Guidance for nursing and midwifery mentors using ePortfolio and e-KSF
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Introduction

NHS Education for Scotland, in partnership with Higher Education Institutions and NHS Boards, are piloting an ePortfolio for nursing and midwifery mentors. This ePortfolio will enable mentors to evidence their achievement of the Nursing and Midwifery Council (NMC) mentor domains and outcomes as part of mentor preparation programmes. It will also capture and record continuing professional development (CPD) activities in relation to the mentoring aspects of their role and continued compliance with the NMC Standards to support learning and assessment in practice (NMC 2008a).

The pilot aims, wherever possible and practicable, for NHS staff to align evidence generated as part of the mentoring role with that required by the NHS Knowledge and Skills Framework (KSF) (Department of Health 2004, NHS Education for Scotland 2010).

Purpose

The purpose of this document is to support the implementation and consolidation of the Knowledge and Skills Framework across NHS Scotland, for nursing and midwifery mentors in particular. It will inform the initial pilot of the mentor ePortfolio by providing explicit guidance about what information and evidence should be recorded on e-KSF and ePortfolio and clarify the relationship between these two electronic systems.

It is recognised however, that this guidance maybe useful for all healthcare professionals who are required to demonstrate to their regulatory body that they are meeting their CPD requirements and who are covered by Agenda for Change (NHS Staff Council 2007) terms and conditions of employment.
Background and context

Nursing and Midwifery Council CPD requirements

The regulatory body for Nursing and Midwifery, the NMC, set standards and guidelines for education, conduct, performance and ethics. The Post-registration education and practice (Prep) (NMC 2008b) requirement includes standards and guidance for continuing professional development including the following:

- undertake at least 35 hours of learning activity relevant to practice context during the three years prior to renewal of registration.
- maintain a personal professional profile of learning activity
- comply with any request from the NMC to audit how these requirements have been met (NMC 2008b: 9)

The NMC does not stipulate the structure of the personal professional profile or the specific content. It does, however, provide some guidance on how learning activities can be recorded.

Evidence generated by nurse and midwifery mentors as part of their mentoring role would therefore form part of their personal professional profile.

NHS Knowledge and Skills Framework

The NHS KSF defines and describes the knowledge and skills which NHS staff need to apply in their work in order to deliver quality services. It is designed to form the basis of a development review process. This is an on-going cycle of review, planning, development and evaluation for all staff in the NHS. KSF links organisational objectives to individual development needs through commitment to the development of everyone who works in the NHS.

The main purpose of the development review is to look at the way in which an individual member of staff is developing in relation to:

- the duties and responsibilities of their post and current agreed objectives (job description and objectives)
- the application of knowledge and skills within the workplace (KSF outline)
- the consequent development needs of the individual member of staff (personal development plan).

This development review process involves consideration of evidence which may include:

- verbal feedback from the individual, manager or others
- written or electronic work produced by the individual staff member
- relevant extracts from the individual’s portfolio (Department of Health 2004:29)
e-KSF

e-KSF is an electronic web-based system that has been designed to support and record KSF processes. It assists managers to effectively manage the KSF development review process for their staff and it also helps staff maintain a summary of their learning and development activities and achievements in relation to their KSF outline (www.e-ksf.org).

Portfolios and profiles

The terms portfolios and profiles are often used interchangeably and it is therefore useful to define both of these terms and to suggest when evidence from a profile maybe more appropriate than the submission of a whole portfolio.

A professional portfolio can be defined as a “private collection of evidence which demonstrates the continuing acquisition of skills, knowledge, attitudes, understanding and achievement. It is both retrospective and prospective, as well as reflecting the current stage of development and activity of the individual” (Brown cited in Bowers and Minks 2004:156).

A profile is a “collection of evidence which is selected from the personal portfolio for a particular purpose and for the attention of a particular audience” (Brown cited in Bowers and Minks 2004:156).

For example, evidence from a nursing or midwifery mentor portfolio could be used as a profile and made available for the following purposes:

- retention on the local mentor register within NHS Board
- compliance with NMC standards to NMC quality assurance agents
- achievement of KSF outline during KSF development review
- confirmation of Prep Standard for re-registration with NMC.
Evidence and information recording

**Information to be recorded on e-KSF**

e-KSF should be used to record the outputs from the development review process for example:

- personal development plan (PDP) activities
- personal objectives
- assessment of KSF levels and feedback from the development review discussions, including a summary of evidence presented at the review (www.e-ksf.org).

e-KSF is not intended to be a comprehensive ePortfolio. However, there is an option whereby staff can upload a limited number of documents against a development review or PDP.

It is probably best to assume that it is more appropriate to use e-KSF to summarise or to signpost to evidence contained within an ePortfolio or a personal/professional portfolio.

**Information to be held within Personal/Professional Portfolio (paper based or ePortfolio)**

The emphasis within a portfolio should be on significant elements of a professional journey in a mentor and clinical role and providing evidence (Driscoll and Teh 2001:154) which represents an individual’s experiences and development from and about practice (Coffey 2005).

The main headings and sections within a portfolio may include:

- personal details
- educational attainment – including Further and Higher Education
- professional qualifications and registration with NMC
- employment history
- key achievements
- professional development - to include evidence of courses, clinical or practice development, clinical audit, significant events, experiential learning and presentations for example, supported by reflective practice.
Comparison of e-KSF and ePortfolios

KSF development reviews (recorded on e-KSF) and portfolios are both integral components of continuing professional development, although there may be some overlap in personal development planning and the use of evidence. As highlighted earlier, it is important to recognise that e-KSF and portfolios have a different purpose and function and Table 1 is a comparison of these. Appendix 1 outlines the process for mentors to record their information on e-KSF and ePortfolio as part of KSF development reviews and triennial reviews.

<table>
<thead>
<tr>
<th>e-KSF</th>
<th>ePortfolio</th>
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<tr>
<td>Recording the identification of personal development needs which are linked/or related to KSF core and specific dimensions included in the KSF outline</td>
<td>Staff can identify development needs specific to any education they are undertaking or their current area of practice.</td>
</tr>
<tr>
<td>Agreed development needs on e-KSF can then be given a priority rating: essential, desirable, etc.</td>
<td>Staff can record their progress towards achievement of development needs.</td>
</tr>
<tr>
<td>Staff can record their progress towards achievement of development needs.</td>
<td>Recording any personal objectives that have been agreed with line manager</td>
</tr>
<tr>
<td>Staff can upload small documents onto e-KSF within a review document or a PDP activity. The available capacity equates to 1Mb of data per review document and 1Mb in total for the PDP.</td>
<td>Staff can use the reflective forms on ePortfolio to highlight what they have learnt, consider why it is important/relevant for their area of practice and describe how they are applying this learning within their current role and practice.</td>
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<td>Staff can provide a description of how they have achieved the KSF level required within their work role for each KSF dimension including a summary of the evidence they presented at a KSF review discussion.</td>
<td>Evidence can be captured using a cohesive and integral approach, based on the learner’s experiences and how they have applied the learning within their clinical practice.</td>
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<td>Staff can signpost to evidence contained within ePortfolio.</td>
<td>This evidence can then be “linked” to KSF dimensions.</td>
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<td>All sections of e-KSF are accessible to staff and KSF reviewer once they have been signed off.</td>
<td>Staff can decide which specific sections or evidence to share with their KSF reviewer.</td>
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<td>Managers can confirm that staff have achieved required KSF level &amp; record any feedback given</td>
<td>e-KSF records the outputs from Joint Development Reviews – PDPs, personal objectives, assessment of KSF levels and feedback, which are accessible by both staff and manager</td>
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In summary
ePortfolio

Staff can identify development needs specific to any education they are undertaking or their current area of practice.

Staff can record their progress towards achievement of development needs.

Staff can use the reflective forms on ePortfolio to highlight what they have learnt, consider why it is important/relevant for their area of practice and describe how they are applying this learning within their current role and practice.

Evidence can be captured using a cohesive and integral approach, based on the learner’s experiences and how they have applied the learning within their clinical practice.

This evidence can then be “linked” to KSF dimensions.

Staff can decide which specific sections or evidence to share with their KSF reviewer.

Managers and others can provide feedback/assessments/testimonies to staff using a “ticketing” system which allows them access to certain parts of the ePortfolio.

ePortfolio host/holds evidence that staff would “make available” (online or print off certain sections) to their manager as part of the review process.

References


www.e-ksf.org (accessed 25/05/10:14.30)


Nursing and Midwifery Council (2008a) *Standards to support learning and assessment in practice*. Nursing and Midwifery Council.

Appendix 1 - Flowchart suggesting recording purposes for e-KSF and ePortfolio

Mentor undertakes updating activities throughout the year and records them on ePortfolio.

Mentor prepares for KSF development review.

**e-KSF** Mentor reviews PDP, progress and achievements against KSF outline.

**ePortfolio** Mentor reviews and updates evidence.

**KSF Development Review** Mentor makes specific evidence available to KSF reviewer from ePortfolio.

Evidence summarised and signposted to on e-KSF.

Outputs from KSF development review recorded on e-KSF to include:
- PDP
- personal objectives
- review of KSF levels
- feedback

**ePortfolio** Mentor completes self verification form.

**ePortfolio** Mentor makes specific evidence available to triennial reviewer. Mentor issues “ticket” for triennial reviewer to complete triennial review form.

Mentor information updated on local mentor register.