

Name: Yamasanga Mbembo

Student ID:2313662

Module code:BMHP5015

Lecture: Samuel

Assignment title: Portfolio

PORTFOLIO FOR PERSONAL AND PROFESSIONAL DEVELOPMENT IN NURSING

TASK 1: PERSONAL BRAND	3
TASK 2: NETWORK MAP AND RATIONALE	3
TASK 3: BLOG - A CURRENT ISSUE IN UK HEALTH & SOCIAL CARE	4
TASK 4: NHS EDI QUESTIONS	5
TASK 5: A LETTER TO YOUR YOUNGER SELF	6
TASK 6: GANTT CHART	7
RATIONALE	7
TASK 7: MAKING CHANGES - REPORT	8
1. INTRODUCTION & PROBLEM IDENTIFICATION	8
2. PROPOSED CHANGE	8
3. CHANGE MODEL: KOTTER'S 8-STEP MODEL	8
4. NECESSARY SKILLS & POTENTIAL BARRIERS	9
TASK 8: SELF-REFLECTION	9
DESCRIPTION	9
FEELINGS	9
EVALUATION	9
ANALYSIS	10
CONCLUSION	10
ACTION PLAN	10
REFERENCED SOURCE:	10

Task 1: Personal Brand

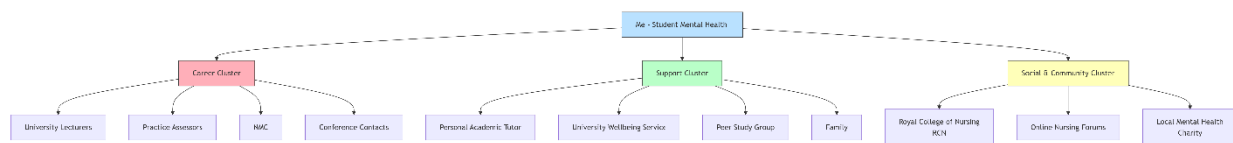
My personal brand as an emerging mental health nurse is defined by being compassionate, evidence-based, and a dedicated patient advocate. This identity is not self-assigned but is fundamentally shaped by the professional mandates of the Nursing and Midwifery Council (NMC) Code (2018). The pillar to prioritise people is embodied in my commitment to trauma-informed care, ensuring compassion is active and not just theoretical (Grant, 2025). My practice is effective because it is rigorously underpinned by current evidence, and my role as an advocate is crucial to preserve patient safety by challenging poor practice and reducing health inequalities. (Van Hecke et al., 2025)

To develop this brand for my employment goals, I will take strategic actions. In the short-term, I will utilise the NMC revalidation process as a framework to systematically build my portfolio. My reflective accounts will specifically demonstrate how I have integrated the Code's standards into my mental health placements, providing tangible proof of my professional development. For my long-term goal of becoming an Advanced Nurse Practitioner, I will cultivate a professional online presence, such as a carefully managed LinkedIn profile (Martzoukou et al., 2024). Here, I will share insights on mental health nursing, engaging in discussions that visibly promote professionalism and trust within the digital sphere, thereby extending my brand's reach and influence within the healthcare community. (AbdELhay et al., 2025)

Task 2: Network Map and Rationale

My professional network is a critical asset, currently structured around three key clusters centred on my role as a Student Mental Health Nurse. The Career Cluster is the most robust, comprising my university lecturers, Practice Assessors, and the NMC as the regulatory body. This cluster is invaluable as it directly grounds my development in the professional standards of the NMC Code (2018). My Support Cluster, including my Personal Academic Tutor and peer study group, provides the essential foundation for my wellbeing and academic progression. Finally, my Social/Community Cluster, which includes my membership with the Royal College of Nursing (RCN) and a volunteer role at a local mental health charity, offers a broader perspective on the profession. (Heier et al., 2024)

A critical assessment, however, reveals a significant weakness. My Career cluster is heavily NHS-centric, lacking connections to third-sector organisations, private mental health providers, or social services. This creates a siloed perspective, limiting my understanding of the entire patient care pathway. According to Granovetter's (1973) theory, the "strength of weak ties" lies in these distant connections, which often provide novel information and opportunities. My current network lacks this diversity, which could ultimately impede my ability to holistically "preserve safety" and "practise effectively" by understanding all options available to patients (NMC, 2018). To address this, my action plan is to proactively leverage my RCN membership to seek mentors outside the traditional NHS setting, thereby building a more resilient and informed network that truly reflects the integrated nature of modern healthcare. (He et al., 2024)



Task 3: Blog - A Current Issue in UK Health & Social Care

Let's start with a statistic that should stop us all in our tracks: a recent NHS Staff Survey revealed that over 40% of colleagues report feeling unwell due to work-related stress. As student and newly qualified nurses, we see the escalating mental health crisis firsthand the rising patient acuity, the daunting waiting lists (Curley et al., 2024). But who is caring for the carers? The truth is, if we are not well, we cannot fulfil our fundamental duty to preserve safety, as mandated by the NMC Code (2018). A burnt-out nurse is a patient safety risk.

The solution isn't just more resilience training; it's a fundamental shift in our workplace culture to foster psychological safety. This is the shared belief that the team is safe for interpersonal risk-taking. It means you can speak up with a question, a concern, or about a mistake without fear of humiliation or punishment. Without it, near-misses go unreported, brilliant ideas are silenced, and stress festers in silence, creating a vicious cycle that erodes both staff wellbeing and patient care. (Chen et al., 2024)

So, what can we do?

Individually: Use your NMC revalidation. Don't just see it as a tick-box exercise. Use your reflective accounts to have honest, evidence-based conversations with your manager about systemic pressures and your wellbeing (Heier et al., 2024).

As a Team: Champion daily, 10-minute safety huddles. Create a structured space where the newest student can voice a concern with the same weight as the ward manager. This isn't about blame; it's about shared learning. (He et al., 2024)

Task 4: NHS EDI Questions

1. What is the primary goal of the NHS Equality, Diversity, and Inclusion Improvement Plan?

The primary goal is to create a fairer NHS by systematically removing barriers to inclusion for staff, which in turn is evidenced to improve patient care and outcomes for diverse communities.

2. How does the NHS EDI Improvement Plan propose to tackle the gender pay gap?

It proposes tackling the gender pay gap through measures such as promoting flexible working at all levels and supporting women's career progression into senior leadership roles. (Martzoukou et al., 2024)

3. What is meant by the term 'intersectionality' as used in the NHS EDI Improvement Plan?

'Intersectionality' recognises that individuals can face multiple, overlapping forms of discrimination (e.g., a disabled, Black woman) and that EDI efforts must address these compounded disadvantages, not view characteristics in isolation. (Miao et al., 2024)

4. Why is it important for the NHS to create a psychologically safe work environment?

A psychologically safe environment is crucial as it allows staff to speak up about risks, errors, and concerns, directly enhancing patient safety and fostering a culture of continuous learning and improvement. (Grant, 2025)

5. How does the NHS EDI Improvement Plan suggest improving the experience of internationally recruited staff? (Answer in one to two sentences.)

It suggests improving their experience by providing enhanced, culturally competent pastoral support and ensuring fair and robust processes for registration and career advancement. (Van Hecke et al., 2025)

6. What role does leadership play in advancing EDI objectives according to the NHS Improvement Plan?

Leadership is paramount; the Plan mandates that leaders are visibly accountable for EDI progress, embedding it into core business plans and performance metrics, not treating it as a separate initiative. (AbdELhay et al., 2025)

7. Identify one way the NHS EDI Improvement Plan aims to reduce health inequalities within the workforce?

One way is by actively working to reduce discrimination and harassment experienced by staff from ethnic minority backgrounds, thereby creating a healthier workforce that is better equipped to address population health inequalities. (Heier et al., 2024)

Task 5: A Letter to Your Younger Self

Dear me,

I am writing to you from that daunting first placement, the moment you witnessed a senior colleague make a medication error and felt your voice freeze in your throat. The anxiety and intimidation you feel are overwhelming, but they are a signal, not a weakness. What you are lacking now are the frameworks of emotional intelligence and resilience. (Heier et al., 2024)

Your fear is a part of self-awareness, the first step in emotional intelligence. Instead of being paralysed by it, developing self-regulation would help you manage that fear to find the courage to act. Furthermore, social awareness considering the immense pressure that senior nurse might be under could have guided you to pull them aside privately and say, "I'm concerned, can we double-check this together?" This empathetic approach aligns with the NMC Code's duty to prioritise people and preserve safety, not through confrontation, but through collaborative professionalism.

This incident feels like a failure, but it is not. Resilience is not about avoiding these stressful moments; it is about building the capacity to learn from them and bounce back stronger. This

experience, processed correctly, would fortify your commitment to safety and give you a clear plan for the next time.

With understanding,

Your future self

Task 6: GANTT Chart

Phase & Timeline	Key Tasks & Deliverables
Phase 1: Transition to Registrant (Months 1-6)	- Complete final university studies and assignments. - Successfully apply for NMC Pin registration. - Actively apply for Band 5 Mental Health Nurse posts.
Phase 2: Consolidation & Preceptorship (Months 7-12)	- Secure and begin first Band 5 post. - Complete the structured NHS Preceptorship Programme. - Systematically build a portfolio for NMC revalidation. - Identify and confirm a Professional Assessor.
Phase 3: Development & Mentorship (Months 13-18)	- Achieve proficiency in core mental health clinical skills. - Undertake training to become a registered Student Nurse Mentor.
Phase 4: Advancing Practice (Months 19-24)	- Research and apply for MSc Advanced Practice programmes. - Lead a small quality improvement project in my clinical area.

Rationale

This GANTT chart strategically breaks down the overarching goal of becoming an Advanced Nurse Practitioner (ANP) into manageable, time-bound phases, ensuring my development is structured and aligned with professional requirements. The first year is deliberately focused on transitioning from student to a confident registrant, directly meeting the NMC's standards for preceptorship and laying the groundwork for revalidation (AbdELhay et al., 2025). The second year builds upon this foundation, shifting from consolidation to contribution by developing leadership through mentorship and quality improvement. This phased approach ensures I am not only meeting the immediate demands of my Band 5 role but also proactively building the competencies, experience, and professional portfolio required for advanced practice. It transforms a long-term ambition into a clear, actionable pathway, where each completed phase directly contributes to my readiness for an MSc and future ANP training. (He et al., 2024)

Task 7: Making Changes - Report

To: Care Home Owner/Board

From: [My Name], Care Home Manager

Subject: Proposal to Implement a Daily "Safeguarding & Reflection Huddle"

1. Introduction & Problem Identification

A review of incident reporting indicates that low-level safeguarding concerns and near-misses are significantly under-reported. This is primarily due to perceived time pressures and a culture where staff fear blame. This silence directly threatens resident safety and contravenes our duty to preserve safety, as stipulated by the NMC Code (2018).

2. Proposed Change

I propose implementing a mandatory, 15-minute daily "Safeguarding & Reflection Huddle" for all shifts. This structured forum will use the SBAR (Situation, Background, Assessment, Recommendation) tool to facilitate concise and effective sharing of concerns, fostering a proactive safety culture. (AbdELhay et al., 2025)

3. Change Model: Kotter's 8-Step Model

To ensure successful implementation, Kotter's (1996) model will guide the process.

Create Climate for Change (Steps 1-3): I will present data on under-reporting to create a sense of urgency. A guiding coalition of senior nurses will be formed to co-design the huddle's structure, creating a shared vision for a safer culture.

Engage & Enable (Steps 4-6): This vision will be communicated to all staff. We will empower employees by providing training in SBAR and facilitation skills. To generate short-term wins, we will publicly celebrate examples where the huddle prevented a potential incident. (Martzoukou et al., 2024)

4. Necessary Skills & Potential Barriers

My role requires skilled leadership and communication to facilitate psychological safety, upholding the NMC Code to promote professionalism and trust. The main barriers are staff resistance and time constraints. These will be mitigated by initiating a pilot on one ward to demonstrate the huddle's efficacy in preventing crises, ultimately saving time and improving care quality.

Task 8: Self-Reflection

Description

During a module online forum, a peer shared a case study and made a sweeping, stigmatising comment about patients with Borderline Personality Disorder, labelling them as "manipulative." I read the comment with immediate discomfort but, after a moment of internal conflict, I scrolled past and remained silent. (Miao et al., 2024)

Feelings

I felt a profound sense of anxiety about potential confrontation and social friction within my peer group. This was quickly followed by disappointment in myself; I felt I had betrayed my own values and, more importantly, failed in my professional duty to challenge discrimination as outlined in the NMC Code (2018). The online space, which should be safe for learning, felt compromised.

Evaluation

The experience was negative because my inaction eroded my self-confidence and passively condoned a harmful stereotype, potentially making the forum unsafe for others. However, it served as a critical learning point, highlighting that professional courage must extend to all environments, including digital ones. (Curley et al., 2024)

Analysis

My silence was a failure of moral courage. The NMC Code (2018) is unequivocal: we must promote professionalism and trust in all interactions. My decision to prioritise short-term comfort over my principles directly contradicted the "patient advocate" personal brand I am

striving to build. I now understand that professionalism is not situational; it is a constant commitment that must be actively upheld, especially when it is difficult. (Van Hecke et al., 2025)

Conclusion

I should have responded respectfully, not with accusation, but with a constructive challenge. I could have cited evidence to counter the stigma and reframed the patient's behaviour through a trauma-informed lens, turning the moment into a shared learning opportunity that upheld the NMC Code.

Action Plan

To ensure I act differently in future, I will prepare a mental "script" for respectfully challenging discriminatory language. This will involve using "I" statements and evidence-based rationale, anchoring my intervention in our shared commitment to the NMC Code and optimal patient care. This incident has fundamentally taught me that my professional responsibility is continuous and non-negotiable, both online and in person.

Referenced Source:

- AbdELhay, E.S. *et al.* (2025) 'Nurses retention: the impact of transformational leadership, career growth, work well-being, and work-life Balance', *BMC Nursing*, 24(1), p. 148. Available at: <https://doi.org/10.1186/s12912-025-02762-1>.
- Chen, X. *et al.* (2024) 'Status and related factors of professional growth among young nursing talents: a cross-sectional study in China', *BMC Nursing*, 23(1), p. 116. Available at: <https://doi.org/10.1186/s12912-024-01790-7>.
- Curley, M.A. *et al.* (2024) 'Call to action: blueprint for change in acute and critical care nursing', *Nursing Outlook*, 72(6), p. 102271. Available at: <https://www.sciencedirect.com/science/article/pii/S0029655424001647> (Accessed: 13 October 2025).
- Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods.* (The reflective model).
- Granovetter, M. S. (1973). The Strength of Weak Ties. *American Journal of Sociology*, 78(6), 1360-1380.
- Grant, S. (2025) *Electronic Portfolios: Personal information, personal development and personal values.* Chandos Publishing. Available at: https://books.google.com/books?hl=en&lr=&id=FIhDEQAAQBAJ&oi=fnd&pg=PP1&dq=PORTFOLIO+FOR+PERSONAL+AND+PROFESSIONAL+DEVELOPMENT+IN+NURSING%E2%80%83&ots=HYJh_1J-R8&sig=Kp5FxAxnbZ6PLQhXy1yQopwQg (Accessed: 13 October 2025).
- He, X. *et al.* (2024) 'Factors influencing the development of nursing professionalism: a descriptive qualitative study', *BMC Nursing*, 23(1), p. 283. Available at: <https://doi.org/10.1186/s12912-024-01945-6>.
- Heier, L. *et al.* (2024) 'Interprofessional communication skills training to improve medical students' and nursing trainees' error communication - quasi-experimental pilot study',

BMC Medical Education, 24(1), p. 10. Available at:
<https://doi.org/10.1186/s12909-023-04997-5>.

Kotter, J.P. (1996) *Leading Change*. Harvard Business School Press.

Martzoukou, K. *et al.* (2024) 'A cross-sectional study of discipline-based self-perceived digital literacy competencies of nursing students', *Journal of Advanced Nursing*, 80(2), pp. 656–672. Available at: <https://doi.org/10.1111/jan.15801>.

Miao, C. *et al.* (2024) 'Nurses' perspectives on professional self-concept and its influencing factors: A qualitative study', *BMC Nursing*, 23(1), p. 237. Available at: <https://doi.org/10.1186/s12912-024-01834-y>.

Nursing and Midwifery Council (2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*. London: NMC.

Van Hecke, A. *et al.* (2025) 'Development of a competency framework for advanced practice nurses: A co-design process', *Journal of Advanced Nursing*, 81(1), pp. 353–365. Available at: <https://doi.org/10.1111/jan.16174>.

Appendix

Task 4- NHS Equality, Diversity and Inclusion

Quiz (250 words equivalent)

1. What is the primary goal of the NHS Equality, Diversity, and Inclusion Improvement Plan?

(Answer in one or two sentences.)

strategic and collaborative action to foster a more inclusive healthcare environment recognising the critical role

2. How does the NHS EDI Improvement Plan propose to tackle the gender pay gap?

(Answer in one to two sentences.)

focusing on inclusive recruitment, talent management and progression

3. What is meant by the term 'intersectionality' as used in the NHS EDI Improvement Plan?

(Answer in one to two sentences.)

understanding how different aspects of person's identity, race, sexual orientation disability

4. Why is it important for the NHS to create a psychologically safe work environment?

(Answer in one to two sentences.)

share feedback with junior staff
people feel free to challenge the status

5. How does the NHS EDI Improvement Plan suggest improving the experience of internationally recruited staff?

(Answer in one to two sentences.)

Task 6- GANTT Chart (200 words equivalent)

Compile a Gantt chart which illustrates the tasks you have to complete to achieve your future employment goals

- x classic mind mapping and brain writing where you quickly try to generate as many ideas as possible
- x wellbeing strategy encompasses various initiatives designed to foster employee, physical, mental, social and financial wellbeing we have same key of health and wellbeing strategy
- planning your approach, getting management buy-in
- developing your approach

Task 5- A Letter to Yourself

Think of a time in the past when you may have been experiencing issues or difficulties, and after considering what you have learned in this module about emotional intelligence and resilience write a letter to your younger self explaining how these attributes were important at that time and perhaps how developing these areas could have been useful (250 words)

as I write this letter from the future, I'm filled with the wisdom that only time and experience can bring me. I have so much to share with you so many things that I hope will guide me on my journey now. I have not regret in the world. I am grateful for the path life presented me. however I should probably be regret from. go to college doesn't matter when it's not just about the degree. it's about the experiences people I would meet and the way it will shape my thinking make me the most of every opportunity to learn and grow.