

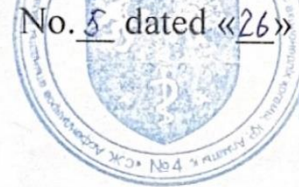


APPROVED

By Order of the Vice-Rector

Zh.A. Kalmataeva

No. 5 dated «26» 01 20 26




**Regulations on Mentoring
H. Dosmukhamedov School of Public Health,
Department of Nursing**

Valid from «26» 01 2026 to «26» 01 2029	Extension period until “ ” 20__	Status: Active: ✓ Outdated:
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TABLE OF CONTENTS

1 General Provisions	3
2. Organisation of clinical practice and mentoring	3
3. Mentoring	4
4. Types of clinical practice assessment.....	6
Appendix 1.....	7
Appendix 2.....	16
Appendix 3.....	20
Appendix 4.....	21
Appendix 5.....	23
Change log.....	24
Information sheet	25

	NJSC “S.D. ASFENDIYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY”		
	Department of Nursing	Regulation	Edition: 1 Page 3 of 25

1. General Provisions

1. These Regulations on Mentoring (hereinafter – the Regulations) of the Non-profit Joint-Stock Company "S.D. Asfendiyarov Kazakh National Medical University" (hereinafter referred to as the University) sets out the procedure for organising and the conditions for carrying out clinical practice within the 6B10101 "Nursing" undergraduate programme.

2. Mentoring is carried out at clinical sites providing practical training at all levels of healthcare delivery, with the aim of improving the quality of individual learning for students on the 6B10101 "Nursing" academic bachelor's degree programme.

3. The aim of mentoring within the academic bachelor's degree programmes is to help students develop practical professional skills, gain practical experience and acquire the general and professional competences specified in the practical training programme.

4. The objectives of mentoring are:

1) organising and carrying out work with students to develop professional skills, foster commitment to the standards of medical ethics, and enhance their general educational and cultural level;

2) fostering in students a sense of responsibility for the work they perform, a commitment to continuous professional development, and the study and implementation of modern methods of nursing care;

3) involving students in research and practical work.

5. Regulatory references:

1) Law of the Republic of Kazakhstan ‘On Education’ dated 27 July 2007 No. 319-III (as amended and supplemented as of 26 December 2025);

2) Code of the Republic of Kazakhstan “On Public Health and the Healthcare System” dated 7 July 2020 No. 360-VI (as amended and supplemented as of 17 July 2025);

3) Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 of 30 October 2018 “On the Approval of Model Rules for the Activities of Educational Organisations of the Relevant Types and Categories” (as amended on 9 June 2021).

4) Order of the Minister of Education of the Republic of Kazakhstan No. 348 of 3 August 2022 “On the Approval of State Compulsory Standards for Pre-school Education and Upbringing, Primary, Lower Secondary and Upper Secondary, Technical and Vocational, and Post-secondary Education” (as amended on 23 January 2025).

5) Order of the Minister of Education and Science of the Republic of Kazakhstan No. 152 of 20 April 2011 ‘On the Approval of the Rules for the Organisation of the Educational Process Using the Credit System in Higher and/or Postgraduate Education Institutions’ (as amended on 5 April 2023).

2. Organisation of clinical practice and mentoring

6. The University, the healthcare organisation and the student are all involved in organising and delivering the practical training and mentoring.

7. The University enters into a cooperation agreement with the healthcare organisation at which the practical training is to take place, involving mentors from among the staff of that healthcare organisation (Appendix 1).



8. The lecturer (tutor) organises the practical training, provides instruction, supervises the process and, together with the mentor, participates in assessing the students' level of mastery of knowledge and practical skills.

9. A mentor is a qualified healthcare practitioner, a nurse holding a qualification category (first or highest), with at least 5 years' professional experience in the speciality, and holding a bachelor's degree in Nursing.

10. A mentor may also be a member of staff from the relevant department who works at a clinical facility on a part-time basis.

11. In their work, mentors shall be guided by the current legislation of the Republic of Kazakhstan and these Regulations on Mentoring in Nursing.

12. Mentors are remunerated in accordance with the hourly rate approved by a decision of the University Board, on the basis of service contracts entered into.

13. The workload is up to 6 students per mentor.


3. Mentoring

14. The following are considered outcomes of effective mentoring:

- 1) students' acquisition and application of theoretical knowledge in practical activities in accordance with the clinical practice programme;
- 2) the student's motivation for professional activity and development;
- 3) independence and initiative in professional practice;
- 4) discipline and diligence in following the mentor's instructions in professional activities.

15. The mentor **is obliged to:**

- 1) to help the student master and develop key practical skills in accordance with the clinical placement programme;
- 2) to facilitate the student's professional socialisation at the clinical site;
- 3) establish effective working relationships with the student;
- 4) reinforce theoretical knowledge through practical application;
- 5) analyse and assess the student's progress in clinical training;
- 6) familiarise the student with the main areas of activity and the organisation of the healthcare organisation;
- 7) assist the student in correctly completing the relevant documentation;
- 8) assist in completing the practical training documentation;
- 9) be responsible for ensuring that students achieve the learning outcomes, including practical skills;
- 10) provide workplaces that comply with health and safety regulations;
- 11) pass on accumulated professional expertise to trainees and teach the most efficient and advanced methods of nursing care;
- 12) familiarise students with working conditions, regulatory documents, acts and orders governing this field, as well as health and safety requirements, and require students to follow instructions during their clinical placement;
- 13) require reports from the trainee, both verbally and in writing;
- 14) identify and promptly rectify errors made by the trainee during clinical practice;
- 15) be responsible for the trainee whilst they are at the clinical site during the placement;

	NJSC "S.D. ASFENDYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY"		
	Department of Nursing	Regulation	Edition: 1
			Page 5 of 25

16) provide feedback on the trainee.

16. The mentor has **the right to:**

1) make recommendations when deciding whether to admit the trainee to the next stage of practical training in the event of insufficient mastery of practical skills;

2) participate in discussions regarding the trainee's placement, make recommendations on the application of educational and disciplinary measures, and on other matters within their remit.

17. The student **is obliged to:**

1) demonstrate discipline, organisation and diligence, and maintain a respectful relationship with the mentor;

2) familiarise themselves with the working conditions, statutory regulations, documents and orders governing the relevant field of activity, as well as with health and safety requirements;

3) obtain authorisation to undertake clinical practice (medical certificate);

4) observe academic and workplace discipline, the internal regulations of the healthcare organisation, and health and safety requirements;

5) acquire the necessary practical skills and abilities in accordance with the work placement programme;

6) apply the mentor's professional experience and knowledge when developing the core professional competencies set out in the educational programme;

7) keep a placement diary;

8) take responsibility for their actions during the period of practical training (placement) at the medical organisation;

9) establish a working relationship with the mentor and collaborate with them;

10) complete the self-assessment form and the CLES questionnaire (Appendix 2);

11) complete the necessary medical documentation accurately and in a timely manner.

18. The trainee has the right to:

1) to use the administrative, regulatory, and educational documentation available at the medical organisation as required by their duties;

2) to approach the mentor on an individual basis for advice and assistance on matters relating to the practical training;

3) if it is not possible to establish a working relationship with the mentor, to submit a request for their replacement to the head of the department and the University management (the relevant dean's office).


19. Role of the tutor:

1) agrees with the mentor on the practical training programme, as well as the dates, timetable and duration of the training;

2) agrees with the mentor on the practical training programme, as well as the dates, timetable and duration of the training;

3) liaises with the mentor on matters relating to the development of the practical training;

4) jointly with the mentor, assesses the student's level of mastery of knowledge and practical skills;

	NJSC “S.D. ASFENDYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY”		
	Department of Nursing	Regulation	Edition: 1
			Page 6 of 25

5) provides methodological and pedagogical support to mentors where necessary.

4. Types of clinical practice assessment

Interim assessment (milestone assessment) — a process in which the tutor and mentor determine the trainee’s level of mastery of knowledge and practical skills (competencies) in accordance with the set goals and objectives during the practical training period.

Interim assessment is conducted at the medical organisation by the tutor and mentor in the form of a learner-centred interview, as well as a demonstration of practical skills;

Final assessment is a process in which the tutor and mentor determine the trainee’s level of mastery of knowledge, practical skills and/or competencies in accordance with the set objectives and the approved criteria for assessing practical training (Appendix 3). The assessment is carried out at the medical organisation in the form of an assessment interview (Appendix 4).

**Appendix 1****AGREEMENT ON JOINT ACTIVITIES**

Almaty

“ ” _____ 20__

NAO “S.D. Asfendiyarov Kazakh National Medical University”, hereinafter referred to as the “Medical Educational Organisation”, represented by _____, acting on the basis of the Charter/Power of Attorney, and _____ hereinafter referred to as the “Clinic”, represented by _____ acting on the basis of _____ on the other hand, jointly referred to as the “Parties”, and individually as indicated above or “Party”, have entered into this Joint Activity Agreement (hereinafter referred to as the Agreement) as follows:

1. Terms and Definitions

1. In this Agreement, the terms listed below shall have the following meanings:

1) ‘base departments’ – specialised clinical departments, laboratories and other auxiliary units of the clinic, on the basis of which the ‘training rooms’ of the Educational Organisation operate;

2) ‘equipment’ means medical apparatus, medical devices and teaching aids (manikins) used by the Parties in the treatment and/or educational processes;

3) ‘employees of a Party’ means persons who are in an employment relationship with a Party, as well as those performing specific functions on behalf of and/or at the request of a Party on a contractual basis and/or on the basis of a power of attorney.

2. Other terms used in the text of this Agreement which are not expressly defined herein shall be interpreted in accordance with the Law of the Republic of Kazakhstan “On Education” and the Code of the Republic of Kazakhstan “On Public Health and the Healthcare System”.

2. Subject Matter of the Agreement

3. Under this Agreement, the Parties undertake to pool their intellectual, labour, material and other resources and to act jointly, without forming a legal entity, for the purpose of carrying out the tasks and activities set out in the Agreement.

4. For the duration of this Agreement, the Clinic shall serve as the clinical base for the Medical Education Organisation.

5. This Agreement is the principal document governing the legal relationship between the Parties and sets out the fundamental terms of their joint activities.

6. Specific terms of cooperation may be determined by the Parties in relevant work programmes, supplementary agreements to this Agreement, as well as through official



correspondence, the conclusion of civil law contracts and in any other form not contrary to the current legislation of the Republic of Kazakhstan.

7. The signing of this Agreement:

1) does not impose any financial or other obligations on the Parties towards each other other than those obligations expressly provided for in this Agreement and in the written agreements of the Parties relating thereto;

2) does not impose any restrictions on the Parties' autonomy in the conduct of their production and economic activities, including restrictions on the Parties' cooperation with third parties and the Parties' participation in consortia and other associations.

3. Aims and content of training at the Clinic

The main objective of training at the Clinic under the academic bachelor's degree programme in the specialisation 'Nursing' is to develop students' practical professional skills and enable them to gain practical experience whilst acquiring the general and professional competences provided for in the practical training programme.

Training at the Clinic is carried out systematically, in accordance with the practical training programme and the curriculum. The objectives and content of each stage of clinical practice, as well as their assessment, are specified by the lecturer/tutor, the practice supervisor (head nurse), the mentor (a nurse with professional experience) and the student.

4. Objectives and Responsibilities of the Parties

8. Tasks and responsibilities of the medical education institution

1) Develops and approves the programmes for students' clinical and pre-graduation placements, which form an integral part of the academic bachelor's degree programme in Nursing; coordinates with the Clinic the placement programme, content and planned types of work, as well as the outcomes of the placement;

2) Is responsible for the administration, planning and implementation of the clinical training curriculum, for assessment and the conduct of examinations, and for the involvement of a supervisor/mentor in managing the student's learning process;

3) Appoints a lecturer/tutor from among the teaching staff of the academic bachelor's degree programme to supervise the clinical placement;

4) Sets the dates for the placement in accordance with the academic bachelor's degree programme (curriculum and academic calendar);

5) Monitors the implementation of the programme and the conditions for conducting the placement at the Clinic, including occupational health and safety, life safety and fire safety requirements in accordance with regulations and standards, including industry-specific ones;

6) Monitors the legal regulation of the work of academic bachelor's degree students at the Clinic (compliance with the provisions of the Labour Code of the Republic of Kazakhstan);

7) Together with the internship supervisor and the Clinic's mentor, organises the assessment of students' general and professional competencies acquired during the internship;



8) Develops and agrees with the Clinic the forms and types of reporting on the completion of clinical placements (diary, report, feedback, character reference) and assessment materials (assessment methods and criteria) for the placement;

9) Provides documents confirming that students have acquired general and professional competences during their clinical placement for each course/module, which are a prerequisite for admission to the state (final) examination;

9. Lecturer/tutor:

- 1) provides guidance on the requirements for students regarding recommended reading, and on the procedure for preparing and submitting clinical placement reports;
- 2) during the placement, provides students with the necessary methodological support and monitors (supervises) the placement process in terms of adherence to deadlines and content;
- 3) monitors the provision of normal working and living conditions for students at the placement site, ensures that mandatory health and safety briefings are conducted with them, and verifies students' compliance with internal work regulations;
- 4) assesses the trainee's learning process in the workplace, as well as the knowledge they have acquired, in collaboration with the placement supervisor, mentor and trainee, based on a tripartite approach;
- 5) together with the internship supervisors/those responsible for the internship and the mentors, assess the results of the trainees' internship performance and the assessment of their practical skills and abilities.

10. Tasks and Responsibilities of the Clinic

The Clinic appoints a placement supervisor from among the head nurses and/or senior nurses, and a mentor from among experienced nurses who possess sufficient competence to fulfil the role of mentor in the workplace. The practice supervisor and mentor act as representatives of the Clinic in the planning, implementation and assessment of clinical and pre-graduation placements and assessments. The Clinic provides the Medical Education Organisation with the necessary information regarding working conditions, the working environment, job responsibilities and equipment. The Clinic ensures that practice supervisors, mentors and Clinic staff are sufficiently aware of this Agreement, as well as the duties and plans of the trainee during clinical and pre-graduate placements.

The Clinic shall make decisions regarding the organisation of work in the workplace in such a way that students are able to complete their placements to a high standard.

11. Practice supervisor:

- 1) participates in the organisation and delivery of clinical placements in accordance with the placement programme of the academic bachelor's degree programme in Nursing;
- 2) coordinates and organises appropriate mentoring training for mentors in collaboration with the Medical Education Organisation;
- 3) assigns students to workstations in accordance with the placement schedule set out in the academic bachelor's degree programme in Nursing;
- 4) familiarises students with the objectives, structure, functions and internal regulations of the clinic, as well as with the organisation of work at a specific workplace;



- 5) creates the necessary conditions for students to fully master the practical skills and procedures specified in the practical training programme;
- 6) participates in the preparation of assessment materials for evaluating the general and professional competences acquired by students during their clinical placement;
- 7) participates in the organisation and assessment of the results of the acquisition of general and professional competences gained during the placement, in conjunction with the lecturer/tutor;
- 8) provides instruction to students on occupational health and safety, safety procedures and fire safety in the workplace, as well as the clinic's internal regulations;
- 9) ensures safe conditions for students during their placement, in accordance with health and safety regulations;
- 10) supervises the work of the mentor;
- 11) holds meetings with students and supervisors/mentors to review the progress of the clinical placement in the departments and address any identified shortcomings, involves them in the social life of the clinic, and participates in the assessment following completion of the clinical placement.

12. Tutor/mentor:

- 1) participates in the organisation and delivery of clinical placements in accordance with the placement programme of the academic bachelor's degree programme in Nursing;
- 2) provides students with work placements according to the type of work;
- 3) assesses students' mastery of practical skills and competences, notes attendance, diligence, interest in the subject and the quality of diary entries, regularly checking and signing students' diaries;
- 4) assists in the selection of materials for the completion of individual assignments, practical placement reports and final qualification projects;
- 5) monitors the quality of students' work during the placement period and prepares a report on the completion of practical work, reflecting the degree to which competencies have been developed;

As required, but at least once a week, the placement supervisor reviews the placement diaries and signs them directly in the diary.

At the end of the placement, they provide a work assessment for the students, evaluating the quality of their work, reflecting the results of the placement programme, the quality of their professional knowledge and skills, the students' attitude towards work and community service, and their level of mastery of practical skills.

13. Students' Responsibilities

- 1) The student shall complete the tasks set out in the practical training programme of the academic bachelor's degree programme to a high standard and in full;
- 2) Collects and summarises the necessary material for final qualification projects;
- 3) Adhere to the Clinic's rules and regulations, as well as instructions and guidelines regarding the work to be performed and health and safety;
- 4) Seek advice on the organisation of the clinical placement from the lecturer/tutor at the Medical Education Organisation, the placement supervisor and the mentor at the Clinic;



- 5) Keeps a record of the clinical placement in a placement logbook and submits a written report and the placement logbook detailing the completion of tasks to the placement supervisor and mentor;
- 6) Strictly complies with health and safety regulations and industrial hygiene standards;

5. Health and Safety

The Clinic is responsible for the trainee’s safety during the clinical placement and assessment in accordance with the provisions of health and safety legislation. The trainee must familiarise themselves with the working conditions at the Clinic, as well as with work and production procedures. They must receive instruction on the use of instruments and safe working practices.

The Clinic is responsible for working conditions, equipment, and the organisation of training and supervision. The Clinic’s responsibilities also include ensuring the availability of the necessary personal protective equipment and monitoring its use. Issues requiring special attention regarding occupational safety must be recorded in the clinical placement plan and/or the student’s assessment plan.

6. Other matters requiring agreement

The Clinic may terminate a student’s placement if they fail to comply with safety rules and procedures or cause damage to the Clinic’s property, staff or patients, whether intentionally or through gross negligence. In the event of a workplace conflict, the medical education institution has the right to transfer the student to another Clinic.

7. Management of the Parties’ joint activities

Unless otherwise provided for in a written agreement between the Parties, the organisation and management of the Parties’ joint activities, including contractual and legal work with service clients and partners, shall be the responsibility of:

- 1) The Clinic, in respect of the provision of medical care to the public;
- 2) The medical educational organisation, - in respect of the implementation of the academic bachelor’s degree programme in the specialism of ‘Nursing’.

For the purposes of cooperation regarding the subject matter of the agreement, the Parties shall appoint the following responsible persons:

- 1) on the part of the Educational Organisation – a lecturer/tutor;
- 2) on the part of the Clinic – practice supervisors and mentors.

8. Creating conditions for a high-quality educational process

In order to ensure the proper organisation of the educational process, the Clinic undertakes to provide the Medical Education Organisation with the following facilities:

- 1) The Clinic shall allocate teaching rooms to the Educational Organisation. The teaching rooms provided must comply with the health and safety and other rules and regulations established by the current legislation of the Republic of Kazakhstan.
- 2) The Clinic shall ensure routine and major repairs of educational premises, providing the Medical Education Organization with equivalent premises for the duration of the repair works.



3) The Clinic shall ensure the equipping of classrooms with special technical security systems, security and security-fire alarm devices in order to prevent the loss of property of the Medical Education Organization.

4) The Clinic grants the Medical Education Organisation the right to use the Clinic's medical equipment and medical devices in the teaching process, during research work, and in theoretical and practical sessions.

5) The Clinic undertakes to ensure that students are granted access to patients and to all structural units of the Clinic, including the main wards, the operating theatre, the resuscitation unit and the intensive care unit, in accordance with the needs of the educational process, except in cases where access for students to the treatment process is prohibited by current legislation and/or patient requirements.

The organisation of the joint use of equipment located on the Clinic's premises is carried out by the Clinic. To this end, the Clinic appoints a responsible person (supervisor), whose duties include:

- 1) instructing students and mentors/tutors on the rules for working with the equipment and safety regulations;
 - 2) granting mentors and trainees access to the equipment after they have completed special training;
 - 3) ensuring that the equipment is used exclusively for its intended purpose;
 - 4) supervising the work of trainees and mentors/tutors on the equipment, and ensuring compliance with operating and safety regulations;
 - 5) ensuring compliance with the technical operating conditions for the equipment;
 - 6) ensuring the equipment is in good working order, carrying out preventive inspections of the equipment, and recording any faults in the relevant maintenance and operation logs.
- The supervisor maintains a log of equipment usage in the format established by the Clinic.

Repair and maintenance of equipment located on the premises Clinic shall be carried out by the Party responsible for the equipment.

9. Liability of the Parties

14. The Parties shall be liable for failure to perform and/or improper performance of the terms of the Agreement in accordance with the terms of this Agreement, and in respect of matters not covered by the Agreement, in accordance with the applicable legislation of the Republic of Kazakhstan.

15. Responsibility for the safety of the Clinic's premises, including teaching rooms, as well as the equipment and other property of the Parties located on the Clinic's premises, shall rest with the Clinic.

16. In the event of damage to property caused by the fault of employees of the Medical Education Organisation, the Clinic shall, within 5 (five) working days, draw up and submit to the Medical Education Organisation a relevant report describing the damage caused, specifying the characteristics of the property and the persons at fault, for the joint commission of the Parties to consider the issue of compensation for the damage.

17. The Clinic undertakes an unconditional obligation to ensure healthy and safe conditions when carrying out any type of work on the Clinic's premises; accordingly, all



liability for causing harm to the life and/or health of students, employees of the Parties and third parties whilst carrying out any activities on the Clinic’s premises shall be borne entirely by the Clinic.

18. The Parties shall be fully exempt from liability for non-performance or improper performance of their obligations under the Agreement if this is due to the occurrence of force majeure.

19. For the purposes of this contract, “force majeure” means any extraordinary and, under the given circumstances, unavoidable events which are beyond the control of the Party and which the Party could not have foreseen or prevented by any reasonable means.

20. In the event of force majeure, the Parties shall seek alternative means of performing the contract that are not dependent on the said circumstances and shall decide on the feasibility and advisability of continuing the contract.

10. Jurisdiction and Applicable Law

This contract shall be governed by the substantive law of the Republic of Kazakhstan. The Parties shall endeavour to reach mutual agreement in resolving any issues that may arise in the course of their joint activities. The Parties shall resolve any disputes through constructive dialogue. If no agreement is reached, either Party may seek a resolution of the dispute in court in accordance with the applicable laws of the Republic of Kazakhstan.

11. Term of the Agreement

This Agreement shall enter into force upon its signing by the Parties and shall remain in force from the start of the academic year until its completion on _____20___, or until such time as the Parties to this Agreement have fulfilled all their obligations towards the other Party arising from this Agreement and relating to the education which is the subject matter of this Agreement.

This Agreement may be terminated:


- 1) at any time by written agreement of the Parties;
- 2) at the initiative of one of the Parties on the grounds provided for in the Agreement and/or the applicable legislation of the Republic of Kazakhstan.

This Agreement may be terminated at the initiative of either Party:

- 1) if one of the Parties breaches any of the terms of this Agreement and fails to remedy such breach to the reasonable satisfaction of the other Party within one month of receiving notice of such breach;
- 2) in the event of exceptional circumstances justifying early termination.

In the event of termination of the Agreement on the grounds provided for in the Agreement, the Agreement shall be deemed terminated from the moment a Party receives notice from the other Party of the termination of the Agreement or of withdrawal from the Agreement, unless a different period of notice is specified in the relevant notice or in an agreement between the Parties.

Termination of this Agreement or its expiry on any grounds shall not release the Parties from the obligation to fulfil all their obligations under the Agreement arising during the term of the Agreement, nor shall it release the Parties from liability for non-performance and/or improper performance of any of these obligations.

	NJSC “S.D. ASFENDYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY”		
	Department of Nursing	Regulation	Edition: 1
			Page 14 of 25


12. Final Provisions

This Agreement is drawn up in three original copies in the state language and in Russian, each having equal legal force, and one copy has been signed and delivered to each of the Parties.

Any amendments and additions to this Agreement shall be valid provided that they are made in writing as a supplementary agreement to the Agreement, signed by the authorised representatives of the Parties and sealed with the Parties’ seals. In the event of changes to the addresses, details or other information of the Parties, written notification or the publication of up-to-date information on the official website of the Medical Education Organisation shall be deemed sufficient, and the signing of a separate supplementary agreement shall not be required.

The Clinic agrees to treat the text of this Agreement and all information, including any materials and documentation relating to the Agreement and its performance, as well as the innovative technologies, teaching methods and teaching materials used by the Medical Education Organisation, as confidential information of the Medical Education Organisation.

All and any intellectual property rights obtained by the Parties as a result of joint scientific and research work shall be recognised as the joint intellectual property of the Parties. Each Party shall have equal exclusive property rights to the jointly created intellectual property. The Parties may determine other terms for the allocation of exclusive property rights.

	NJSC "S.D. ASFENDYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY"		
	Department of Nursing	Regulation	Edition: 1
			Page 15 of 25

13. Registered addresses and details of the Parties

Medical Education Organisation	Clinic
NJSC 'S.D. Asfendiyarov Kazakh National Medical University' BIN 181240006407	Name: BIN
Registered address: 050012, Republic of Kazakhstan, Almaty, 94 Tole Bi Street	Registered address:
Bank details: Bank: JSC 'Bank Centre Credit', Almaty IIC: KZ688562203106071355 BIC: KSJBKZKX, KBE: 16	Bank details:
Position, Full Name (signature, stamp)	Position, Full Name (signature, stamp)

**Appendix 2****Assessment scale for an effective learning environment, mentoring activities,
and the work of a nurse-educator**
(Saarikoski & Leino-Kilpi, 2008)

The following statements concerning the learning environment, mentoring and the role of the nurse-educator are based on key components, each of which has its own name.

For each statement, select the rating that best reflects your opinion.

Rating scale:

- 1 — strongly disagree
- 2 — disagree to some extent
- 3 — I am neutral
- 4 — agree to some extent
- 5 — strongly agree

Learning environment

An atmosphere conducive to learning:	
Staff were approachable	1 2 3 4 5
I did not feel uncomfortable when starting the shift	1 2 3 4 5
During meetings (e.g. before the start of a shift), I felt comfortable taking part in discussions	1 2 3 4 5
There was a positive working atmosphere in the department	1 2 3 4 5
The staff were, on the whole, keen to advise the students	1 2 3 4 5
The staff knew the students by name	1 2 3 4 5
In the hospital ward, the trainee had the opportunity observe sufficiently meaningful learning situations	1 2 3 4 5
In terms of content, these learning situations can be described as varied	1 2 3 4 5
The hospital ward has a reputation as a place with a favourable atmosphere for learning	1 2 3 4 5

The leadership style of the ward's senior nurse:	
The senior nurse regards the nursing staff as a key resource	1 2 3 4 5
The senior nurse is a team player	1 2 3 4 5
The senior nurse's remarks and comments can be viewed as a learning opportunity	1 2 3 4 5
Initiative shown by individual staff members is taken into account	1 2 3 4 5

Nursing care in the hospital ward:	
------------------------------------	--

The working principles of nurses in the hospital ward is clearly defined	1	2	3	4	5
Patients received individual care from nurses	1	2	3	4	5
Documentation (e.g. care plans, daily records of medical procedures) is clearly formulated	1	2	3	4	5

The trainee–mentor relationship

In this context, the term ‘mentoring’ refers to the guidance, support and assessment provided to trainee nurses by the ward staff. Mentoring can be one-to-one or group-based. The term ‘mentor nurse’ refers to a personal supervisor appointed within the hospital ward.

Position of supervisor:

- 1 — Nurse
- 2 — Nurse who has completed postgraduate training
- 3 — Assistant ward manager
- 4 — Head of the hospital ward

Other (please specify): _____

Mentoring activities (select only one option)

- 1 — I did not have a personal supervisor
- 2 — A personal supervisor was appointed, but we were unable to establish a working relationship during the placement
- 3 — The supervisor was replaced, although no replacement had been planned
- 4 — Supervisors changed depending on the shift or place of work
- 5 — The supervisor was supervising several students at the same time, and he or she was forced to adopt a group approach rather than an individual one
- 6 — A personal supervisor was appointed, and a working relationship was established during the placement

Other (please specify): _____

How often did you have to work unscheduled and informally with your personal supervisor (without the nurse-tutor):

- 1 — Never
- 2 — Once or twice during the whole period
- 3 — Less than once a week
- 4 — About once a week
- 5 — More often

The following statements relate to the ‘trainee–nurse mentor’ relationship.
For each statement, select the rating that best reflects your opinion.

Rating scale:

- 1 — strongly disagree
- 2 — disagree to some extent
- 3 — I am neutral
- 4 — agree to some extent
- 5 — strongly agree

My line manager has demonstrated a positive Attitude towards mentoring	1 2 3 4 5
In my opinion, I received a sufficient level of guidance	1 2 3 4 5
My line manager consistently provided provided feedback on my work	1 2 3 4 5
Overall, I am satisfied with my line manager’s performance	1 2 3 4 5
The mentoring was based and contributed to the learning process	1 2 3 4 5
In the trainee-nurse-mentor relationship there was an interconnection	1 2 3 4 5
Mutual respect and approval prevailed in the between trainee, nurse and mentor	1 2 3 4 5
The trainee-nurse-mentor relationship can be described as one of trust	1 2 3 4 5

The role of the nurse-teacher

A nurse-teacher is a teacher with a higher education qualification in nursing who works at a university or a polytechnic. The nurse-teacher is responsible for the placements in the hospital ward provided to student trainees.

The following statements regarding the role of a nurse-teacher are based on key components, each of which has its own name.

For each statement, select the rating that best reflects your opinion.

Rating scale:

- 1 = strongly disagree
- 2 = disagree to some extent
- 3 = I am neutral
- 4 = agree to some extent
- 5 = strongly agree

The nurse-teacher provides an opportunity to combine theory and practice:	
I believe that the nurse-teacher was able to combine theoretical knowledge with the necessary everyday practical skills	1 2 3 4 5
The nurse-teacher is able to help students achieve their goals in this hospital ward	1 2 3 4 5

The nurse-tutor has helped to bridge the gap between theoretical and practical skills	1 2 3 4 5
Cooperation between the ward staff and the nurse-educator:	
The nurse-educator is part of the of medical staff	1 2 3 4 5
The nurse-educator is able to demonstrate their professional skills to the ward staff	1 2 3 4 5
The collaboration between the nurse-tutor and the ward’s medical staff contributed to my learning process	1 2 3 4 5
Relationships between the trainee, the mentor nurse and the nurse-tutor:	
Meetings with the mentor nurse and the nurse-teacher left a positive impression	1 2 3 4 5
During our meetings, I felt that we were colleagues	1 2 3 4 5
Focusing on such meetings was one of my learning objectives training	1 2 3 4 5

Thank you for your help and for taking the time!



Appendix 3

PRACTICAL TRAINING ASSESSMENT SHEET

Name of placement: _____	_____
Student's name: _____	Group number _____
Mentor: _____	Tutor _____
Induction briefing: _____ Supervisor's signature and date _____	
Course objectives: _____	
Learner's personal objectives: _____	
Learner's strengths: (mentor's feedback) _____	
The learner's development needs: (mentor's feedback) _____	
Student's self-assessment: _____	

Practical placement approved, date _____

Mentor's signature _____

Trainee's signature _____

Tutor's signature: _____

Practical training not passed or requires additional sessions

Reason:



Appendix 4

Guidance for the student, mentor and tutor on preparing for the assessment interview

Trainee:

1. Knows the time, date and venue of the assessment interview.
2. Prepares the necessary documents (diary, personal goals and objectives sheet, written feedback on the mentor)
3. Prepares the trainee's personal goals sheet.
4. Completes the self-assessment form
5. Mentally prepares for the interview
6. Completes the questionnaire 'Assessment scale for an effective learning environment, mentoring activities and the work of the nurse-tutor'

Mentor

1. Agrees with the tutor on the time and place for the interview with the student.
2. Asks: the student's opinion of the clinical placement environment (venue);
 - 1) what practical skills the student has acquired during the clinical placement;
 - 2) which situations were unclear to them and how they resolved them;
 - 3) what sources of information the trainee used during the placement; which practical skills were difficult to master and why;
 - 4) whether the student felt responsible for their actions;
 - 5) what the student considers important in the assessment, and what difficulties they personally see in their professional development.
3. Prepares a written feedback report for the trainee.

Tutor

1. Agrees with the placement supervisor on the venue, time, date and duration of the interview.
2. Prepares the necessary documentation (clinical placement work programme, trainee's work schedule (Appendix 5), list of practical skills) for the interview.
3. Together with the mentor, assesses the trainee's knowledge, skills and competences in accordance with the objectives of the clinical placement programme.

Criteria for unsatisfactory completion of clinical practice

1. Ability to apply theory in practice:
 - 1) The trainee's ability to apply theoretical knowledge in practice is incomplete and unstructured;
 - 2) The trainee's skills and abilities are underdeveloped or not fully developed during the placement;
 - 3) The student systematically makes errors in nursing activities and methods;



4) The student was unable to develop an independent approach to work during clinical practice;

5) The trainee's ability to observe the patient in various situations is weak.

2. Professional conduct:

1) The student needs to develop independent working skills and the ability to adapt quickly to changing conditions in professional practice;

2) The student does not fully adhere to professional ethical standards and the principles of medical deontology;

3) The trainee neglects patient/client safety;

4) The trainee does not adhere to the rules and principles of work organisation and team dynamics.

3. The trainee's interest, motivation and enthusiasm:

1) The trainee lacks motivation and interest;

2) The trainee's motivation is unsatisfactory or negative;

3) The trainee takes no responsibility for their own professional development;

4) The trainee is unable to set goals for clinical practice

5) The trainee is unable to analyse the strengths and weaknesses of their learning process

6) The trainee does not accept feedback and is unable to use feedback to their advantage

7) The trainee is unable to achieve the objectives of clinical practice.

4. Communication skills:

1) The trainee does not adhere to ethics and professional conduct;

2) The trainee has serious difficulties with professional interaction;

3) The trainee has difficulties with self-expression;

4) The trainee is unable to work as part of a team;

5) The trainee's written and oral reports are unprofessional and inaccurate.

Organisation of clinical training

1. A bilateral agreement between the educational institution and the healthcare organisation has been signed;

2. Mentors have been trained;

3. The healthcare organisation has a plan for organising clinical placement sites.

Appendix 5

TRAINEE WORK SCHEDULE

Module title

Trainee’s full name:

Place of placement:

Contact details

Placement period:

(email, tel.):

Tutor’s full name:

Specialism/group:

Contact details (email, tel.):

Mentor’s full name:

Contact details (email, tel.):

	M on	Tu e	W ed .	Th u	Fr i	Sa t	Su n	M on	T ue	W ed.	Th u	Fri	Sat	Su n	H o u r s	Num b e r o f w o r k i n g d a y s
Date																
Worki ng hours																
	M on	Tu e	W ed .	Th u	Fr i	Sa t	Su n	M on	T ue	W ed.	Th u	Fri	Sat	Su n		
Date																
worki ng hours																
															Total	Total

B = absence due to illness

Work schedule checked_____

(date)

O = absence for other reasons

Tutor_____

S = school day

Mentor_____

