



BSc (Hons)/MA Nursing
Adult, Mental Health and Children and Young People
RN Pre-registration Programmes
Portfolio of Evidence for Registration of Practice: Year 1

Mentor Guidance Booklet

Key changes to the Salford programme for September 2016 students onwards.

- From Sept 16 there will be 4 intakes per year September, January, April and July, there will be no increase in student numbers.
- There will now be 4 six week 'Blocks' in years 1 and 2. In year 3 there will be 2 six week blocks and the final block (management) will be a double, therefore 12 weeks in length.
- Concentrating on **year 1**, the students have a Practice Based Assessment (PBA) in relation to handwashing in **BLOCK 1**, in addition there are 25 NMC competencies for this year. The student is required to complete all 25 competencies twice and they have until the end of **BLOCK 3** to do so. However the student should not complete the same competency twice within the same placement. The student must be able to demonstrate that they can achieve each competency within a different setting. To achieve this, it is advisable to complete at least 16 competencies in each block (see 25 competencies below) . If by Block 3 the 25 competencies are not signed off twice the Student will have the opportunity to complete any outstanding competencies in Block 4 of year 1 as a second attempt.

Students who have not completed this Practice-based Assessment in Block 1 should be risk assessed against the Trust's Infection Control policies in Block 2 and Block 3. Should the student be assessed as high risk, this should be referred back to the Ward Manager and the student's personal tutor.

Should the student not achieve in block 4 then relearning will be required.

In Block 4 there is personal and professional development work which the student is required to complete following discussion with personal tutor and mentor.

25 Competencies

1. Demonstrates safe, basic, person-centred care, under supervision, for people who are unable to meet their own physical and emotional needs.
2. Meets people's essential needs in relation to safety and security, wellbeing, comfort, bowel and bladder care, nutrition and fluid maintenance and personal hygiene, maintaining their dignity at all times.
3. Seeks help where people's needs are not being met, or they are at risk.
4. Is able to recognise when a person's physical or psychological condition is deteriorating, demonstrating how to act in an emergency and administer essential first aid

- 5.**Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people, particularly children, young people, and vulnerable adults.
- 6.**Is able to recognise, and work within, the limitations of their own knowledge and skills and professional boundaries, understanding that they are responsible for their own actions.
- 7.**Demonstrates the ability to listen, seek clarity, and carry out instructions safely, and records information clearly and accurately on the basis of observation and communication.
- 8.**Uses and disposes of medical devices safely under supervision according to local and national policy, reporting any incidents or near misses.
- 9.**Understands and works within the laws governing health and safety at work. Demonstrates safe manual handling techniques, and understands how nurses can help reduce the risk of infection, including effective hand washing.
- 10.**Recognises signs of aggression and takes appropriate action to keep themselves and others safe.
- 11.**Safely and accurately carries out basic medicines calculations.
- 12.**Demonstrates safe and effective communication skills, both orally and in writing.
- 13.**Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences.
- 14.**Demonstrates respect for people's rights and choices, and effectively communicates people's stated needs and wishes to other professionals.
- 15.**Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.
- 16.**Understands the principles of confidentiality and data protection. Treats information as confidential, except where sharing is required to safeguard and protect people
- 17.**Practices honestly and with integrity, applying the principles of The Code: Standards of conduct, performance and ethics for nurses and midwives (2008) and the Guidance on professional conduct for nursing and midwifery students (2010).
- 18.**Acts in a way that values the roles and responsibilities of others in the team and interacts appropriately.
- 19.**Is able to engage and disengage with people and build caring professional relationship
- 20.**Uses support systems to recognise, manage and deal with own emotions.
- 21.**Under direct supervision demonstrate the ability to administer medication in the correct sequence, according to the local policy for administration of medicines in the practice placement area and relate to the the NMC Standards for Medicines (NMC 2007).

22.Demonstrate knowledge of six commonly used medicines for a person in your client group, including the common dosage, routes and possible side effects of each of these medicines, and associated nursing observations.

23.Demonstrate under direct supervision effective record keeping of medication administration and omissions in accordance with local policy, demonstrating correct actions taken if adult/child refuses/rejects medication.

24.Demonstrate through age-appropriate and culturally appropriate language the encouragement of patients/clients & their carers to participate in decisions about their medication.

25.Explain the rationale for using other appropriate routes for drug administration instead of the oral route.

For year 1 there are 25 competencies which the student has to achieve twice but in two different clinical placements. All 25 competencies have to be achieved twice by block 3. Each competency has a drop down menu offering three options.

1. Observed in practice – This relates to the mentor actually observing the student demonstrate they can achieve the competency. The student over the period of three clinical placements (three blocks) must be observed at least once achieving the competency.
2. Evidenced in practice- Should the student have not been observed but can provide evidence of achievement then the mentor after reviewing evidence can use this option for achievement.

Example scenario.

Student nurse Hennigan has been working with her mentor the last two days. Her mentor is due to take a day off and so has assigned student nurse Hennigan to work with staff nurse Dupree. During her shift with staff nurse Dupree student nurse Hennigan is able to undertake an assessment or complete a competency and with the patient's permission photocopies and anonymises the assessment which staff nurse Dupree has countersigned, uploads this to her PER and shows this to her mentor. The mentor is satisfied this meets the requirement and signs the competency as evidenced in practice

3. Discussed in practice- use competency as example where cannot be achieved in a certain placement and therefore can be discussed.

How many competencies should be completed in each of the three blocks

Student will develop at different stages and not all at the same time the flexibility of choosing which competencies are suitable for each placement should be negotiated between student and mentor and will depend on specialities within the clinical area and student development. In year 1 as a guide the number of competencies to be completed in each clinical placement (block) is 16 but again this is only a guide.

Before attending Block 1 placement a student should have

Added their personal tutor to their document

Completed DBS/OH/Uniform Policy confirmation pages (58/59)

Completed Pre-Registration Educational Agreement (student and personal tutor to sign – page 24/25)

Completed Manual Handling page 54

Completed Core Skills Framework page 55

At the start of each placement

It is essential that mentors ensure that the 'Induction Checklist' (see below for page numbers for each Block) is completed within 24 hours of the placement commencing.

Student should have completed self-assessment.

Time sheet

1. Student is responsible for ensuring this record is completed and submitted to the University.
2. Students will also be inputting their theory weeks onto the document under the 'FSD' code (Flexible Study Day). These will be checked and signed by the student's personal tutor.
3. Students should complete 37.5 hours each week on placement (225 hours per 6 week placement) and **MUST NOT** exceed 48 hours (including study days)
4. Do not include break and lunch times in completed hours
5. Named Mentor/Practice Supervisors must sign to confirm the students practice hours completed at the end of each week
- 5.NB. At the end of the placement, the student's personal tutor will sign off the whole placement (signature at the bottom of the page) but **only** if all placement weeks have been signed off by the student's mentor.
6. Salford university students are not required to work Bank holidays; however, these hours are counted as part of the working week. To record these please mark any Bank Holiday as 'PL' (Planned Leave) and students are only required to work 30 hours that week.
7. Any internal Trust study sessions (ie sessions organised by the Trust that take place during placement time) should be recorded as 'P' (Practice).

Please note when completing this electronic document if there is no activity after 10 minutes you will be logged out, a reminder will appear as a pop up.

MENTORS GUIDANCE FOR COMPLETING PRACTICE ASSESSMENT RECORD (PAR)

YEAR 1 BLOCK 1

Signatures required: S (student), M (Mentor), PT (Personal Tutor)

| Page No | Title of document in contents tab |
|---------|---|
| 62 | Mentor signature sheet - this is where 'assigned mentor' will appear , please check your name appears here |
| 77 | Checklist of Responsibilities - M |
| 79 | Induction checklist - complete on day 1 (Part 2 only needs to be completed if a student attends a spoke placement that would require an induction – e.g. if they were on the spoke for a week or more). S/M |
| 78 | Student self-assessment - student to complete as before and to discuss with mentor |
| 81 | Initial meeting with mentor S/M |
| 121 | Mentor contact sheet - mentors can document meetings held in addition to initial mid and final meetings S/M |
| 82/83 | Reasonable adjustments / Action Planning - to be read and completed if the student has a specific learning and /or health need |
| 68/69 | Action plan for PBA - student to complete this and mentor to sign S/M |
| 70 | Handwashing Practice Based Assessment – all 6 competencies to be achieved in block 1 M |
| 71 | Handwashing Practice Based Assessment Verification form - S/M/PT |
| 63 | Practice competencies (25 of Below) - student to choose with mentor at start of placement at least 16 of these to achieve each placement (see above for more information) M |
| 84 | Interim/Mid-Placement feedback to student – S/M to complete |
| 129 | Attitudinal test mid-point - M |
| 85 | Interim Development Plan – S/M |
| 64 | Achievement of Competencies - Has the student achieved at least 16? Mentor to sign – can only be completed in Block 3 |
| 65 | Achievement of Competencies- 2nd attempt – can only be completed in Block 4 |
| 131 | Attitudinal test - end of placement M |
| 130 | Service User Carer feedback - to be completed by mentor if feedback given |
| 124 | Emotional Touchpoint for Block 1 - Reflection undertaken by student S/M/PT |
| 86 | End of placement feedback to student – S/M |
| 132 | Ongoing Record of Achievement for Block 1- M |
| 27-54 | Clinical skills which may have been observed in practice - Students may have the opportunity to demonstrate a particular clinical skill whilst on placement, if so the mentor can sign whichever skill is demonstrated and how. Students have the full 3 years to achieve these and should ensure this is the case. As a mentor, if you haven't already, it would be prudent to familiarise yourself with these skills as you may be able to recognise these opportunities better than the student in some cases. |

YEAR 1 BLOCK 2 – see Block 1 for more information

| Page No | Title of document in contents tab |
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| 62 | Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification) |
| 87 | Checklist of Responsibilities - M |
| 89 | Induction Checklist - To be completed on day 1 S/M |
| 91 | Initial meeting – S/M |
| 88 | Student Self-assessment to be completed before initial meeting with mentor – S/PT |
| 92/93 | Reasonable Adjustments / Action Planning |
| 63 | 25 Competencies (Summative Assessment of Placement) achieve at least 16 competencies once - M |
| 94 | Interim/Mid-Placement Review – S/M to complete |
| 133 | Attitudinal test mid-point - M |
| 95 | Interim Development Plan – S/M |
| 64 | 25 competencies first attempt (Statement of Achievement) - can only be completed in Block 3 |
| 65 | 25 competencies second attempt (Statement of Achievement) – can only be completed in Block 4 |
| 135 | Attitudinal Test end of placement - M |
| 134 | Service User feedback (to be completed by mentor) |
| 125 | Emotional Touchpoint (Student reflection) - S/M/PT |
| 96 | End of Placement Review - Block - 2 S/M |
| 136 | Ongoing record of achievement - M |

YEAR 1 BLOCK 3 – see Block 1 for more information

| Page No | Title of document in contents tab |
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| 97 | Check list of responsibilities - M |
| 62 | Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification) |
| 99 | Induction Checklist - To be completed on day 1 – S/M |
| 101 | Initial meeting – S/M |
| 98 | Student Self-assessment to be completed before initial meeting with mentor – S/PT |
| 102/103 | Reasonable Adjustments |
| 63 | 25 Competencies (Summative Assessment of Placement) – all 25 competencies need to have been achieved twice with at least one being ‘Observed in Practice’ |
| 104 | Interim/Mid-Placement Review – S/M to complete |
| 137 | Attitudinal test mid-point - M |
| 105 | Interim Development Plan – S/M |
| 64 | 25 competencies first attempt (Statement of Achievement) – to be signed by Block 3 mentor only if all 25 competencies have been achieved twice with at least one being ‘Observed in Practice’ |
| 65 | 25 competencies second attempt (Statement of Achievement) – to be signed in Block 4 if student has not completed all 25 competencies by end of Block 3 |
| 139 | Attitudinal Test end of placement - M |
| 138 | Service User feedback (to be completed by mentor) |
| 126 | Emotional Touchpoint (Student reflection) - S/M/PT |
| 106 | End of Placement Review - Block 3 – S/M |
| 140 | Ongoing record of achievement - M |

YEAR 1 BLOCK 4 – see Block 1 for more information

| Page No | Title of document in contents tab |
|----------------|---|
| 117 | Instructions Personal and Professional Development – information regarding the formative assessment in Block 4 |
| 107 | Check list of responsibilities - M |
| 62 | Mentor Signature Sheet (mentor to check Mentor name is on the document with correct qualification) |
| 109 | Induction Checklist - To be completed on day 1 – S/M |
| 111 | Initial meeting – S/M |
| 108 | Student Self-assessment to be completed before initial meeting with mentor – S/PT |
| 112/113 | Reasonable Adjustments |
| 114 | Interim/Mid-Placement Review - S/M to complete |
| 141 | Attitudinal test mid-point - M |
| 115 | Interim Development Plan – S/M |
| 65 | 25 competencies second attempt (Statement of Achievement) – to be signed in Block 4 if student has not completed all 25 competencies by end of Block 3 |
| 72 | Action Planning Document second attempt – to be completed if student has not achieved Block 1 PBA – S/M |
| 74/75 | Achievement and Verification form – second attempt Block 1 PBA - M |
| 143 | Attitudinal Test end of placement - M |
| 142 | Service User feedback (to be completed by mentor) |
| 127 | Emotional Touchpoint (Student reflection) - S/M/PT |
| 144 | Ongoing record of achievement - M |
| 23 | Programme Verification – PT to complete at end of year |