nhs.net

Triennial Review Development Plan (if required)

Mentor Name _____

Learning needs:	Date

How I plan to meet my learning needs:	Date

Progress report:	Date

Confirmation of Achievement of Sign Off Mentor Status

Surname:	Forename(s):
Practice Area:	Job title / designation:
Mentorship qualification:	Date mentorship qualification attained:

Self-verification of competence is undertaken by assessment against the statements below. These statements are designed to indicate competence to perform this role. Responsibility for use remains with the user. If you are in any doubt regarding your competence to perform this role, you should seek advice from your Learning Environment Lead or the university; or explore further education (consider self-directed learning, coaching and formal training) to bring about development.

Ask yourself the following questions.	Assessment date:
1. I have successfully completed all elements of an NMC approved mentorship preparation course	YES / NO
2. I have read and understood the NMC standards to support learning and assessment in practice	YES / NO
3. I have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice	YES / NO
4. I have an understanding of the NMC registration requirements. I understand my accountability and responsibility as a mentor in endorsing a student as fit for practice and for registration with the NMC	YES / NO
5. I have an in-depth knowledge of my accountability to the NMC for the decisions I make to pass or fail a student when assessing proficiency requirements at the end of a programme	YES / NO
6. I have been involved in mentoring students on the **same part** of the NMC register and in tht the **ne field** of practice as the students and have been supervised on at least three oc casions signing off student proficiency by an existing sign off mentor / practice teacher	YES / NO
7. I have participated in face to face annual updating which has included an opportunity to explore assessment and supervision issues with other mentors and I have evidence of updating on the CPEN mentor database*. (* Date of last update) =	YES / NO
8. I have mapped my ongoing development in my role as mentor against the current NMC mentor / practice teacher standards and I have identified and documented objectives as part of my appraisal. I am aware of the requirement to undertake a triennial review every 3 years as part of PDR / appraisal to maintain my mentorship status	YES / NO

STATEMENT OF PROFICIENCY

I certify that I am aware of my professional accountability for continuing professional development and that I am accountable for my actions. With this in mind I make the following statement;

I am competent to perform this role

Signature: Date:

Print name in full as it appears on NMC Professional Register:

Please return the completed form to your Learning Environment Lead as follows;

- Portsmouth and Isle of Wight **Helen Baker** h.baker@nhs.net
- Mid Wessex **Ian Winkworth** ian.winkworth@nhs.net
- Southampton and New Forest **Amanda Pike** Amanda.pike@nhs.net
- Dorset **Annette Farrell**   annette.farrell1@nhs.net

Keep a copy of this form in your personal portfolio. Ensure you have discussed this with your manager and provided them with a copy.

Promoting high quality patient care and learning environments

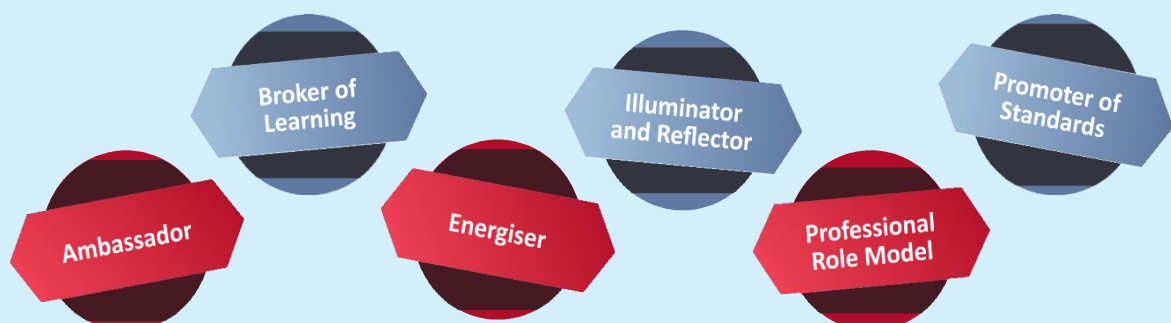**A values based toolkit to select mentors**

We all have a role model, someone we aspire to be like

Can you think of someone who has inspired your learning?

Are you ready to be someone's inspiration?

www.valuesbasedmentorship.co.uk

A web based toolkit of six fundamental values, used to establish whether prospective mentors have the right values, skills and behaviours to undertake the mentor role.

Broker of Learning

Illuminator and Reflector

Promoter of Standards

Ambassador

Energiser

Professional Role Model

Process for Receiving Tarriff Placements for Supporting Non-Medical Students

Payment for placements in non-NHS organisations / PVI sector is made by Health Education England Wessex, not the University. HEE Wessex currently pays placement providers £86/week/student and payments are made once a year toward the end of the NHS Finance Year.

The process is:

1. The University keeps a record of where students are placed.

2. When the placement is over, the placement provider will confirm the number of weeks the student spent in placement (please note - you are the placement provider) - please contact university allocations team at the end of the students placement to make this confirmation.

3. In February / March each year, HEW will ask the University to send in a list of all non-NHS providers which includes GP Practices and PVI sector organisations, and the number of placement weeks that students spent with each provider.

4. The university informs the placement provider to submit an invoice to HEE Wessex for payment via NHS Shared Services

5. On receipt of the invoice, HEE Wessex will check the invoice claim for payment against the University spreadsheet.

6. HEE Wessex make a payment to the placement provider organisation.

Our Ref: LBP/SG/LH/cr/13072016

Department of Education and Quality
 St Chads Court
 213 Hagley Road
 Edgbaston
 Birmingham
 B16 9RG

To: GP Practices, CCGs, Responsible Officers, HEIs, LMCs

Dear Colleagues,

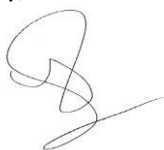## Student nurses indemnity on placement in GP practices.

This letter sets out our current understanding of indemnity cover arrangements for student nurses on placement in a GP practice. It is unlikely that a clinical negligence claim would be bought against a student as in most cases they would be present as an observer or in a directly- supervised role with the supervising doctor or nurse retaining responsibility for any patient contact. We believe student nurse placements in general practice carries a very low risk if general practice professionals take the following steps:

1. Practice nurses acting as nurse mentors hold a mentorship qualification that meets the NMC guidelines.
2. The practice ensures all clinical members of GP practice have medical indemnity cover.
3. GP practices should sign a Learning Development Agreement with relevant university to clarify what student nurses are able to carry out and at what stage of their study.
4. Ideally an honorary educational contract is signed between the student nurse and GP Practice/Nurse Mentors to clarify role and responsibilities for all parties.

Training and supervision is the responsibility of the primary care provider (e.g. practice partners) who retains responsibility for clinical consultations, decisions and treatment, irrespective of the involvement of students, and they should ensure that students are appropriately supervised at all times. It is expected that the level of supervision is based on an appropriate assessment of the competence of the student, and that duties delegated are in accordance with GMC guidelines.

In the unlikely event that a student nurse commits clinical negligence while working at a GP practice, the practice could be the focus of any such litigation. Therefore, GP practices should ensure that their indemnity cover extends to the actions of student nurses working on their premises and under their supervision. The three largest medical indemnity organisations have advised HEE that they do not need to be notified individually if practices have medical or nursing students on placement or otherwise involved in their education.

Yours sincerely,

Professor Lisa Bayliss-Pratt
Director of Nursing and
Deputy Director of Education & Quality
Health Education England

Professor Simon Gregory
 Regional Director and Dean of Education
 and Quality, Midlands and East
 Health Education England

Developing people
for health and
healthcare

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@NHS_HealthEdEng

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