



University of
Nottingham

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Nursing Mentors' Newsletter

School of Health Sciences
Autumn 2017

nottingham.ac.uk/healthsciences/practice



Funding changes for BSc
Nursing students

Taking steps towards the
best student experience

Marvellous mentors
nominations

Welcome to the autumn Mentors' Newsletter

Jan Royal-Fearn

Deputy Lead for Practice Learning (Nursing)

Welcome to our autumn newsletter, published online and via PDF. This newsletter is designed to update mentors and other colleagues who sit within our Practice Learning Team (PLT) Support Structure. This issue covers:

- Funding update and post-18 nursing curriculum
- Education framework
- Student experience
- Insight visits
- Partnerships
- Student evaluations
- Marvellous mentors

We hope you enjoy this issue. Please send any feedback or ideas for future editions to jan.royal-fearn@nottingham.ac.uk.

Funding changes for nursing students

From September 2017, all BSc Nursing students will no longer be eligible for a bursary. Their education will be paid for via student loans for both fees and living expenses. In effect, this means that when students are in University or out on placement, they are funding this experience themselves.

We're not sure what impact this may have in terms of expectations, but we do know where other courses have moved to a student loans system, students have expected a more customer focused experience.

To offer greater value to students, we are working hard to deliver more flexible placement allocations. This will help students make the most of their learning experience on placement.

We've also increased the number of students from widening participation routes to 50% of our student base. These routes include students who come to us with BTEC or Access to nursing qualifications, rather than entry straight after A levels, and mature students over the age of 21 who are applying to study nursing.

Dr Aimee Aubeeluck

Director of Admissions,
School of Health Sciences

50%

of our students now come from widening participation routes



Developing the post-18 nursing curriculum

Dr Ruth Pearce,

Associate Professor, School of Health Sciences, University of Nottingham



As many of you are aware, the Nursing and Midwifery Council (NMC) are publishing new Standards of Proficiency for registered nurses in April 2018.

The four domains have been replaced with seven platforms, and competencies replaced with proficiencies. Universities nationally have the option to become early adopters in September 2018, which is what we've decided to do.

This means rewriting our BSc Nursing and Graduate Entry Nursing programmes to reflect the new standards. We are developing our post-18 curriculum now and have representation on all our curriculum and module development teams from practice, service users and students.

The new NMC standards have been developed in response to the Five Year Forward View (2014) and the Shape of Caring (2015). The NMC claim the standards reflect the anticipated future needs of the public for expert nursing care and the proficiencies are aspirational to address this anticipated need.

The proficiencies are outcome focused and apply across all fields of nursing practice. The aim is that on registration, nurses must be able to meet the fundamental

care needs of people across their lifespan with a range of mental, physical, cognitive and behavioural health challenges, recognising the complexity of care in their chosen field of nursing practice.

As the proficiencies are generic and not field specific, the focus of the theoretical content, practice application and practice experience will reflect the need for students to meet the outcomes in the context of their field of practice.

There are annexes attached to the standards and these list a comprehensive range of person centred clinical skills that need to be achieved on registration.

Examples include venepuncture, venecannulation and registrants being prescribing ready.



Simulated clinical skills practice

This will be a challenge for universities and practice placements to support. In response, the NMC have removed the cap of 300 hours of simulated practice to allow up to 50% of the 2300 practice hours to be undertaken in simulation. We believe the practice learning environment is the fundamental experience a student nurse needs to develop the knowledge, skills and attitudes needed for registration. As a result we will be reducing the hours in clinical practice, but not as radically as 50%. We will however be increasing clinical simulation to support students to develop the extended skills identified above.

The new NMC standards will be challenging to deliver, but if we are to future proof our profession and our health service it is a challenge we all need to rise to.

Further reading:

- Health Education England (2015) Shape of Caring: Raising the Bar hee.nhs.uk/printpdf/our-work/developing-our-workforce/nursing/shape-caring-review
- NHS England (2014) Five Year Forward View england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf

NMC consultation on the Education Framework

Jan Royal-Fearn

Deputy Lead for Practice Learning (Nursing)

The NMC have been consulting since June on the education framework alongside the consultation on nursing competencies and medicines management standards. All consultations had a response date of 12 September 2017.

The education framework suggests a new model for how we support students in practice. This means replacing the role of mentors with supervisors in each practice setting, and having practice based assessors to assess the student in each part, or year, of the programme. Practice based assessors will also have an academic assessor to liaise with for decisions on support.

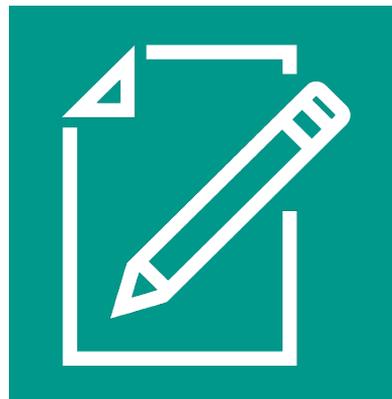
It's difficult at this stage to predict how these proposed models will work in all placement areas. We are holding conversations with all our trust, private and voluntary partners to see how we can adopt the changes that may be required. PLT Chairs will be updating staff once more information is available.

The NMC propose mentor preparation, triennial review and mentor updates won't need to be done in such a prescriptive way in the future. Instead these will be monitored by trusts and

placements to ensure the quality of placements and the staff who support students is maintained. Preparation to support students, updates and registers will still need to take place and be monitored by the placement and the universities.

We understand there's uncertainty on how these suggested changes will impact on every placement area. At present these proposals are all draft and the NMC will be working from September 2017 to finalise the changes subject to the feedback they've received.

It's expected that the final version of the Education Framework will be published by the NMC in spring 2018 and be implemented with the new post-18 nursing curriculum from September 2018. We will have more information about this in future newsletters, through our mentor updates and PLT activities when the changes are confirmed.



In June 2017, the University of Nottingham was awarded gold in the first Teaching Excellence Framework (TEF). The independent TEF panel judged that the University delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK.

What is TEF?

The purpose of the TEF is to recognise excellent teaching and other national quality requirements for universities, colleges and other higher education providers. As such, it can provide prospective students with information to help them choose where to study.

Higher education providers who participate in the TEF can receive either gold, silver or bronze awards, reflecting the quality of their undergraduate teaching, learning environment, and student outcomes and learning gain.

The University's gold award highlights its position as an outstanding teaching and research-intensive university. The TEF panel noted that students at the University achieved "consistently outstanding outcomes", and that there were high levels of student satisfaction with teaching and academic support.

Find out more:

nottingham.ac.uk/about/facts/teachingquality.aspx

Dr Chris Bailey

Director of Teaching and Learning

Taking steps towards the best student experience

Andrea Clegg, Assistant Divisional Nurse (Surgery), Nottingham University Hospitals |
Jan Royal -Fearn, Deputy Lead for Practice Learning (Nursing)

Are your placements offering a consistent welcome to students? It's good to remember how nervous you feel when you start a new job, so remember students start a new job every 6 to 8 weeks!

Here are some hints and tips to ensure your students get the best possible welcome and learning experience from you.

Proactive communication

- Make contact to welcome them before they start. Provide their mentor's name and where they should go on their first day.
- Provide their first week's rota before they start. The earlier the better - we all like to plan ahead!
- Ensure your student booklet is up to date and conveys the right message about opportunities in your learning environment. Also upload it to ARC POW - this will save you emailing it out.

First impressions

- Nominate someone to meet them on their first day - it doesn't have to be their mentor.
- Provide a tour of the placement area. Remember to include amenities such as toilets, staff room and café.
- Introduce them to the team.
- Where possible, ensure their mentor is on duty for their first shift. If they aren't, let the student know who they are working with. Knowing in advance can reduce any anxiety.

- A welcoming smile will go a long way.
- Provide them with a welcome pack with key information and contacts on their first day (if they have not already printed this from ARC POW).

Getting to know the student

- Review their previous placement and any action plans recorded to understand their individual needs early on.
- Encourage the whole team to take an interest in the student as a person. What are their strengths? What do they need support with?
- What can the student bring to the team with regards to education and learning? Learning is a two way process. Have they got something they could share?
- Can they work with one of the link nurse mentors to provide a display or patient resource relevant to the area?

Does the placement area value students?

- Is there a student board with up to date information? This should include details of the PLT representative and the University Link Lecturer.
- Insight visits with contact details are listed and opportunities given to undertake them.
- The mentors and ward team are aware of learning and competency opportunities.
- There are learning resources for students to use, including books and journals.

Does the area have an MDT approach to learning?

- There are opportunities to shadow others in the MDT.
- Members of the MDT pro-actively introduce themselves to the student.

Monitoring progress

- Meeting dates are set and organised pro-actively with the understanding that there may need to be flexibility due to any unanticipated changes.
- The team pro-actively asks the student at the end of the shift. What went well?, What could have gone better?

Set expectations of the evidence they need to provide

- Students find it helpful if their mentor can let them know early on what evidence they expect to see. It helps mentors too if they are assessing evidence throughout the placement and not leaving it all to the end.

At the end of the placement

- Ensure the final interview is planned and assessment documents are completed in the final week.
- Ensure that they complete an evaluation of their placement experience (SEPL) so that the team receives feedback on their support.

Insight visits with the infection prevention and control team at NUH

Fay Spencer

Infection prevention and control matron, Nottingham University Hospitals

Infection prevention and control (IPC) is everybody's business and greatly influences patient experience. Maintaining a high level of IPC ensures staff and patient safety remains a top priority. You'll be amazed at the breadth and depth of IPC work undertaken behind the scenes at NUH.

Students may have some prior knowledge and exposure of caring for patients with a transmissible infection such as MRSA. However, following an insight visit with the IPC team, they often leave with a far greater understanding of the impact of IPC and how this may influence their own clinical practice.

Students who previously had insight visits with the IPC team come from a wide range of specialties including nursing, medicine, pathology and biomedical science. Insight visits range from a day visit to one week. During a visit students work alongside a member of the IPC team and gain insight into a variety of IPC, including:

- Why IPC is a mandatory requirement.
- Understanding the route of transmission for infective organisms and measures used to prevent them.
- Undertaking clinical review of patients with alert organisms with the IPC team. For example, transmissible infections MRSA, carbapenem resistant enterobacteriaceae, clostridium difficile, group A streptococcus.
- Seasonal variances - how the IPC team manage outbreak situations

- such as norovirus and influenza.
- Gaining an insight and/or undertaking an environmental audit.

One week placements for management students in their third year of nurse training would allow a deeper insight into strategic working at divisional level, including:

- Ward refurbishments and decant.
- Investigative work such as Root Cause Analysis.
- Training and education of IPC.
- How IPC feeds into Governance work.

"The team are so welcoming, they are such a lovely bunch of nurses to work with."



Book an insight visit

City campus

hayley.dodwell@nuh.nhs.uk
or ring extension 55578

QMC campus

julie.walton@nuh.nhs.uk
or ring extension 63866

The IPC team work between 8am-5pm Monday to Friday.

 @IPCT_NUH

Welcome to Local Partnerships Nottingham West

Joanne Egbury, Community Staff Nurse | Pat Duray, Community Staff Nurse | Ann Mahdoodi, Community Matron

Recent mentor conferences

Earlier this year two Nottingham NHS trusts ran education conferences, including information for mentors.

Nottinghamshire Healthcare Trust held a one day conference in April. Staff learnt about the variety of nurse learners in the organization, such as students, associates and apprentices. Speakers from the trust and local universities also presented their work on changes and developments in practice areas when you are supporting learners.



Delegates taking part in activities at the NUH mentor conference

Nottingham University Hospitals held a mentor conference in June in conjunction with the Division of Nursing at the University of Nottingham. The following topics were covered:

- An overview on placements at NUH from Rachel McGowan
- Post-18 nursing curriculum presented by Ruth Pearce
- NMC Consultation proposals for changes to mentorship were introduced and presented by Jan Royal-Fearn.

Lively debate ensured there was lots of feedback given on the proposals and the responses have been useful in considering how each organization responds to the NMC consultation process.

A recent meeting for Local Partnerships (LP) Nottingham West PLT identified a need to update and remodel the welcome and introduction information for learners, in line with changes to the partnership arrangements from Health Partnership to LP.

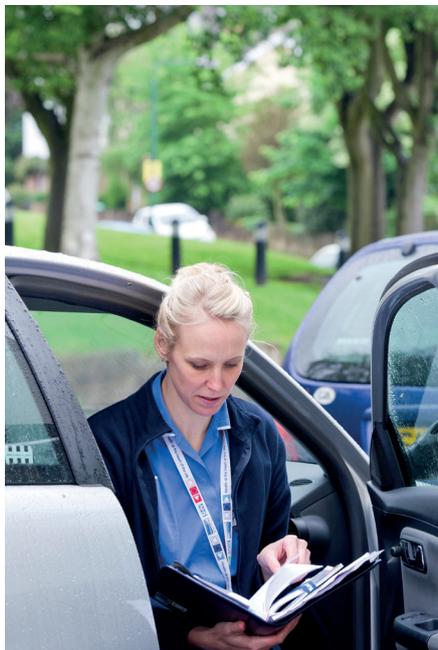
In response, a small team of PLT representatives worked closely to produce new resources which were launched in spring 2017. The welcome pack includes:

- Local information and service delivery details
- Health and safety information including tracking and reporting
- Expectations for practice including code of conduct
- Off duty information
- Base and mentor contact details
- IPL opportunities
- Community nursing and role of the district nurse

In addition to the information pack given to learners in placement, the Generic Learner Resource Pack includes the following for reference:

- History of district nursing
- History and profile of the locality
- Information about specific services delivered by the Integrated Adult Community Team

The resources have been received very well by subsequent students and learners from a diverse range of backgrounds. The PLT values the contribution of students in developing the practice environments and resources and are always welcome to attend their meetings. The group continue to develop these resources and plan to progress to an e-version.



District nurse visiting patients

Student evaluations of practice learning

Tyler Crofts

Senior Administrator, Student Services, Health Sciences

The school receives a large amount of student placement feedback. In 2016, 4,717 Nursing Student Evaluations of Practice Learning (SEPL) feedback forms were received, providing immense amounts of quantitative and qualitative data.

Every evaluation is looked at. Feedback is reviewed by the school every three months and all issues/ concerns are investigated.

Your feedback matters. Evaluations are shared anonymously with placement hosts and practice organisation partners on a periodic basis to recognise high standards of practice and take action where needed.

It is therefore essential to submit a SEPL after every placement, to ensure we have the best possible quality practice learning environment.

Feedback pathway

Student completes SEPL form

Tell us about your experience – what's been good and what needs to improve?

School reviews

Good practice is acknowledged and issues are investigated

Practice organisation and practice host

Anonymous evaluations are shared with organisations and hosts. Good practice is recognised and actions are generated to drive improvement

98%

of students made to feel welcome by the placement

96%

of students were allocated a Mentor/ Sign-off Mentor on or before my first day

76%

of students found the whole experience useful

Marvellous mentors

In June, we asked students and staff to nominate their marvellous mentors. Once again we were inundated with responses and information on the hard work you put into supporting their learning while on placement. Thank you to each of you for the effort you make to ensure our students have such fantastic learning experiences.

The supporting information that students feed back shows the key elements of success are:

- Taking time to ensure the students know what they are doing – and explaining it clearly if they don't
- Making the students feel they can ask you questions in the daily course of work

- Taking time at the start of placement to welcome them and ensure they get to know other staff in the team
- Encouraging them to take on more than they may feel ready for and supporting them every step of the way to achieving what they thought they couldn't
- Working with a friendly team who support each other and keep smiling even when the day presented many challenges

None of these are overwhelming targets for mentors and it goes to show that smiles and support make such a difference on a daily basis to the students learning with you in your placements.

If your name is listed here and you want to find out who nominated you, please contact:
jan.royal-fearn@nottingham.ac.uk



Marvellous mentors



Elvira Amaro:
Fletcher Ward,
City Hospital,
Nottingham

**Yvonne
Augustine:**
C24/C25,
Queen's
Medical Centre,
Nottingham

Karen Bennett:
F21, Queen's
Medical Centre,
Nottingham

Kay Bradley:
District Nurse,
Staffa Health
Centre

Colleen Burnside:
Oker Ward,
Whitworth
Hospital, Matlock

Helen Buttley:
Winifred 2,
City Hospital,
Nottingham

Michelle Carney:
Early Intervention
Team, Bassetlaw
Hospital

**Kate
Cheesewright:**
Emergency
Dept, Queen's
Medical Centre,
Nottingham

Helen Collins:
Dementia
Outreach Team,
Nottinghamshire

Clare Cowap:
Thorneywood
Mount,
Nottingham

Sophie Dickings:
E15, Queen's
Medical Centre,
Nottingham

Helena Edis:
Main Recovery,
Queen's
Medical Centre,
Nottingham

Jill Gratton:
Okeover Ward,
St Oswalds,
Ashbourne

Emma Green:
Orchid Ward,
Millbrook,
Mansfield

Daniel Griffiths:
Ward 204, Royal
Derby Hospital

Helen Gunn:
Barclay Ward,
City Hospital,
Nottingham

Amelia Harding:
Specialist
Receiving Unit,
City Hospital,
Nottingham

Kirsty Harrison:
Baron Ward,
Babington
Hospital, Belper

Frankie Hayles:
C51, Queen's
Medical Centre,
Nottingham

Mandy Haywood:
Nightingale Ward,
City Hospital,
Nottingham

Julie Housley:
E14, Queen's
Medical Centre,
Nottingham

Catherine Hulme:
Alfreton HV Team

Crue James:
E15, Queen's
Medical Centre,
Nottingham

Lisa Jenkins:
B47, Queen's
Medical Centre,
Nottingham

Grace Lee:
Hogarth Ward,
City Hospital,
Nottingham

Rebecca Lees:
East Leake Health
Centre

Lynsey Lord:
Neonatal ICU,
Kingsmill Hospital

Diane Mabbs:
D34, Queen's
Medical Centre,
Nottingham



Our mentor champions



Sharon Maguire:
Lighthouse
Children's Centre,
Derby

**Stephanie
Manning:**
Neonatal
ICU, Queen's
Medical Centre,
Nottingham

Laura Marsh:
Clifton
Cornerstone
Health Centre,
Nottingham

Larissa Mason:
Edward 2,
City Hospital,
Nottingham

Iain McGregor:
C4/C6, Queen's
Medical Centre,
Nottingham

Donna Moyes:
Southglade
Medical Centre,
Nottingham

Tina Murphy:
Okeover Ward,
St Oswalds,
Ashbourne

Christina Nash:
Hayward House,
City Hospital,
Nottingham

Fiona O'Riordan:
E40, Queen's
Medical Centre,
Nottingham

Emma Reynolds:
Heanor Ward,
Ilkeston
Community
Hospital

**Cynthia
Rodrigues:**
Stroke Ward
53/54, Kings
Mill Hospital,
Mansfield

Jenny Shaw:
Rushcliffe
Community Mental
Health Team,
Lings Bar Hospital,
Nottingham

Jan Smith:
E37, Children's
Assessment
Unit, Queen's
Medical Centre,
Nottingham

Clare Saxton:
F22, Queen's
Medical Centre,
Nottingham

Gemma Sneddon:
F19, Queen's
Medical Centre,
Nottingham

Gillian Stanbrook:
Baron Ward,
Babington Hospital,
Belper

Heather Stocks:
ACU, City Hospital,
Nottingham

Hayley Swan:
Neonatal ICU,
Kingsmill Hospital

Daniel Takahashi:
Barclay Ward,
City Hospital,
Nottingham

Charlotte Taylor:
Winifred 2,
City Hospital,
Nottingham

Charlie Turner:
Ward 34
Radbourne Unit,
Royal Derby
Hospital

Lucy Vango:
ACU, City
Hospital,
Nottingham

Nicola Veater:
Carrell Ward,
City Hospital,
Nottingham
(nominated twice)

Gemma Walker:
E37 Children's
Assessment Unit,
Queens Medical
Centre, Nottingham



Sarah Walton:
Berman 2,
City Hospital,
Nottingham

Sarah Watson:
Bolsover and Clay
Cross Older Adults
Community Team

Glen Weston:
Carrell Ward,
City Hospital,
Nottingham

Cheryl Wilson:
Morris Ward,
City Hospital,
Nottingham

Claire Wilson:
CAMHS Eating
Disorder Team,
The Den,
Chesterfield Royal
Hospital

Steve Winson:
Bonnard Ward,
Rampton Hospital

If you want to know more about your own nomination,
email: jan.royal-fearn@nottingham.ac.uk



Next edition

The next edition of the mentor newsletter will be in early 2018.

If you have any contributions you would like to send, any innovative things you do in practice to help your students learn, or any fantastic resources your team have developed, we would love to hear from you.

Please send your stories to:
jan.royal-fearn@nottingham.ac.uk



For more information about practice, visit:
nottingham.ac.uk/healthsciences/practice

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in alternative formats.

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University of Nottingham has made every effort to ensure that the information in this brochure was accurate when published. Please note, however, that the nature of the content means that it is subject to change from time to time, and you should therefore consider the information to be guiding rather than definitive.

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