



**DIPLOMA OF HIGHER EDUCATION IN PALLIATIVE CARE  
Nairobi Hospice in association with Oxford Brookes University**

**INFORMATION FOR MENTORS**

The implementation and development of an appropriate strategy for student support is essential to the success of this course. Each student is required to have a mentor to support their clinical learning and professional development.

**Mentors**

Mentors are crucial to students' progress since students will be undertaking the course from a distance. A student will be offered a place on this course subject to fulfilling this requirement and providing the name and qualifications of their mentor before entry.

It is of fundamental importance that the student selects a person whom they can trust since the issues that are likely to arise as a result of practice exploration may sometimes be difficult to discuss. In addition mentors will usually be expected to demonstrate:

- i) Registration in the same profession as the student if possible;
- ii) Competence in the speciality in which the student is practising;
- iii) Academic ability commensurate with diploma level study;
- iv) Understanding of learning and teaching processes within the course and the ability to facilitate learning (see course leaflet for further details).

Mentors will be supported between Study Blocks by the course team via telephone and email. A preparation day for students will be run at the beginning of the first Study Block in Nairobi Hospice. Please contact the team if you are unsure about anything to do with the course/programme. Mentors will be given a mentor's handbook and will be supported by the student's professional tutor.

There is no doubt that being a mentor to a student on this course is time-consuming. On average mentors spend about 8 – 10 hours per Study Block supporting students. The majority of this support is focused through the assignments. We see this support as an interaction between student and mentor in which critical questions raise debate about practice. Despite the time-consuming nature of these activities most students and mentors find the experience rewarding and stimulating and the quality of the student's work is enhanced by this interaction.

We hope this information will help a student decide who to approach to become a mentor and to a mentor who has been approached to supervise a student on this course. If you have any queries not answered by this information, you can contact us in the following ways:

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