Sign Off Mentor Workshop
Add Trust

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Objectives for the day

• Learners to increase knowledge and understanding of the Sign off mentor (SOM) role

• Update mentors in curriculum/practice/Triennial review requirements

• Provide opportunities for discussion of challenging issues associated with the mentor/sign off mentor role

• Participate in two supervised scenarios and relate these to the sign off mentor role. Including practical application of role including action planning, collaborative working, making a judgement and giving feedback

• Confidentiality clause: please do not share any information about the scenarios outside this room
S.W.O.T

Reflect on your emerging role as a Sign off mentor
What are your
• Strengths
• Weakness
• Opportunities
• Threats
How much do you already know?

- Review answers to the Sign Off Mentorship Multiple Choice Quiz
Assessment of Practice

• ‘Assessment of Practice is a major element of the mentor role but one which causes most disquiet amongst mentors’ (Andrews et al 2010)
‘Mentors passing students despite doubts over ability’

• 37% of mentors (n=300+) have passed students, despite concerns about competence or attitude, or thought they should be failed

Assessments

• What is assessment?
  Assessment of learning is intended to measure learning outcomes with regards to students’ progress towards meeting identified criteria

• How are assessments made fair?
  Clinical assessments are ultimately subjective, but how consistency can be best achieved should be considered
NMC Competencies

The NMC competencies relate to the students progress in each practice learning opportunity (PLO). An appropriate box must be ticked with written feedback provided by the mentor:

**PLO 1**
- Competency not assessed
- Student has achieved all of the above
- Student has not achieved all of the above

**PLO 2 and 3**
- Not assessed
- Student has achieved or maintained all of the above
- Student has not achieved or maintained all of the above

To progress to the next year of training, the student must have a tick in the achieved box. If this has been achieved before your placement, the student must continue to demonstrate the expected standard.
Action plans

• **Specific**: What are your concerns – what do the students want/need to achieve?

• **Measurable**: How can you measure if the objectives have been met or not?

• **Achievable**: Do the objectives have an aim, are they achievable, and attainable?

• **Realistic**: Can the student realistically achieve the objectives with the resources you/they have?

• **Timely**: When do you want the student to achieve the set objectives by?
Providing feedback

Reinforcing behaviours include:
• Offering positive feedback
• Listening
• Empathising
• Providing assistance, guidance and back up for others
• Helping with resources or
• Giving their own time and effort

Questioning behaviours are:
• Offering formative feedback
• Challenging others to do better by requests made and setting targets
• Asking them to rethink their actions and decisions by questioning and offering alternatives
• Confronting issues assertively
10 tips for giving effective motivational and developmental feedback.

Do:
1. Prioritise your feedback - don't over-load the receiver
2. Feedback on observed behaviour - what the individual has said or done, don't make subjective judgements.
3. Be specific - use examples - don't make generalisations.
4. Give motivational feedback before formative - don't start on a negative when you have a positive to offer too.
5. Do separate motivational from formative feedback - do not link the two with BUT or HOWEVER as this negates what has gone before.
6. Be clear about what the individual did well and what they could do to improve, don't use a positive, negative, positive sandwich such as -the first part of your presentation was well structured, but the second part was not as clear. Overall though you did really well', as this leaves the individual with the impression that everything is OK.
7. Ask questions when giving feedback - don't make the conversation one sided, ask the individual what they think they did well, where they think they can improve.
8. Time your feedback - say it while it is fresh, don't wait till a long time after the event.
9. Own the feedback - don't feed back on behaviour which you have not observed but which has been reported to you by someone else.
10. Have a positive intention when you give feedback, don't use feedback to 'get at someone'; the purpose of feedback is to help the individual
Practice action plan
Group exercise

You and other staff members have some concerns regarding your student, Robert. At week 4 of his 12 week final placement this is what you have noted:

Very quiet and seems shy
Reluctant to communicate with either staff and patients
Lacks initiative although capable of completing tasks effectively when instructed
Documentation incomplete at times

You have spoken verbally to Robert about your concerns but now you need to take a more constructive approach to managing the situation.

Activity
As a group, using SMART goals, discuss what you may add to the action plan.
Discuss what you might write in the action plan based on SMART goals?
What are the implications if you do not write an action plan?
Who might be able to guide you?
Scenario 1

**Individually Write an action plan**

Please watch the following clip to meet Tekay and to briefly see his level of performance.

**Having watched the clip, we would then like you to:**
1) Review the Year 3 Assessment of Practice documentation and the feedback provided by previous mentors which should inform you of his previous progress
2) Identify your areas of concern that you are currently experiencing
3) Write an action plan in the Assessment of Practice portfolio based on SMART goals. This should include your concerns and introduce measurable actions designed to help Tekay improve his level of performance with review dates for evaluation.

You will be given feedback on your action plan.
Scenario 2

Making a decision
1) Use the assessment of practice portfolio to help you make your decision.

2) Complete the competencies 1, 4, 5, 7, 8, 11 with a tick in the appropriate box to reflect your decision and write comments to support your decision.

3) Provide written feedback in the final interview ‘formative feedback’ section which clearly outlines the decision you have made and why.

You will be given feedback on this exercise
Making a judgement

• How do you know you’ve made the right decision?
• Is it easier to make a judgement on your own or with fellow mentors?
• What methods for communicating this information do we have?
• Who can support you and the student in your decision making?
Practice liaison team

If you need any advice regarding a student or your role, contact one of the following:

E mail: PLLcentral@brighton.ac.uk for Brighton area
E mail: PLLwest@brighton.ac.uk for Worthing area
E mail: PLLEast@brighton.ac.uk for Eastbourne/Hastings
For Surrey – Contact Alison.Smith-Robbie@nhs.net
Planning for your future SOM development

• What have you learnt from today that you can use in your SOM role?

• Who will your SOM supervisor be?

• Can you identify particular issues/areas that you may ask your supervisor to support you in?

• Is there any work or reading you could complete independently that you would benefit from?

• When do you plan to finish your SOM preparation by?
Dates for achieving sign off status

- ‘The final supervision for signing off proficiency must be with an actual students undertaking an NMC approved programme’ (NMC circular 05/2010)

- BSC – management placements start

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- Return to practice – 3 cohorts per year
What happens next?

1. After your next ‘supervised assessment’ with a ‘real’ student, ask your supervising SOM to sign the completed ‘Record of supervision for prospective SOMs’ at the back of the document and return a photocopy of this page to the PEF team as requested.

2. On receipt of this page, the PEF will add your name to the mentor database as SOM and issue you with a certificate.

3. Thereafter you need to mentor a minimum of 2 learners in a 3 year period, in order to meet the requirements at Triennial review.
Sign Off Mentors

• Good preparation of sign off mentors will improve standards of assessment and standards of competence of new registrants

• Aim for improved standards of care and retention of NQN who are well prepared for their role

• Please evaluate today’s workshop
Any outstanding issues?
References


• Duffy K (2004) A grounded theory investigation of factors which influence the assessment of students’ competence to practice