

Standards for mentors, practice teachers and teachers NMC 2008

2.1 NMC mentor standard

An NMC mentor is a registrant who, following successful completion of an NMC approved mentor preparation programme – or comparable preparation that has been accredited by an AEI as meeting the NMC mentor requirements – has achieved the knowledge, skills and competence required to meet the defined outcomes.

A mentor is a mandatory requirement for pre-registration nursing and midwifery students. Mentors who are assessing competence must have met the NMC outcomes identified in the table below, or be supervised by a mentor who has met these outcomes. Those who sign off proficiency must have met the additional criteria to be a sign-off mentor, see table below (see section 2.1.3).

Once mentors have been entered on the local register (normally held by placement providers) they are subject to triennial review (see Roles to support learning and assessment in practice in the introduction of the NMC Standards to Support Learning and assessment in practice 2008).

Mentors are responsible and accountable for:

- Organising and co-ordinating student learning activities in practice.
- Supervising students in learning situations and providing them with constructive feedback on their achievements.
- Setting and monitoring achievement of realistic learning objectives.
- Assessing total performance – including skills, attitudes and behaviours.
- Providing evidence as required by programme providers of student achievement or lack of achievement.
- Liaising with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, personal tutors, programme leaders) to provide feedback, identify any concerns about the student's performance and agree action as appropriate.
- Providing evidence for, or acting as, sign-off mentors with regard to making decisions about achievement of proficiency at the end of a programme.

Following are the NMC (2008) domains and outcomes for all mentors to achieve as part of their mentorship practice. Read these and consider how you achieve these in your training /practice as a mentor. Evidence to support this should be collected and attached as part of your own development as this will be a requirement of the triennial mentor review.

NMC Domain and outcomes for mentors Criteria to be met	Qualification/Experience to be mapped:
1. Establish effective working relationships	
Develop effective working relationships based on mutual trust and respect	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
Demonstrate an understanding of factors that influence how students integrate into practice	
Provide ongoing and constructive support to facilitate transition from one learning environment to another	

2. Facilitation of learning	
Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences	
Support students in critically reflecting upon their learning experiences in order to enhance future learning	

3. Assessment and accountability	
Foster professional growth, personal development and accountability through support of students in practice	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
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 they may either 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 NMO standards of proficiency in practice and are capable of safe and effective practice	

4. Evaluation of learning	
Contribute to the evaluation of student learning and assessment experiences - proposing aspects for change as a result of such evaluation	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others	

5. Creating an environment for learning	
Support students to identify both learning needs and experiences that are appropriate to their level of learning	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet the 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 developments of others	

6. Context of practice	
Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
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	

7. Evidence-based practice	
Identify and apply research and evidence-based practice to their area of practice	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
Contribute to strategies to increase or review the evidence-base used to support practice	
Support students in applying an evidence-base to their practice area	

8. Leadership	
Plan a series of learning experiences that will meet students' defined learning needs	Criteria met/not met (please delete as appropriate). Please attach evidence that verifies how the criteria opposite have been met. (certificates of learning, reflective diary entries etc.)
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 students within their practice roles. Provide feedback about the effectiveness of learning and assessment in practice	

Signed by MentorDate..... Manager.....Date.....

Name

Development needs to meet standard (please list)

Action plan.

Resources required to support action plan:

Review arrangements.

Review date

Appendix

NMC Criteria for supporting learning and assessing in practice – mentors

Nurses and midwives who intend to take on the role of mentor must fulfil the following criteria:

- Be registered in the same part or sub-part of the register as the student they are to assess and for the nurses' part of the register be in the same field of practice (adult, mental health, learning disability or children's). See Circular 26/2007 for further information (Annexe 3).
- Have developed their own knowledge, skills and competence beyond registration i.e. been registered for at least one year.
- Have successfully completed an NMC approved mentor preparation programme (or a comparable programme which has been accredited by an AEI as meeting the NMC mentor requirements).
- Have the ability to select, support and assess a range of learning opportunities in their area of practice for students undertaking NMC approved programmes.
- Be able to support learning in an inter-professional environment – selecting and supporting a range of learning opportunities for students from other professions.
- Have the ability to contribute to the assessment of other professionals under the supervision of an experienced assessor from that profession.
- Be able to make judgements about competence/proficiency of NMC students on the same part of the register, and in the same field of practice, and be accountable for such decisions.
- • Be able to support other nurses and midwives in meeting CPD needs in accordance with the Code: Standards for conduct, performance and ethics for nurses and midwives (NMC 2008).

NMC Criteria for a sign-off mentor

Underpinned by principle A which states that: Nurses and midwives who make judgements about whether a student has achieved the required standards of proficiency for safe and effective practice must be on the same part or sub-part of the register as that which the student is intending to enter. Only sign-off mentors and practice teachers that are on the same part of the register and in the same field of practice may confirm that students have met the relevant standards of proficiency for the particular programme leading to registration or a qualification that is recordable on the NMC register. . Placement providers will decide in the first instance who may be considered as a sign-off mentor and annotate these mentors accordingly. The NMC would expect that such mentors would meet all criteria except that of being supervised by an existing sign-off mentor.

Placement providers must ensure that a nurse or midwife designated to sign-off proficiency for a particular student at the end of a programme is:

- Identified on the local register as a sign-off mentor or a practice teacher.
- Registered on the same part of the register.
- Working in the same field of practice as that in which the student intends to qualify.