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Nottingham

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Nursing Mentors' Newsletter

School of Health Sciences
Winter 2017

nottingham.ac.uk/healthsciences/practice/nursing



New electronic Practice
Assessment Record (E-OAR)

The benefits of elective
placements

Interprofessional learning
forum for students

Welcome to the winter Mentors' Newsletter

Jan Royal-Fearn

Deputy Lead for Practice Learning (Nursing)

Welcome to 2018 and the new edition of the nursing mentor newsletter! This edition is full of useful information, updates and news from placements and students. We also have the marvellous mentor nominations and it's great to see students sending in supporting statements about how much mentors have helped their learning.

Keep up the excellent work and support, and many thanks for all you do in assisting our students to become excellent nurses for the future.

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

Feedback from PLT Chairs

PLT Chair meetings took place in November for Nottinghamshire areas and December for Derbyshire areas. Information cascaded at these meetings includes a review of link lecturer support and access in the mental health and children's placement areas, meaning there may have been a change to your link lecturer in some placements. Placements have been notified by the new link lecturer where this is the case. A review of adult placement areas and link lecturers is ongoing.

Mentor preparation modules were also discussed, as we have confirmation of the CPD budget and funding for April 2018-March 2019. Mentor preparation modules will be offered but places are taken quickly, especially at the Nottingham centre. More dates will be online early in 2018 for cohorts after April 2018. Funding must also be agreed by your trust or employer before you can apply online.

Attendance of PLT placement representatives and university link lecturers was variable at some meetings, with some PLT's having very low attendance. It is acknowledged that attending meetings can be difficult when staffing levels are low and service reconfigurations are ongoing, but it is beneficial when mentors and lecturers get together and get involved in changes to student learning. Speak to your PLT chair if you are repeatedly struggling to attend the meetings. Some teams also reported different methods of cascading information, including rotating locations and using this newsletter as a framework for discussion.



New nursing E-OAR

Rachel Bacon

Practice Support Teacher, School of Health Sciences, University of Nottingham

From September 2017 all first year nursing students will be using an electronic Practice Assessment Record (E-OAR).

The E-OAR will be on a web based platform called Pebblepad. To use the system you will need a computer with internet access. We have been working with IT departments within your organisations to ensure that you can access Pebblepad. Many areas have now put a Pebblepad web link on your systems. You will need an up to date browser and any firewalls and filters should allow you to access Pebblepad – if you have any problems accessing Pebblepad in your organisation please contact your IT team.

Activating your account

From January 2018 if you are supporting first year nursing students you will require a Pebblepad account. Professional

Leads are already sending your details to us to create your accounts. Instructions of how to set up your Pebblepad account will be emailed to you a few weeks before the start of the student's placement.

This account is unique to you and this will act as your signature when completing the student's documentation. You should always practice good standards of information governance and protect your password. If you require a Pebblepad account and have not already had an account created, or if you have any problems activating your account, please contact your professional lead or helm@nottingham.ac.uk

Viewing the new E-OAR

Visit www.derbyhospitals.nhs.uk/education/practice-learning-support-unit/ to view the new nursing student electronic practice

assessment record. The content is very similar to the current documentation but we have adapted it into an electronic format.

There is also a vodcast on using the E-OAR on the practice learning web pages and within the E-OAR.

https://mediaspace.nottingham.ac.uk/media/eOAR+Vodcast/0_gg3y58pq

On placement students may use their own devices to access their E-OAR on Pebblepad or they may use an app called Pebble Pocket to create evidence. We understand that this may not always be appropriate, so please discuss any professional considerations with your student.

To find out more please attend a PLT meeting, mentor update or E-OAR workshop. Alternatively contact your Professional Leads, University Link Lecturer or email hs-pst@nottingham.ac.uk



The benefits of elective placements

Rebecca Woodhead

Second year adult nursing student

I chose to plan my elective at Rainbows Children's Hospice to work outside of my comfort zone, learn new skills and challenge myself to thrive in an unfamiliar environment.

I found it rewarding to work alongside nurses from both a paediatric and learning disability field, and adapt to situations in practice that I would not get a chance to experience in an adult nursing setting. I opted to experience working in a hospice environment, as I felt that this would not only help to equip me with the knowledge and skills to provide my patients with the best care possible during the final part of their journey in life, but also gain an awareness of how to sensitively and effectively support grieving families during their own time of need.

Although my elective placement focussed on the care and wellbeing of children and young people in a palliative care setting, I felt that the placement was a great insight for me as an adult nurse. I witnessed the value of good teamwork in practice, and how good communication can be achieved to improve the overall care and experience of service users and relatives. I was also able to gain a wider appreciation for the rapport that staff continue to build with people, and I noticed how the support translates to the positive emotional wellbeing and stability of

patients that are facing especially vulnerable and challenging times.

Due to advances in medical technology, there are an increasing number of young service users that are surpassing their expected life expectancy, and therefore have to be transitioned into adult services. I found this element of care particularly interesting, as it provided an insight into some of the complex childhood conditions that may present in adult services users I may care for in my field of practice. Equally, it has also given me a greater appreciation and understanding of how to care for these service users if they were placed into my care.

Though the nature of Rainbows can seem bleak, the place is anything but. Witnessing the spirit,

generosity and appreciation from the service users and their families, coupled with the positive and encouraging attitudes of the staff, was so heartening and inspiring to see as a nurse. Often in a job so emotionally challenging, the strenuous demands can cloud the view of the real impact that good care has on people's lives, both physically and mentally. Participating in such a rewarding placement and being involved in a communicative and supportive team clearly identified the importance of teamwork in healthcare. Witnessing first-hand the impact that skilful, confident and knowledgeable practitioners has on the outlook and outcome of their patients has helped reinforce my desire to provide the best quality care.



Rebecca Woodhead,
second year adult nursing student

Awarding Bondy levels at final assessment

Jan Royal-Fearn,
Deputy Lead for Practice Learning (Nursing)

At the November meeting of the school's Nursing Practice Learning Committee, the student representative - Gavin Hibberd-Smith - brought feedback from a range of students to the meeting for discussion.

One aspect was around the consistency of mentor decisions on Bondy levels. With the thousands of mentors we have for our students in our wide range of practice placements, it is not always easy to achieve consistency. One way to do this is via learning resources on the web.

We have our podcast for mentors on completion of the OAR paper based assessment document at www.nottingham.ac.uk/healthsciences/practice/nursing/mentors/resources/ along with the newer vodcast for the electronic OAR arriving with our new first years in 17/09 from January 2018. Make sure you are up to date with these when assessing students, especially if you do not feel too confident using the assessment documents. Students should also be arranging their tripartite discussions for formative feedback from mentors.

During this there should be discussion about what Bondy levels the student should expect to achieve and what practice grading is predicted at the end of placement based on the student's

current situation and achievement. This is not always happening, so make sure you cover this with your students and link lecturer during the tripartites. Another area of concern for students was the belief among mentors that you could only give a maximum grade for each year. Bondy is a tool with four grades (1-4). In the first part of the course students have to get assessed at Bondy level 2 to pass, but if they are working well and achieving Bondy level 3 or even some 4's on a few competencies that's great – please reward that achievement as it adds into their credits for practice grade. If you are unsure on any of this please review the resources on the web, or read the white pages about the use of Bondy and credits for practice, at the front of every student's OAR.



Nursing student practicing clinical skills

NMC timescale change

In November we were notified by the NMC that they are delaying the publication of their new standards for pre-registration nursing, and will not be able to validate any programmes until October 2018. This means our planned post-18 nursing curriculum cannot go ahead in September as planned.

As a result of this we will be running our existing curriculum for another year, but will also implement a few ideas from the ongoing post-18 curricula development. This gives us a lot of things to develop with time to consult further with all our practice stakeholders as we move towards the new timescale. For mentors and practice partners, some of the changes mean that students in your practice areas will have:

- An increased variety of placements as we move towards two hub placements per year from our 17/09 cohort
- Placement choice and placement exchange schemes in operation
- International elective and ERASMUS placements (second year BSc students)
- Additional clinical skills training
- Scoping of additional qualifications alongside the programme, such as first aid and tier two dementia care

One benefit from this delay is that we have time to consult with staff, students and providers about the next nursing curriculum in practice, how we implement the new education framework and ensure we offer a programme for the future nursing workforce.

Judith Tanner
Head of Division of Nursing

Interprofessional Learning Forum for students

Stacey Martin

Practice Placement Co-ordinator, Derby Teaching Hospitals NHS Foundation Trust

Derby Teaching Hospitals NHS Foundation Trust is committed to supporting our students. Taking pride in caring and developing the 6C's are part of our trust ethos, showing our commitment to support, develop and pave the way for our future workforce.

Practice Learning Support Unit (PLSU) is responsible for ensuring both the quality and quantity of clinical placements for all commissioned health professions. As a department PLSU felt that inter-professional learning needed to be implemented with a more innovative approach at the start of students' careers and throughout their training, ensuring it's part of our culture to work together.

WHO guidance in 2007 discussed the benefits of students and members of the wider multidisciplinary team (MDT) forming collaborative relationships. It also looks at how we can best utilise and implement our collaborative working and the benefit it can have on the overall service of the NHS.

The IPL forum allows students to:

- Relate theory and practice together, enabling better patient outcomes in acute and primary settings
- Be better equipped when dealing with wider members of the public, enabling them to reach better outcomes for patients and

their carers

- Improve practice and become more productive

Students can use this time to reflect with their peers, raise moral and ethical issues and work out solutions that arise from student life. The forum is open to all students who are currently attending placement at Royal Derby Teaching Hospital and London Road Community Hospital. It provides additional support networks, contact details of practice placement facilitators and aims to be a forum to share good practice and disseminate information, learning from other students about their experiences.

How we did it

PLSU decided to develop a student forum (face-to-face) that all multi-professional students could attend. Students are invited via Twitter, word of mouth and email. Sessions are held on a quarterly basis.

We set out open questions to ask students, to create conversations with no fixed rules other than a small time frame. This acts as an ice-breaker for students to find common ground and relate to common themes whilst in placement. A member of PLSU facilitates to ensure that students don't detract completely from the theme of questions. Groups are split so each one has a varied amount from each profession. A case study is then reviewed by students, showing how each profession collaborates and aids

the patient's recovery process.

At the end of the session, we show a video of staff not working together or implementing the 6C's and how that can affect care. We ask all the students to make a pledge of how they will implement the 6C's in practice. After each session we give out evaluation forms to the students to see how we can improve the IPL forum. Students have enjoyed the sessions, with some excellent feedback received.

What next?

We've shared our learning forums with the community teams who have adapted the forum to fit in with their learning needs.

We'd like to see more medical students attending our sessions and are seeking other opportunities of how we can engage them in our forums. We would also like to explore other case studies that can relate to the wider audience.

Additionally, we would like to invite lecturers to our sessions and see if we could work collaboratively so that we can link what they learn in University to what they learn from our forum. We have also put forward an application to the Student Nursing Times Award.

Find out more

www.derbyhospitals.nhs.uk/education/practice-learning-support-unit

Management placement preference

Charlotte Robson, Associate Teacher Practice Learning
Dawn Ritchie, Lead for Practice Learning (Nursing)

A new system has been introduced in the Division of Nursing to enable student nurses to have an element of choice for their management placement.

We have been listening to student feedback from the National Student Survey, which highlighted the students' desire for more choice for the final placement in their programme. One of the ways we have responded to this has been to trial two systems with the BSc 1509 and MNSci 1409 cohorts to offer management placement options for their 12-week management placement. Under our new system, students are able to view the available management placement options for a two week window, and are recommended to view the placement profiles to identify several areas which may be of interest prior to submitting their preferred choices. Both an electronic booking system and also a system of students submitting their top five preferences were trialled and a formal evaluation of the process is underway. We have also expanded the placement exchange option for students and this can now be used for every placement.

Offering an increased placement choice has highlighted the importance of ensuring that placement information available

online reflects the care delivery and experiences available for students. This is the primary source of information for students when making their selections. If you want to review and update your placement information profile, please ask a student or your link lecturer to access it for you on ARC POW and when updated send it to placement.audit@nottingham.ac.uk

Preliminary feedback has also highlighted a considerable demand from adult and child field students requesting community management placements; adult students wanting to undertake management placements in Emergency, Critical and High Dependency Care areas and specialist services.

These students may be looking forward to a placement in your clinical area soon. MNSci management students commence in placement areas from 12 March 2018 and BSC start their management placements on 4 June 2018.



Nursing student practicing with patient

Giving feedback to students in practice

At our Medicine PLT meeting in Derby in September, we identified a recurring evaluation from students that they did not receive feedback. We discussed this and felt that it was best practice to establish with each student at the start how they want feedback – do they appreciate a more formal debrief at the end of shift, a quick summary of how they are doing each week of placement or feedback as it happens during a shift? All students need feedback to enable them to develop and learn.

It is important that mentors ensure the students know how they are getting on. Students should be given feedback – positive or negative throughout their placement. There are opportunities for recording this feedback at mid-point interviews and during tripartite meetings, but it can happen anytime so that students always know what's going well for them and what needs improvement.

Feedback from service users and carers should also be obtained in placements, as all students need two pieces of this feedback during each part of their course. Forms for mentors to give to service users and carers can be printed by the students from Moodle.

Joseph Ramtohal, Janet Asher, Jayne Jeanbaptiste, Jane Stanton, Claire Wilson and Jon Burman

Medicine, Cancer and Rehabilitation PLT,
Royal Derby Hospital

OAR moderation feedback

Rachel Bacon,
Practice support Teacher

We'd like to say a huge thank you to every mentor who contributed to the completion of students' practice assessment documents (OAR).

Feedback highlighted that the completion is of an excellent standard, with many examples of OARs that were accurate and comprehensive. However, there continues to be some inaccurate or incomplete OARs with minor omissions such as headings, signatures and incomplete sickness and absence records. Overall the credits for practice grade awarded was appropriate and supported by the quality of evidence. On occasions, there was disparity between evidence and the grade awarded and feedback related to Bondy skill escalator was required to justify the grade awarded by the mentor.

There were many examples of excellent portfolios which were well structured and organised, with high standards of evidence. An excellent range of reflective evidence was used by students which clearly links to the standards with good attached literature. The majority of portfolios were excellent but a few were incomplete, disorganised and lacked cross referencing. Evidence was considered descriptive, lacked annotation, critical analysis, reflection and supporting literature.

Top tips for assessments

- Complete the assessment of the standards of competence, even if your student has failed

- Include feedback and justification for your assessment
- Bondy level should be awarded during formative placements and standards of competence should be awarded at the point of the summative assessment
- A single Bondy level should be awarded – commit to your assessment, it is not acceptable to write 3/4
- Remind your student to complete all entries in pen
- Give justification for the credits for practice grade awarded and relate your comments to the Bondy skills escalator
- Encourage your student to develop a well organised portfolio and suggest cross-referencing
- Promote reflective writing and the use of a reflective model
- Encourage critical analysis and the use of supporting literature
- Ensure the quality of evidence reflects the Bondy level award and justifies the grade
- Make sure students do not breach confidentiality in their portfolio
- Remember students are required to obtain two pieces of service user and carer feedback per part
- Encourage the use of the Clinical Skills Book

If you'd like to be involved in OAR moderation, please contact rachel.bacon@nottingham.ac.uk
Upcoming dates for BSc OAR moderation at QMC are:

- 17 July 2018
- 29 August 2018
- 30 August 2018

You can attend for a couple of hours and it is a great way to update your mentorship.

Competency mapping documents

Practice Learning Teams (PLT's) have developed competency mapping documents that map learning opportunities in their placement areas to the NMC standards. This supports students to achieve their outcomes and enables mentors to provide appropriate learning opportunities within their placements.

Students can access these mapping documents prior to placement and they can also be made available in your clinical areas as part of their induction. If you are not sure if your area has a mapping document available, or if you would like to develop one, please contact your university link lecturer. They are a great resource and students find them really useful in maximising their placement experience.

Competency mapping documents can cover a range of services and specialities and sharing these will benefit all students and mentors. We will be reviewing the mapping documents available to students along with the placement induction packs. We aim to ensure students are provided with comprehensive information to enable them to prepare appropriately for practice and support their needs and those of the mentors during their placement so they can get the very best practice experience.

Rebecca Reeves

Associate Teacher Practice Learning



PLT mapping document

Marvellous mentors

We've 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 that 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 presents 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



Sue Balio-Key:
Fernwood Unit,
Newark Hospital

Sharon Bendall:
Clay Cross Health
Visiting Team

Heather Brierley:
QMC, Nottingham

Nichola Fowkes:
Minster Ward,
Newark Hospital

Karen Green:
Ward 41, King's
Mill Hospital

Claire Heffernan:
Day Surgery
Unit, Circle
Treatment Centre,
Nottingham

Michelle Carney:
Early Intervention
Team, Bassetlaw
Hospital

Lorraine Jackson:
Ward 34, Kings
Mill Hospital

Michael Maltby:
Emergency Care,
Newark Hospital

Karen Mather:
B48 Ward, QMC,
Nottingham

Jessica Mulford:
D11, QMC,
Nottingham

Caroline Nash:
Early Intervention
Team, South
Derbyshire

Charlotte Parish:
Toghill Ward,
CHN, Nottingham

Joanne Smith:
Stroke Unit,
King's Mill
Hospital

Claire Smith:
Stroke Unit, King's
Mill Hospital

Shelly Swinn:
Gervis Pearson
Ward, City
Hospital

Rita Thompson:
Hazel Unit, The
Spire Hospital,
Nottingham

Lisa Wheeldon:
Amber Ward,
Millbrook,
Nottinghamshire

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



Gabrielle Carter:
Seacole Ward,
City Hospital

Sheena Crawley:
Post Anaesthetic
Care Unit,
Chesterfield
Royal Hospital

Lindsay Dryden:
DN Team, Mary
Potter HC,
Nottingham

Claire Flanagan:
ICU, Royal Derby
Hospital

Sarah Flynn:
B48, QMC,
Nottingham

Rachel Jacob:
Ward 404, Royal
Derby Hospital

Tina Lees:
QMC,
Nottingham

Marie Lock:
Day Case, Kings
Mill Hospital

**Noelia Lorente-
Fernandez:**
Surgical Triage
Unit, QMC,
Nottingham

Maxine Lunn:
DN Team, Clifton
Cornerstone,
Nottingham

Rachel Parry:
Rainworth
DN Team,
Nottinghamshire

Rowena Rawes:
Adult Intensive
Care Unit, QMC,
Nottingham

Dawn Richardson:
QMC, Nottingham

Catherine Rowe:
QMC, Nottingham

Julia Rowland:
QMC, Nottingham

Laura Williams:
Day Surgery,
Circle Treatment
Centre,
Nottingham

Tom Woodall:
Nottingham City
Crisis Team,
Highbury Hospital,
Nottingham

Jessica Wright:
Ward 304, Royal
Derby Hospital

Jennie Lloyd:
Parkhouse Health
and Social Care
Centre, Carlton,
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

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





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Next edition

The next edition of the mentor newsletter will be in spring 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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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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