Mentorship (Non-credit Bearing) - 6KNIN343

Level: 6
Credits: 0

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This handbook must be read in conjunction with module information provided on KEATS, the King’s E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Nightingale Student Hub.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
Module overview
The mentorship module offers healthcare professionals the opportunity to develop competence in the support of pre-registration learners in clinical settings. The module meets the NMC (2008) Standards to Support Learning and Assessment in Practice (SLAiP). Successful completion of the module will enable participants to become a mentor and offers an introduction to the role of sign-off mentor.

Module aim
1. To enable the participant to be an effective Mentor to pre and post registration students within a practice setting.
2. To enable the participant to meet the requirements for mentors outlined in the NMC (2008) Standards to Support Learning and Assessment in Practice (available at https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-to-support-learning-assessment.pdf)

Learning outcomes
By then end of the mentorship preparation programme the participant will be able to:
1. Establish and maintain an effective relationship with learners in the practice setting
2. Review factors that constrain and facilitate student integration into new practice settings
3. Appraise factors required to create and maintain an effective learning environment
4. Identify or create appropriate clinical learning opportunities and utilize learning resources effectively to meet individual learning needs
5. Demonstrate the skills and strategies needed to facilitate learning in practice
6. Demonstrate knowledge, understanding and application of the principles of assessment in practice
7. Identify and appraise the factors that can impact on the effectiveness of assessment
8. Demonstrate the ability to assess practice in relation to safety, effectiveness and quality of care provision
9. Discuss the value and purpose of constructive feedback for the facilitation of learning
10. Identify and discuss the importance of working collaboratively with clinical and educational colleagues in order to effectively manage the challenging or failing student in practice
11. Demonstrate the use of reflection and evaluation for personal and professional development in the mentoring role
**Teaching arrangements**

The module has a compulsory introductory university-based half-day and 3 university-based days (09.30-16.30) complimented by self-directed e-learning and time in practice in order to achieve the practice-based components and module assignment.

A minimum of 80% attendance, including mandatory attendance on the introductory half-day is required to meet module and NMC requirements.

The module adopts a blended learning philosophy and builds upon your experience as a registered healthcare professional supporting students in practice. Sessions will incorporate a variety of approaches, for example, theoretical presentations, discussion groups, interactive group work and formative exercises. Examples from your experience of working with learners in the clinical context will be used to integrate theoretical knowledge with practice.

You are asked to complete a series of online e-learning activities to utilize and build on your knowledge. Guidance about the material to prepare before each seminar is available at the end of the individual e-learning materials. The seminars are student driven with academic staff facilitating discussion which will incorporate examples from your working with learners in the clinical context to integrate theory and practice. You will use the Mentorship Module handbook and Work-based Assessment Document to guide your focus on the issues relating to mentorship in practice.

You will be guided through the university and KEATS e-learning site on the compulsory introductory half-day of the module by one of the module facilitators. You will also receive information about the module itself and the assessment process. It is very important that you maintain constant engagement with the module e-learning material throughout the module to ensure that you become familiar with the literature supporting mentoring and to enable you to enhance your practice as a mentor.

The e-learning material forms an introduction and will require support from further reading of relevant literature; this will enable discussions during the seminars about all topics relevant to mentorship and this familiarity with theory and practice will allow you to approach the assignment with knowledge and confidence. A large reading list is provided for the module in ‘MyReadingList’ Mentorship, you are not expected to read the whole list, but select articles of interest specific to your development as a mentor.

Each session will have preparatory reading and consolidation exercises to complete. These are essential components of the module and time will need to be taken to complete this work between contact days.

Apart from the introductory session, the module delivery on the three study days (taught 09.30-16.30) will be in smaller groups with other students from different branches and specialties of health care. Many sessions will incorporate small group activities to provide opportunities to develop new skills, to discuss practice issues and apply new learning to your differing clinical situations.
Submit coursework
For this module you are assessed by this term’s teaching team; the assessment requires you to complete a Work-based Assessment Document (WAD) comprising 4 x 250 word learning summaries (entries which represent the NMC outcomes/domains) and a Practice Based Assessment (PBA).

Assessment criteria
The summative assessment for mentorship is based on the NMC mentor outcomes. You will compile a WAD containing evidence to demonstrate achievement of these outcomes. **Your successful completion of the WAD requires completion of the guided study activities, which you can access on KEATS from the compulsory half-day introduction to the module.**

The WAD will demonstrate understanding of the role and responsibilities of a mentor and application of the core skills of mentorship in the practice setting. Your WAD will be supported by relevant literature and research and include critical discussion about your practice and your development as a mentor.

Mentoring is a practice-based role that requires understanding of the diverse and complex influences on learning and development in a practice setting. The responsibilities of the mentor are wide-ranging; from the formation of an effective working relationship with the learner through to evaluation of the learning experience. The role includes facilitation of the learning process, supervision and assessment of the learner in practice. The WAD therefore provides an opportunity for you to consider the various domains of this role in relation to your practice setting.

Formative assessment
During the module there are various opportunities for formative feedback that aim to help you progress towards successful completion of your portfolio.

- Directed study activities (e-learning) will contribute to classroom work and will be essential preparation for summative assessment.

- Email one of your learning summaries (WAD pages 4 & 5) to your group facilitator no later than 20 June 2018, two weeks before study day 3 for formative feedback on presentation and content, which will be returned to you on day 3.

- Bring the written account of your PBA to the final session (study day 3) and there will be an opportunity for discussion/analysis, during which feedback will be provided.

Summative assessment
The WAD has 2 key elements submitted as the summative assessment as outlined below:

- **A record of achievement of the mentor outcomes (4 x 250 words).** This will include a summary of your learning and a critical review of your practice as a trainee-mentor incorporating the eight domains (NMC 2008) and will be verified by your supervisor. Each entry must be supported by at least two references, listed alphabetically (Harvard style) at the end of each summary.

- **A record of one observed practice-based assessment (PBA).** You will conduct one assessment of a learner, which must be observed by your supervisor, in your clinical setting and submit a written account of the PBA. This assessment episode will be observed and verified by your supervisor and you must also submit a 100-150 word reflection upon the assessment and supervisor feedback.

Relevant literature should be used throughout the learning summaries to support your work.
Detailed guidelines and documentation for the WAD are in the mentorship module e-learning site (KEATS).

Both summative elements must be submitted for assessment

Coursework submission details are provided on the modules KEATS site. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with **Y for the academic year 2017/18**, will be available via Student Records on the ‘Internal’ page of the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”. If you require further support in these circumstances you are advised to contact KCLSU.

Submission date for coursework: no later than 11.59am Tuesday 17 July 2018

Work available for collection: from 12.00 (midday) Tuesday 14 August 2018 (the Nightingale Student Hub is open Mon-Fri 09.00-17.00)

Your assignment (WAD) is a hard copy (manual submission) please ensure it has a coversheet (available on the module KEATS site) which you date stamp using one of the machines in the submission room. Submit the WAD in the submission room: G15 James Clerk Maxwell Building. Please label the plastic wallet containing your WAD (and every page of the WAD) with your (Y) candidate number and double-check you are submitting the correct file.

The external examiner for this module is **Amanda Smith**. **Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.**

The university and its Examination Boards in the ten Faculties (Institutes/Schools, King's Learning Institute and the Association of King's College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the External Examiners Report page, navigate to the Faculty of Nursing and Midwifery section.

Results and resubmissions for coursework

**Resubmission - no later than 11.59am Tuesday 16 October 2018**

Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard copy submission you can collect your coursework and feedback from the Nightingale Student Hub.

To collect a hard copy assignment, the Nightingale Student Hub is open Monday-Friday 09.00-17.00, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Nightingale Student Hub ensuring that this is large enough to accommodate your assignment and that you have applied sufficient (signed-for) postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.
Feedback will include the award of a ‘PASS/FAIL’ grade which remains provisional until ratified by the examination board. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance or please use King’s Libguides site.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Sheila Turner (sheila.turner@kcl.ac.uk) using your KCL email.

If you are unsuccessful, it is recommended that you contact the first marker before submitting your second attempt. This will enable the first marker to provide you with an appropriate level of support as you prepare to resubmit your work.
Learning resources

Introductory half-day (this session is compulsory)
(E-learning material available)

On completion of this half-day the student will be able to:

- Demonstrate an understanding of the module, its aims and requirements
- Briefly describe the role of the mentor and the NMC Standards
- Outline the responsibilities of a mentor and sign-off mentor

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: [https://kcl.rl.talis.com/index.html](https://kcl.rl.talis.com/index.html) Please note, only those references with a blue button in the right-hand column are immediately available as internet resources.

Day 1

Session 1: The Mentoring Relationship
(E-learning material available)

On the completion of this session you will be able to:

- Identify the qualities of an effective mentoring relationship
- Critically discuss factors influencing the establishment of a mentoring relationship
- Analyse strategies used to help students integrate into a new practice setting

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: [https://kcl.rl.talis.com/index.html](https://kcl.rl.talis.com/index.html)

Session 2: Creating an Effective Clinical Learning Environment
(E-learning material available)

On completion of this session the student will be able to:

- Define what is meant by the clinical learning environment and relate this to relevant literature
- Discuss the relevant features of the clinical learning environment that contribute to learning
- Promote strategies for effective learning within your practice setting
- Critically evaluate the impact of factors such as facilitation, evidence based practice and staff motivation, which influence the clinical environment as an arena for learning

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: [https://kcl.rl.talis.com/index.html](https://kcl.rl.talis.com/index.html)
Session 3: Facilitating Learning in Practice
(E-learning material available)

On completion of this session the student will be able to:

- Describe different learning styles and the impact these may have on learning in clinical practice
- Critically discuss factors that may impact on learning in an individual
- Demonstrate effective use of a learning contract using SMART goals in the practice setting
- Reflect on how these skills might be used in practice
- Identify a range of strategies that are useful in facilitation of learning (for example role modelling, teaching and reflection on practice) and think about the value of each for different practice scenarios

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: https://kcl.rl.talis.com/index.html
Day 2

Session 1: Micro-teach
On completion of this session the student will be able to:
- Critically review approaches to the facilitation of learning

Session 2: Assessment
(E-learning material available)

On completion of this session the student will be able to:
- Demonstrate an understanding of the theoretical underpinnings of assessment
- Discuss the purpose and rationale for assessment
- Demonstrate a critical understanding of different types of assessment and why assessment is undertaken in practice
- Critically analyse essential criteria for valid and reliable assessments
- Critically reflect on stages of the assessment process and how these are achieved in practice
- Demonstrate an understanding of the principles of constructive feedback and its use in assessment

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: https://kcl.rl.talis.com/index.html
Day 3

Session 1: Decision-making and Documentation

Session 2: Accountability: Effective Management and Support of the Failing Student
(E-learning material available)

On completion of this session the student will be able to:

- Discuss professional accountability and responsibility in relation to the NMC standards for mentors and sign-off mentors
- Discuss issues of accountability and specific responsibilities as a mentor and sign-off mentor in relation to the ‘failing’ or under-performing learner
- Demonstrate understanding of factors influencing effective decision making in relation to assessment of learners
- Identify strategies for ensuring equality and diversity issues are addressed within the mentoring relationship

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: https://kcl.rl.talis.com/index.html

Session 3: Evaluation of Learning
(E-learning material available)

On completion of this session the student will be able to:

- Consider how they are able to evaluate the effectiveness of their mentoring work with learners
- Discuss how student and peer feedback can be used to enhance their practice as a mentor
- Critically discuss professional accountability and responsibility in relation to the NMC standards for mentors and sign-off mentors
- Demonstrate an understanding of the role of the sign off mentor
- Discuss the strategies for ensuring equality and diversity issues are addressed within the mentoring relationship

All reading material for this session can be found under Mentorship in MyReadingList in the library page on the website or please use this link to log in directly to Mentorship: https://kcl.rl.talis.com/index.html

During day 3: Formative session

On completion of this session the student will have had an opportunity to:

- Critically review their practice-based assessment
- Review progress on completion of the portfolio
- Discuss summative assessment guidelines and submission process.
Module evaluation
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online.

Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard.

To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

Action from previous evaluations

1. Participants requested more face to face contact.  
   **Action:** Each study day has been extended by 1 hour.

2. Participants sought more specific guidance about the WAD, Sheila has prepared narrated .PPT slide shows about each aspect of the WAD and how to successfully complete the document.
**Timetable**

After the half-day introduction, you will be working in smaller groups: information about groups, rooms and lecture content will be posted on KEATS—please check regularly for any updates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Start Time</th>
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</thead>
<tbody>
<tr>
<td>Introductory half-day</td>
<td>Registration and Introduction: NMC Standards, module outline and assessment requirements</td>
<td>09.00</td>
</tr>
<tr>
<td>2 May 2018</td>
<td>E-learning/Directed study</td>
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<tr>
<td></td>
<td><strong>Consolidation of Introduction</strong></td>
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<tr>
<td></td>
<td>• Complete E-learning <strong>Introduction to Mentorship</strong></td>
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<td></td>
<td>• Complete E-learning <strong>Establishing an Effective Mentorship Relationship</strong></td>
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<td></td>
<td><strong>In preparation for day 1</strong></td>
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<tr>
<td></td>
<td>• Please read the module handbook, work-based learning assessment document and module assessment guidelines.</td>
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<td></td>
<td>• This week you need to focus on the introductory e-learning and the e-learning on mentor relationships and clinical learning environment</td>
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<td></td>
<td>• For the e-learning and reflections on mentor outcomes you must focus on your own clinical setting and your own practice as a co-mentor</td>
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<tr>
<td></td>
<td><strong>CLINICAL ACTIVITY</strong></td>
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<td></td>
<td>If you do not already have a supervisor (an experienced mentor) who will supervise your practise as a mentor; please ensure that you have been assigned a supervisor before Day 1 of the module. When you meet your supervisor give him/her access to (or a copy of) ‘The role of the experienced mentor’ (available in KEATS section titled ‘Module Introduction’).</td>
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<td></td>
<td><strong>ADDITIONAL ACTIVITIES FOR DAY ONE</strong></td>
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<tr>
<td></td>
<td>• Please read this chapter from Walsh (2014) the Nurse mentor’s handbook:</td>
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<td></td>
<td><a href="http://nursing.iugaza.edu.ps/Portals/55/effective%20mentor.pdf">http://nursing.iugaza.edu.ps/Portals/55/effective%20mentor.pdf</a></td>
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<td></td>
<td>• Please also read the Hand (2006) article about learning styles</td>
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<td></td>
<td>• Please complete a learning styles questionnaire. Either VARK available at <a href="http://www.vark-learn.com">www.vark-learn.com</a> or using the framework in article by Hand and bring results / findings to the session on day one (takes about 10 minutes)</td>
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### Day 1
16 May 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>09.30</td>
<td>Please check room details for your group in the list in KEATS</td>
</tr>
<tr>
<td>14.00</td>
<td>E-learning/Directed study</td>
</tr>
</tbody>
</table>

#### The Mentor-mentee Relationship:
- Factors influencing the establishment and maintenance of an effective working relationship

#### The Clinical Learning Environment:
- Factors influencing the creation and maintenance of an effective environment for learning

#### Facilitation of Learning:
- Skills and strategies for the facilitation of learning in the practice setting
- Evidence-based practice and how this fits with facilitation

#### Consolidation of day 1
- Complete e-learning Facilitation of learning

#### In preparation for day 2
- Complete e-learning Assessment and feedback

One of the many ways one person can facilitate learning in another person is through teaching skills. In clinical practice much of the teaching you do as a mentor is skills based. In the classroom session on day 3 you will be given the opportunity to practice your teaching skills and receive feedback on these. You can teach on any subject (not necessarily from your clinical practice) but the session will:
- Be an 8-10 minute teaching session
- Be teaching one other person
- Be suitable for teaching in the classroom setting (using minimal props and these must be portable and safe to use in a classroom)
- Avoid the use of ‘formal’ presentation tools such as slides and PPT
- Be observed by one or two colleagues from the group

It is sensible to teach something that the other person is unlikely to know already and to think about what you expect them to be able to do at the end of the 8-10 minutes.

#### Then choose one PAD element (not drug administration)
PADs can be found in the Mentorzone: [https://www.kcl.ac.uk/nursing/Clinical-Education/MentorZone/Supporting-Assessing-Students.aspx](https://www.kcl.ac.uk/nursing/Clinical-Education/MentorZone/Supporting-Assessing-Students.aspx)

Consider what the learner needs to do to meet the required standard, how you would prepare the learner for assessment and how you would assess learner competence.

What do you need to do to ensure that your assessment is fair, valid and reliable?
How should the outcome of an assessment be provided for the learner and how should it be documented?
## Day 2
6 June 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>09.30</td>
<td><strong>Micro-teach:</strong> your group leader will provide a worksheet for the session</td>
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<tr>
<td>11.00</td>
<td>Please check room details for your group in the list in KEATS</td>
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### Assessment:
- Purpose, methods and stages of the assessment process
- Providing feedback for learners
- Utilising learning contracts

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### Consolidation of day 2
In preparation for day 3

- Complete the e-learning activities about supporting the underperforming learner, leadership (as a mentor) and evaluation.
- No later than 7 March 2018 please complete and email one learning summary to your group leader, written feedback will be provided on day 3.
- Please conduct and write up a PBA, bringing supervisor feedback with that PBA into a formative session in class during day 3.
<table>
<thead>
<tr>
<th><strong>Accountability:</strong></th>
<th>09.30</th>
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</thead>
<tbody>
<tr>
<td>• Making a valid assessment</td>
<td>Please check room details for your group in the list in KEATS</td>
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<tr>
<td>• Judging level of achievement</td>
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<tr>
<td>• Effective management and support of the failing student – the role and responsibilities of the mentor (and sign-off mentor).</td>
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<tr>
<td><strong>Evaluation of Learning:</strong></td>
<td>14.00</td>
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<tr>
<td>• Self and peer review of mentor outcomes</td>
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<tr>
<td>• Utilising student feedback (how to gain student evaluation of their learning)</td>
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<tr>
<td>• Maintaining your mentor status</td>
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<tr>
<td>• Discussion of summative guidelines for submission of portfolio and formative feedback on domains and PBA and discussion on essay requirements.</td>
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</table>

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<thead>
<tr>
<th><strong>E-learning/ Directed study</strong></th>
<th><strong>Consolidation of day 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consolidation of day 3</strong></td>
<td>• Review e-learning about evaluation of learning etc.</td>
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</tbody>
</table>

**Summative assessment**
- Ensure all elements of your WAD are complete and signed by your supervisor
- Utilize tutorial support offered by your group facilitator a minimum of 2 working weeks prior to the summative submission date