

Mapping of Personal Development against the NMC Mentor Standards (2008)

Below are some **examples** of activities that you may undertake to demonstrate achievement of the mentor standards. These are not intended to be prescriptive or exhaustive.

Competency /Domain	Evidence
1. Establishing Effective Working Relationships Demonstrate an understanding of factors that influence how students integrate into practice settings. Provide ongoing and constructive support to facilitate transition from one learning environment to another. Have effective professional and interprofessional working relationship to support learning for entry to the register.	<ul style="list-style-type: none"> • Preparation for student placement - communication, induction to placement, negotiation of shift patterns, etc. • Ability to discuss the link of theory to practice - the learning needs of students in general and specific to your working environment • Opportunities to reflect on experiences - preliminary, intermediate and final interviews • Facilitating students to 'buddy' each other • Facilitating students to demonstrate professional behaviour • Facilitating students to experience interprofessional and collaborative learning and working • Liaison with educational representatives - Link Lecturers, Learning Environment Managers and Trust Practice Learning Facilitators • Liaison with the LEM and co-mentors to provide continuity of mentorship for students
2. Facilitation of Learning Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs. Facilitate the selection of appropriate learning strategies to integrate learning from practice and	<ul style="list-style-type: none"> • Assessment of Practice Document - familiarity with use of the documentation, the curriculum, caseloading experience • Set up learning Contracts and engagement with tripartite meetings • Identify learning opportunities - facilitating attendance at meetings, interprofessional/MDT learning opportunities, review of case notes, etc. • Opportunities for reflection - creating spaces and using questioning

<p>academic experiences. Support students in critically reflecting upon their learning experiences in order to enhance future learning.</p>	<p>techniques.</p> <ul style="list-style-type: none"> • Reflecting on your own CPD and its influence on student learning • Liaison with educational representatives - Link Lecturers, Learning Environment Managers and Trust Practice Learning Facilitators • Use care giving episodes as teaching/learning opportunities
<p>3. Assessment and Accountability Foster professional growth, personal development and accountability through support of students in practice. Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team. Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future. Be accountable for confirming that students have met, or not met, the NMC competencies in practice. As a sign-off mentor confirm that students have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice.</p>	<ul style="list-style-type: none"> • Use a range of robust and reliable evidence throughout: <ul style="list-style-type: none"> • observation • Q & A • testimony • Progress reviews - creating spaces and using questioning techniques. • Tripartite action plans for failing students • Work with the link lecturer • Documentation and recording - preliminary, intermediate and final interviews • Exploration of a students attitude and professional behaviour • Exploration of the barriers to 'safe' assessment (theoretical and practical) - fair and equitable assessment, robust and reliable evidence, assessing competence and making judgements • Familiarity with NMC standards and guidance e.g. The Code, Mentor Standards, Pre Registration Standards etc. • Awareness of the criteria for 'sign-off mentor' • Awareness of the process to follow when supporting a student who has difficulty achieving or is failing to achieve • Awareness of the professional implications of making a PASS or FAIL decision
<p>4. Evaluation of Learning Contribute to evaluation of student learning and assessment experiences - proposing aspects for change resulting from such evaluation. Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.</p>	<ul style="list-style-type: none"> • Being a mentor - self assessment • Sign assessment of Practice Document • Awareness of the student evaluation practice placement process (PPQA) • Explore changes in personal practice as result of evaluation feedback • Mentorship award nominations • Discussing best practice, problem solving and innovation

	<ul style="list-style-type: none"> • Involvement with NMC, LSA or CQC monitoring visits • Reading and reflecting on journal articles • Involvement in educational audit
5. Create an Environment for Learning Support students to identify both learning needs and experiences that are appropriate to their level of learning. Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs. Identify aspects of the learning environment which could be enhanced - negotiating with others to make appropriate changes. Act as a resource to facilitate personal and professional development of others.	<ul style="list-style-type: none"> • Reflection on the documentation and recording of preliminary, intermediate and final interviews • Map and identify learning opportunities to the learning needs • Involvement of service users and carers • Liaison with educational representatives - Link Lecturers, Learning Environment Managers and Trust Practice Learning Facilitators • Development of placement orientation packages or specific workbook • Support of midwives undertaking mentor preparation/junior team members • Reading and reflecting on journal articles on creating a learning environment • Provide and participate in formal and informal teaching/learning sessions • Awareness of the impact of the interpersonal relationships between the mentor and other team members and learners e.g. in being welcoming, approachable, supportive
6. Context of Practice Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated. Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care. Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.	<ul style="list-style-type: none"> • Reflect on currency/evidence base for practice • Explore national and local policy drivers • Engagement with practice and guideline development • Identify weaknesses / threats and make suggestions to improve; build on strengths • Involve MDT in care as appropriate • Encourage students to underpin/locate their practice within evidence, policy and local and national guidelines • Demonstrate an understanding of the role, responsibility and accountability of the mentor and health care professional
7. Evidence Based Practice Identify and apply research and evidence-based	<ul style="list-style-type: none"> • Demonstrate continued professional development - <ul style="list-style-type: none"> • self study

<p>practice to their area of practice. Contribute to strategies to increase or review the evidence-base used to support practice. Support students in applying an evidence base to their own practice.</p>	<ul style="list-style-type: none"> • formal study days • peer discussion • publication • Contribute to developments of policies, guidelines and practice development • Q & A of student knowledge and understanding • encourage students to teach and share knowledge and information with others
<p>8. Leadership Plan a series of learning experiences that will meet students defined learning needs. Be an advocate for students to support them accessing learning opportunities that meet their individual needs - involving a range of other professionals, patients, clients and carers. Prioritise work to accommodate support of student within their practice roles. Provide feedback about the effectiveness of learning and assessment in practice.</p>	<ul style="list-style-type: none"> • Identify appropriate learning opportunities • Plan formal teaching sessions • Ring fence time for students • Give constructive feedback to students • Familiarity with NMC standards and guidance e.g. The Code, Mentor Standards, Pre Registration Standards etc. • Act as a role model demonstrating the ability to prioritise, delegate, problem solve, empower, support and make judgements and decisions • Support the students supernumerary status • development of learning resources • identify innovation/best practice • advocate for students as appropriate

The following documents has been used in the development of this guidance:

Lincolnshire Interprofessional Practice Learning Unit (2014) **Mentor Resource Booklet. Achieving the NMC standards for Mentors**. Lincoln, Lincolnshire Health and Social Care Community.

Nursing and Midwifery Council (2008) Standards to support learning and assessment. Preparation for mentors, practice teachers and teachers. London, NMC. <https://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning-and-assessment-in-practice/>

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