

BSc (Hons) Specialist Practitioner/Specialist Community Practitioner Programme (SPQ/SCPQ) with NMC recordable SPQ

Information for Practice Mentors/Sign-Off Mentors and Practice Teachers

Introduction

This guide has been developed for the Sign off mentor/Practice Teacher guiding and supporting student(s) who are enrolled on the **BSc (Hons) Specialist Practitioner/Specialist Community Practitioner Programme, with NMC recordable SPQ** at De Montfort University.

The aim of this guide is to highlight the key aspects of the role and responsibilities of the Practice Mentor/Sign off Mentor and Practice Teacher.

Please note this guide does not replace any update session that is an essential requirement of your local Trust in conjunction with De Montfort University.

The SPQ Programme- General Information

The SPQ/SCPQ programme consists of 8 pathways as below, students can choose one of the following pathways of learning to study –

Adult SPQ

Children's SPQ

Mental Health SPQ

Learning Disability SPQ

Community Learning Disability SPQ

Community Mental Health SPQ

General Practice Nursing SPQ

District Nursing SPQ

The SPQ/SCPQ Programme is an **NMC Approved Programme**, therefore Sign Off Mentors and Practice Teachers, in addition to Practice Mentors, are required for student assessment. **Sign Off Mentors** are required for all Pathways within the SPQ/SCPQ Programme except the **District Nursing Pathway** which requires a **Practice Teacher**.

The Assessment Strategy

Introduction

Within the SPQ/SCPQ Programme students undertake **Modular Assessment** as they complete their core, clinical and elective modules. Students also complete their NMC approved SPQ outcomes through the **SPQ/SCPQ Programme Portfolio Assessment**.

Modular Assessment:

Within this programme students are assessed in clinical practice within each individual module by completing a **Practice Assessment Module Portfolio (PAMP)** for each module and submitting this as part of the assessment strategy.

Programme Assessment:

Students undertaking this programme also have to fulfil NMC Specialist Practice outcomes by completing their “overarching” SPQ Programme Portfolio. Students are introduced to this portfolio during the Induction to the programme and are expected to complete this throughout the duration of their programme. Students are expected to submit the SPQ Programme Portfolio at the end of the Programme, as a final part of the Assessment Strategy. Students are supported by Sign Off Mentors/Practice Teachers and their Personal Tutors in order to help them complete this Portfolio.

Modular Assessment in more detail

In all Pathways a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing is essential.

The assessment strategy for every module within the SPQ/SCPQ Programme places an equal emphasis on assessment of both theoretical learning and practice-based learning.

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

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

Please note:

It is acceptable for students on the SPQ programme during their modular assessment to be supported by a “Practice Mentor” who has sufficient experience and knowledge that is superior to that of the student and has the same SPQ as the student that they are supporting.

Role of the Practice Mentor is to:

- Be appropriately prepared, and demonstrate responsibility for student learning
- Act as a positive and professional role model
- Negotiate and clarify with the student how the mentoring role will be fulfilled to take account of respective commitments, best learning opportunities and other local considerations
- Assist with the student in assessing their learning needs in relation to their area of practice within the clinical setting

Plan with the student the ways in which the identified outcomes can be met and implement the plan. This may include shadowing relevant practitioners, demonstration, discussion, observing the student, answering their questions.

Selection Criteria for Medical Mentors

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

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

OR

- Is a specialist registrar, clinical assistant or consultant within a NHS trust or other NHS employer
- Has some experience or training in teaching and/or supervising in practice
- Agrees to be a mentor to a nurse, health visitor or allied health professional undertaking the course
- Has the approval of the employer to undertake the mentoring role
- Agrees to undertake a short preparation for the role (please contact the module leader)
- Guides and supports students, pointing them to guidelines, protocols and other human or material resources.
- Assess and evaluate the students developing competence and provide feedback regarding their progress
- Make a judgement of whether the student has demonstrated competence in relation to the

performance indicators for the module

- Provide the module leader with information (by completing the initial, mid and final interviews) regarding the student's progress including concerns relating to their competence, attitude and motivation
- Verify the achievement of the learning outcomes by completing the PAMP documentation
- Make arrangements for support of the student during your periods of annual leave that may fall during the course
- It is anticipated that the student will have access (direct/indirect) to their designated mentor for a minimum 40% of practice time; i.e. it is not a requirement that the student works with their mentor for 40% of the practice time
- Be aware of the university guidelines on unsafe practice and what is deemed to constitute unsafe practice on the part of a post-registration student

The role of the practice mentor in completing the PAMP

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

The following information indicates that Mentors must:

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

SPQ Programme Portfolio Assessment in more detail:

As students complete the NMC specific outcomes within their **SPQ Programme Portfolio** they should be supported by a Sign off Mentor /Practice Teacher at all times. (NMC,2008).

Selection Criteria for Sign off Mentors/Practice Teachers of students on the BSc (Hons) Specialist Practitioner/Specialist Community Practitioner Programme, with NMC recordable SPQ

The Sign off Mentor:

The Practice Teacher:

The Role of the Sign Off Mentor/Practice Teacher.