



Faculty of Health and Wellbeing

MENTOR PREPARATION FOR THE HEALTH PROFESSIONS (NMC Approved)

Practice Portfolio Document

Student-Mentor Name:

Student number:.....

Profession:.....

Personal Academic Advisor:.....

Module Start Date:

Submission date:.....

Contents Page

	Page
Checklist before Submission	3
Introduction	4
The Supervisor Role	9
Guidance on the Planning of Practice Activities	12
Supervisor and Support Meetings	16
Evidence Record for Activity One	18
Evidence Record for Activity Two	21
Evidence Record for Activity Three	24
Evidence Record for Activity Four	27
Mentor Standards Document	43
Record of Learning Time	47
Evaluation	51
Appendix	
- Achieving Sign -off Status for Midwives Only	53

Illustrations gratefully acknowledged as follows: Review character, evidence, question and answer (including character), you decide, by Stuart Miles. SWOT by scottchan. Weight scale by Renjith Krishnan all provided on freeDigitalPhotos.net

Checklist before submitting:

- Has my supervisor signed to confirm my achievement of each NMC domain and outcomes and signed the declaration at the end
YES/NO
- Has my supervisor signed each of the four practice activities
YES/NO
- Have I fully completed the record of protected time to demonstrate 37.5 hours:
YES/NO
- Have I fully completed the record of practice time to demonstrate 37.5 hours:
YES/NO
- Has my supervisor completed the evaluation
YES/NO
- Have I checked that I have not breached confidentiality in respect any reference to named clinical areas or other colleagues
YES/NO
- Note that unless consent is gained then you must use a pseudonym for your learner.
- Please note that any omissions including signatures will constitute a referral.

INTRODUCTION

In July 2008 the Nursing and Midwifery Council published *Standards to Support Learning and Assessment in Practice*¹ for Nurses and Midwives. These included standards for mentor practice. The mentor standards describe the knowledge and skills that nurses and midwives need to apply in practice when they support and assess students undertaking NMC approved programmes that lead to registration or a recordable qualification on the register.¹ These standards are therefore used as the framework through which practice is assessed during this mentor preparation module and successful completion of the module is contingent upon the demonstration that all the NMC standards have been met. Additionally, all mentor midwives must meet the additional criteria to achieve sign-off status.

The NMC standards for mentors have also been successfully mapped against those produced by the Health Professions Council thus enabling the module to offer an multi-professional route to mentor preparation. The NMC mentor standards are grouped into eight domains, each reflecting a key component of the mentors' role. Each domain is described through individual outcome statements as shown below.

A note on NMC revalidation (NMC2015)² (nurses and midwives only).

As part of the requirements for NMC revalidation, all nurses and midwives:

- must complete 35 hours of Continuing Professional Development (CPD) relevant to your scope of practice as a nurse or midwife, in the three year period since your registration was last renewed or you joined the register (NMC 2015). Of these 35 hours, at least 20 must have included participatory learning. This module provides you with 75 hours of logged and evidenced CPD learning time which includes more than 20 participatory hours.
- must gather 5 pieces of practice-related feedback. Within this portfolio you will see prompts where your supervisor will be providing you with feedback which you can use for this.

¹ NMC (2008) *Standards to support learning and assessment in practice*. London, NMC.

² NMC (2015) *Revalidation [online]* Last updated 11 December.
<http://www.nmc.org.uk/standards/revalidation/how-to-revalidate/>

- must produce five written reflective accounts. Within this portfolio there are sections where you are asked to reflect on feedback gained from your supervisor and this may form the basis for one or more written reflections in preparation for this NMC requirement.
- Please note that your learning activities during this module also provide many more opportunities for generating supporting evidence in preparation for NMC revalidation. **Please note that all evidence for revalidation must be recorded on the templates provided by the NMC for this purpose.** Please access and read the full guidance on the NMC website.

NMC MENTOR STANDARDS (NMC 2008)

Domain 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 inter-professional working relationships to support learning for entry to the register

Domain 2: Facilitation of Learning

- Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs
- 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

Domain 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 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 appropriate professional body's 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 (Nurses & Midwives ONLY)

Domain 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

Domain 5: Creating 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

Domain 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 inter-professional care
- Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained

Domain 7: Evidence-based Practice

- Identify and apply research and evidence-based 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

Domain 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 students within their practice roles.
- Provide feedback about the effectiveness of learning and assessment in practice.

In order to give you the opportunity to demonstrate evidence of meeting the above standards, four practice activities are required to be successfully completed and assessed by your supervisor as follows;

1. **Activity one:** completion of a learning agreement or action plan with a learner

2. **Activity two:** completion of a SWOT analysis of the clinical learning environment and the identification of a measure for its development.
3. **Activity three:** participation in the assessment of a learner in practice and the documentation of a testimony.
4. **Activity four:** demonstrate appropriate discriminatory ability when assessing student achievement to ensure safe and effective practice.

Each activity provides the mentor student with a range of opportunities to evidence the NMC Mentor Standards. Additional written evidence is also generated from all the activities which must be included in the portfolio. These include: a copy of the action plan developed with a learner, a copy of the SWOT analysis and a copy of the testimony provided for the learner. Evidence of completion of activity four is integral within this document. The use of criteria enable the supervisor to make a valid and reliable pass/refer decision for each activity and to offer feedback to the mentor student.

Following successful completion of each practice activity, the supervisor is required to review the NMC outcomes and sign those that have been demonstrated through that activity using the framework provided. The natures of the practice activities enable sufficient opportunity to demonstrate all the NMC mentor standards as well as sign-off proficiency on two simulated occasions. All NMC outcomes are required to be signed as achieved by the supervisor for successful module completion.

THE SUPERVISOR ROLE



All students who undertake this module require support and assessment in practice. Clinical managers confirm the nature of that support during the application phase and this includes the commitment to provide a suitably qualified and prepared supervisor.

Students are asked to take a lead in the identification of a suitably prepared supervisor from practice following commencement of the module and within the

first week. A supervisor registration form should be completed and submitted to enable each supervisor to be registered.

Should there be any difficulties with the identification of a suitable supervisor, students are asked to contact their line manager and the students personal academic advisor. Students may identify and agree more than one supervisor however, a registration form must be received from each.

Who may take on the role of supervisor?

There are both required and recommended criteria for the role of supervisor as follows;

Required criteria: The supervisor **MUST** be;

- acceptable to the student mentor, prospective supervisor AND agreed by the clinical manager or learning environment manager.
- a qualified health care practitioner
- *for nurses and midwives:* supervisors must be registered to practice with the NMC, a mentor or sign-off mentor whose name is on the register of mentors and **who has been updated in the previous 12 months and, where applicable must have also met the requirements for triennial review.**
Note: all midwifery mentors must be sign-off mentors in keeping with NMC requirements. Note that supervisors of nurses who work in final (hub) placement areas must be sign-off mentors.
- fully informed about the mentor preparation module that the student is undertaking, the nature of the practice activities, their assessment and documentation.
- fully informed of the role and responsibilities of a supervisor and the contact details for the academic advisor for support.

Recommended criteria; Where possible, the supervisor should be:

- an experienced mentor/sign-off mentor who has enthusiasm for their role.

- a practitioner who has ease of access to the mentor student in respect of their individual working roles and patterns.

A **supervisor registration form** should be completed and submitted within the first week of commencement of the module.

This registration is required so that evidence that all nurse and midwife supervisors have met the above criteria can be shown. Supervisors who have not received an annual update in the previous 12 months will be required to meet this requirement before taking up the role of supervisor. Details of planned updates taking place at provider Trusts is available through the students line manager.

The responsibilities of the supervisor.

The role of the supervisor is centred upon the support of the mentor student and the assessment of mentoring skills and abilities. The supervisor will be responsible for making the final assessment decision confirming that the mentor student has achieved the NMC Standards in practice through satisfactory completion of a summative portfolio containing four prescribed practice activities and the mapping of that evidence against the NMC Standards to confirm that achievement. For midwives additional evidence of sign-off proficiency must also be confirmed by the supervisor. More details on this are provided under practice activity four. Enthusiasm and commitment to the mentor student is essential.

The supervisor is asked to;

- complete a supervisor registration form and return this to the mentor student for submission to the university.
- arrange a preliminary meeting with the mentor student to agree a plan for the achievement of the practice activities.

- include in that plan, an arrangement to meet with the mentor student to examine and discuss the mentors role in the completion of documentation for students on placement in that area.
- offer feedback and support and complete the required assessment documentation with the mentor student mapping achievement against the NMC standards.
- review progress and note any arrangements for further support following the assessment of practice activity two.
- liaise as necessary with staff from the local Trust/health care provider with key responsibilities for mentor development.
- respond to the request for evaluation in order to inform module development.
- ***contact either of the module leaders or the mentor students academic advisor immediately should there be any concerns relating to the mentor students progression through the programme.***

GUIDANCE ON THE PLANNING AND ASSESSMENT OF THE PRACTICE ACTIVITIES



Activity one: completion of a learning agreement or action plan with a learner

Early in the module student mentors learn about the skills and considerations when action planning with learners in the workplace. Following this, the mentor student is asked to identify a learner in the clinical area with whom an action plan may be agreed for the benefit of developing the learners practice. The *learner* may be any healthcare worker in the clinical area including fellow professionals, support workers or students on placement.

Templates for the recording of an action plan are made available to the mentor student. If the learner is a student at the beginning of the placement then a formal action plan is required which must be completed in conjunction with the students mentor. In this case the action plan would be recorded in the students Ongoing Achievement Record and the mentor student should request a copy.

More commonly mentor students agree an informal action plan for a learner who wishes to learn a specific skill.

Once the learner is identified and agreed, a preliminary discussion should take place so that the learner may discuss their learning needs. Following this the mentor student may draft an action plan for final discussion and agreement with the learner. Mentor students are advised to elicit support and guidance from the supervisor during this process.

Mentor students vary enormously in their past experiences of action planning and some have little or no experience of this activity and need much guidance from their supervisor.

Formative feedback should be sought from the supervisor during this process.

Once the action plan has been agreed with the learner, the supervisor is then asked to arrange a private meeting with the mentor student to complete the practice evidence record and reflect on the experience. Should the supervisor judge that the action plan does not meet the criteria for a pass, this should be documented, feedback given and communicated to the student and the personal academic teacher. Advice, support and a second attempt would be offered. Following a pass result, the supervisor is asked to identify the NMC mentor outcomes that have been achieved and confirm each by signature using the framework provided.



Activity two: completion of a SWOT analysis of the clinical learning environment and the identification of a measure for its development



Mentor students are introduced to a consideration of the learning environment and its development in their learning materials and exercises. Following this, the mentor student is asked to complete a SWOT analysis of the learning environment in which he/she works and identify a measure for its development. Supervisors are asked to facilitate this process through discussion with the mentor student and if possible the learning environment manager should also be included in that discussion.

As before, the supervisor is asked to arrange a meeting with the mentor student to complete the practice evidence record and reflect on the experience. Should the supervisor judge that SWOT analysis and identified area for development does not meet the criteria for a pass, this should be documented, feedback given and communicated to the personal academic teacher. Advice, support and a second attempt would be offered.

Following a pass result, the supervisor is asked to identify the NMC mentor outcomes that have been achieved and confirm each by signature using the framework provided.



Activity three: participation in the practice assessment of a learner and the documentation of a testimony.

The complexities of assessment and the role of the mentor in the management of the assessment process is considered in the second half of the module. Following this the mentor student is asked to participate in the assessment of a learner in the clinical area through direct observation and the use of appropriate questions to elicit the learners level of knowledge and understanding. A testimony should then be prepared by the mentor student and, once reviewed by the supervisor, offered to the learner.

If the learner is a student undertaking a pre- registration programme the testimony should be documented in the students placement documentation and, with the students permission, a copy should be taken.

If the learner is not undertaking a programme of study that includes formal documentation for testimony evidence the mentor student may use a testimony template which is provided. When completed, a copy should also be obtained with the learners consent.

Following a pass result, the supervisor is asked to identify the NMC mentor outcomes that have been achieved and confirm each by signature using the framework provided.

Activity four: demonstrate appropriate discriminatory ability when assessing student achievement to ensure safe and effective practice.

Whilst giving direct care in the practice setting, at least 40% of a student's time must be spent being supervised (directly or indirectly) by a mentor/practice teacher (NMC



2008: 3.2.3). All mentors have a role in making summative assessment decisions about learners and evidence tells us that the complexities of this process continue to challenge mentors. With this in mind two scenarios (and the prompt questions) are offered to enable you to consider how to review evidence and come to a justifiable decision on whether to pass or refer the student.

Nurses and Midwives aiming for sign-off status:

When completed and judged as satisfactory by your supervisor, both nurses and midwives aiming to achieve sign-off status may use evidence from these simulations to contribute to the achievement of full sign-off proficiency. For nurses this is possible only if the scenarios are assessed by a supervisor who is an already existing active sign-off mentor.

Nurses and sign-off proficiency:

Nurses who wish to achieve FULL sign-off status may undertake the third sign-off in practice after module completion and with the support of their manager.

Midwifery mentors and sign-off proficiency.

All midwifery mentors must be sign-off mentors therefore midwives **MUST** successfully complete the final sign-off in practice in order to complete this module. A further six months following the normal submission date is allowed for midwives to generate this extra evidence and forward the required documentation to the midwifery lecturer. Until such evidence is received and confirmed as meeting a pass standard, midwives will not be able to complete this module.

Supervisor and support meetings

Supervisors: please use the space below to document any meetings that you have had with your mentor student. Your mentor student will ask if you can hold a preliminary planning meeting to plan the practice activities. Please note that the second of these meetings may be held with any experienced mentor*.

Planning meeting on commencement of the module
Date
Action plan/agreements/feedback:
Signature: mentor-student:
Signature: supervisor:

<p>*Meeting to offer guidance on the completion of student placement documentation and policy for the management of concerns.</p> <p>All mentors should be familiar with the documentation that students bring with them to placement and their responsibilities in the completion of such documentation. It is also necessary that mentors are familiar with local policies that guide action in the event that the student is found to have problems with the making of smooth progress.</p> <p>Achieving the above requirements is the aim of this dedicated meeting which can take place with any active mentor in your area.</p>
Date and Time of meeting:
<p>Following this meeting please complete the below:</p> <p>Declaration;</p> <p>I confirm that I have had the opportunity to carefully discuss the above with the mentor named here and that I am now familiar and confident about my responsibilities in the completion of student documentation and actions required of me if there are problems with progression.</p> <p>Signature: mentor-student: Date:</p>
<p>Supervisor/or mentor or sign-off mentor: I confirm that I have fully discussed the above with the mentor student and offered sufficient time for questions and clarification.</p> <p>Supervisor/mentor signature: Date</p> <p>If not supervisor please print name:</p>

Review meeting
Date
Action plan/agreements/feedback:
Signature: mentor-student
Signature: supervisor

Review meeting
Date
Action plan/agreements/feedback:
Signature: mentor-student
Signature: supervisor

**Mentor Preparation for the Health Professions
Practice Evidence Record for Activity One**

Name:

Activity One: Negotiate a written action plan/learning agreement for the facilitation of learning and assessment. Please include a copy of this action plan in this portfolio



SUPERVISOR PRACTICE RELATED FEEDBACK (please give feedback on the criteria below):

Nurse/midwives: you can use this practice related feedback to contribute to your NMC re validation

Your reflective account. Please make sure you do not include any information that might identify a specific patient, service user or colleague.

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?



What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

How will you change or improve your practice as a result?

Nurses/midwives: you can use this written reflective account to contribute to your NMC revalidation

PASS/REFER (delete as appropriate)

SUPERVISOR SIGNATURE:

PRINT NAME:**DATE:**

When complete, please enclose a copy of your learning agreement/action plan within this document. If you use the learners name then you must seek consent first, otherwise you must use a pseudonym.

Notes for supervisor

Assessment criteria for activity one

The learning agreement should contain an indication of:

- Appropriate learning outcomes
- Learning opportunities which are relevant and appropriate for the learner
- The expectations of the learner
- The amount of contact between the learner and the mentor
- How the learning will be assessed
- Review and target dates.

The student mentor

- Demonstrates leadership in the organisation of action planning and the support of the learner.
- Documents an action plan for practice learning which is evidence-based
- Demonstrates good working relationships with the learner and other staff who contribute to student learning.

**Mentor Preparation for the Health Professions
Practice Evidence Record for Activity Two**

Name:

Activity Two: Carry out a SWOT analysis of your clinical learning environment and reflect with peers/colleagues/students. Following this, discuss your SWOT results with your supervisor and agree a measure which you can develop to improve the quality of the learning environment.

MEASURE AGREED FOR THE IMPROVEMENT OF THE LEARNING ENVIRONMENT:

.....



SUPERVISOR PRACTICE RELATED FEEDBACK (please give feedback on the criteria below):

Nurse/midwives: you can use this practice related feedback to contribute to your NMC re validation

***Your reflective account.* Please make sure you do not include any information that might identify a specific patient, service user or colleague**

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?



What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

How will you change or improve your practice as a result?

Nurses/midwives: you can use this written reflective account to contribute to your NMC revalidation

PASS/ REFER (delete as appropriate)

SUPERVISOR SIGNATURE:

PRINT NAME:DATE:

When complete, please enclose a copy of your SWOT analysis within this document. Please do not identify by name your specific clinical area in keeping with confidentiality requirements.

Notes for supervisor:

Assessment criteria for activity two

The results of the SWOT analysis:

- Are appropriate to the student's own learning environment
- The measure identified for development will contribute to the support of student learning or assessment

The student-mentor:

- demonstrates leadership and commitment to developing the learning environment
- Shows understanding of the importance of effective working relationships in the learning environment

Mentor Preparation for the Health Professions Practice Evidence Record for Activity Three

Name:

Activity Three: Participate in the continuous assessment of a learner in your clinical area. Following this write a testimony which specifies the evidence gained from observation and the questions used to assess knowledge and understanding and the learner's answers. If applicable indicate the learners overall progress in the area assessed. If your learner is a student on placement, please record your testimony in the students practice assessment document. Please share and discuss your testimony with your supervisor (with permission from the learner).



SUPERVISOR PRACTICE RELATED FEEDBACK (please give feedback on the criteria below):

Nurse/midwives: you can use this practice related feedback to contribute to your NMC re validation

Your reflective account. Please make sure you do not include any information that might identify a specific patient, service user or colleague

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?



What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

How will you change or improve your practice as a result?

Nurses/midwives: you can use this written reflective account to contribute to your NMC revalidation

PASS/REFER (delete as appropriate)

SUPERVISOR SIGNATURE:

PRINT NAME:**DATE:**

When complete, please enclose a copy of your testimony within this document (with consent from your learner). If you use the learners name then you must also seek consent first, otherwise you must use a pseudonym.

Notes for supervisor

Assessment criteria for activity three

The testimony

- demonstrates evidence that is relevant and appropriate to the learner's assessment needs.
- specifies evidence derived from observation of the learner
- specifies evidence derived from questioning the learner
- is clear, comprehensive, signed and dated.
- specifies the standard demonstrated in practice in relation to the expected achievement for the learner.

Mentor Preparation for the Health Professions Practice Evidence Record for Activity Four

Activity Four: demonstrate appropriate discriminatory ability when assessing student achievement to ensure safe and effective practice.

This activity requires you to document the stages in the decision to pass/fail a student using two simulated scenarios.

Each scenario offers;

- **a fictional summary of a student's progress during a final placement leading up to the final interview.**
- **an excerpt from the students Ongoing Record of Achievement showing one summative learning outcome to be graded as pass/fail with the associated elements.**
- **an example of the criteria used to guide mentors when making pass/fail decisions at the end of each year of a programme leading to professional registration.**
- **a set of questions following each scenario to prompt an exploration of the evidence and the use of the criteria to guide the pass/fail decision required.**

As with the previous activities, your supervisor will examine the reasoning you demonstrate, the justification you offer for your decision. If you demonstrate proficiency in both these simulation scenarios AND your supervisor is a sign-off , this evidence will demonstrate partial fulfilment of the total requirements to become a sign-off mentor.

Full sign-off status may only be achieved when sign-off proficiency is also demonstrated in practice under the supervision of a sign-off mentor. Midwives must demonstrate this final activity in practice and submit documentation to demonstrate meeting this requirement before successful completion of this module is possible.

Assessment Scenario: Student A (Year 3, Final placement)

This is Julie's final week on placement and you are her mentor. You are preparing to carry out Julie's final interview. As is an NMC requirement you have examined all of the previous placement assessment documentation for this student gathered over the full three years of the programme.

Background:

Documentation from previous placements show that Julie has required prompts and frequent reminders to take a lead in communicating and become more active. She has however passed previous placements on the first occasion and comments show that improvements took place.

In this placement, at intermediate interview, Julie was identified as "progressing" in all outcomes however, comments again indicate that she could be more proactive with communication.

Julie is not the most confident of students and appears somewhat anxious when communicating with staff, especially doctors. At these times she requires much discussion with her mentor before she feels prepared. She has managed handover on a number of occasions although she has a tendency to speak very quietly. Staff sometimes need to ask her to repeat information. She does however convey all necessary facts.

On one occasion recently a member of staff telephoned the ward to speak to sister and Julie answered the phone. During her search for sister, a patient asked her for a bedpan and subsequently Julie forgot about the phone call. Julie understood that she was responsible for this error and was very upset by it.

Julie often reports patient information to you such as a patient's request for pain relief or a relative's concern about a patient's forthcoming test or investigation. Your colleagues say that she is a very likable young girl although she does not appear to instill confidence although they cannot describe any particular shortcomings that they have noticed.

She has been to two other areas for visits and has two testimonies stating that she has demonstrated good communication skills with the care team, shown enthusiasm and is keen to learn.

She has required one reminder to add some extra information to care records (a relatives` request to speak to the doctor). She has completed discharge documentation for a number of patients and recently shows competence and confidence in this. Although her writing is clear there are occasional minor grammatical errors.

Student A: Final Placement.

Shown below is an excerpt from Julie's Practice Assessment Document showing one outcome together with the associated elements.

NMC Domain : Communication and interpersonal skills	
The student can work independently, with minimal or indirect supervision in a safe and confident manner to achieve the following:	
<p>Outcome to be graded</p> <p>Communicates effectively with colleagues to support person-centred care and enhance quality and safety.</p> <p><i>In order to achieve this the student must demonstrate ALL the elements listed</i></p>	<p>Elements to be achieved</p> <ol style="list-style-type: none">1. Communicates effectively and sensitively, in different settings, using a range of communication strategies and technologies. Ensures that colleagues receive all the information they need in a language and manner that allows them to make decisions effectively2. Verbal communication both face-to-face and on the telephone is consistently clear, understandable, professional and appropriate to the person and situation3. Always seeks to confirm understanding and responds to confirm what a person is communicating4. Effectively communicates people's stated needs, wishes and concerns to other professionals5. Maintains accurate, clear and complete records, including the use of electronic formats, using appropriate and plain language6. Provides accurate and comprehensive verbal reports based on best available evidence7. Facilitates the safe and effective transition and transfer of patients through the preparation of records and reports, the provision of accurate information and the effective and timely dialogue with colleagues8. Respects individual rights to confidentiality and keeps information secure and confidential in accordance with the law and relevant ethical and regulatory frameworks, taking account of local protocols. They actively share personal information with others when the interests of safety and protection override the need for confidentiality.9. Works within legal and professional frameworks for record keeping and storage

ASSESSING A STUDENT'S ACHIEVEMENT

The mentor should be aware that they remain accountable for delegating tasks to the student and must:

1. Be able to justify their decision to allow the student to undertake Essential Skills by taking account of the student's level of education & their experience in the placement area.
2. Supervise the student as appropriate to their level of education

You will need to refer to the chart on the next page which shows an example of the criteria which may be used to judge a pass/fail decision for a student at the end of each year of the programme.

**EXAMPLE CRITERIA TO GUIDE MENTORS/SIGN-OFF MENTORS IN MAKING
SUMMATIVE DECISIONS ABOUT STUDENT ACHIEVEMENT.**

**Continuum of the conditions of practice and development of underpinning
knowledge for students in year one (novice level), year two (advanced beginner level)
and year three (competent level).**

Stage in the course	Level of Supervision/ Support	Level of Practice	For students to be graded as 'Achieved' they will:	For students to be graded as 'Not Achieved' they will:
Year 1	Mentor closely directs and/or observes	Student Observes, participates, assists in	Perform with few prompts Can explain the rationale underpinning practice	Require detailed and explicit instructions Cannot explain the rationale underpinning practice
Year 2	Mentor provides some supervision and/or guidance	Student actively participates; planning most activities and leading some	Demonstrate performance that is smooth and complete Not require prompting Can explain the rationale underpinning practice and discuss pertinent research	Their performance lacks completeness Require prompting Cannot explain the rationale underpinning practice
Year 3	Mentor provides minimal to indirect supervision	Student actively participates; planning all activities and leading most	Not require prompting Demonstrate performance that is organised and efficient Critique evidence- based practice and its implementation	Require prompting Be unable to organise care Has not consider evidence-based practice

Section One: Focus on the evidence:

Has the student shown evidence that relates to ALL the elements listed?

YES/NO

If not, specify which elements are not supported with any evidence?



What questions would you ask this student so that she could show evidence of knowledge and understanding any missing elements?

Are there any more questions you would ask her to check that she has sufficient understanding of practice relating to this overall outcome?

Section Two: Focus on the pass/fail standard

Assuming that Julie has answered all your questions to your satisfaction, now consider the chart shown earlier which shows an example of the criteria which may be used to make a pass/fail decision. Make some brief notes on your thoughts below and discuss these with your supervisor. In this section you need to offer a justification for your pass/fail decision.



What result would you offer Julie for this outcome at Final Interview? Delete as appropriate:

Achieved / Not Achieved



FEEDBACK FROM SUPERVISOR please examine the mentor student's evidence shown above and offer feedback as below.

Criteria for achievement	Scenario 1: feedback
<p>Section one:</p> <ul style="list-style-type: none">• Those elements that are not supported with evidence are correctly identified.• Appropriate questions are drafted to enable the student being assessed to demonstrate evidence of the missing elements.	
<p>Section two:</p> <ul style="list-style-type: none">• Sound justification is offered for the final assessment decision with reference to the criteria for achievement at that part of the programme.• the final assessment decision has taken account of all previous placement assessment documentation from all 3 years of the programme (see scenario).	

If you are in agreement with the mentor students final judgement and the above criteria are met then this constitutes a pass standard.

PASS/ REFER (delete as appropriate)

SUPERVISOR SIGNATURE:

PRINT NAME: **DATE:**

Assessment Scenario: Student B (Year 3, Final placement)

Molly is a third year student in her final placement. She has a very quiet personality but demonstrates an enthusiastic approach through the many questions she asks and her eagerness to observe other staff.

By week four of this twelve week placement you have noticed that Molly still appears very dependent on detailed instructions for some of the routine aspects of care that she has had practice with. You offer her feedback on your observations and Molly admits to feeling cautious about getting decisions wrong and needing to keep checking things with you. Following this you endeavour to *throw some of her questions back* in an effort to get her to begin solving issues for herself. This approach meets with some success although you do notice that Molly will sometimes sidestep asking you and instead go to someone else first.

You discuss this with her at intermediate interview and consider recording these events as a cause for concern but, after speaking to the team and examining assessment documents from all of Molly's previous placements (as is an NMC requirement), you decide that this was likely to be a matter of confidence. Molly does also admit to taking longer than usual to settle in to a placement.

You plan to give Molly a staged experience of exposure to taking a leadership role and record this in her Ongoing Record of Achievement documentation.

As the placement progresses Molly does show some genuine skills in leadership although is still reluctant to delegate tasks to the support workers and tries to do everything herself. Molly says it is difficult to delegate to them because they have worked there for so long that they know what to do before she can ask them! Molly is very reluctant to ask them to do a task within a particular time frame although she has done this once.

Molly shows a sound knowledge base for prioritising care and understands how to risk assess. She is very approachable with junior students and they admire her attention to detail.

When the area becomes busy Molly returns to needing more reassurance about what she needs to do next although if offered the time to explore the options she will usually be able to work out what her priorities should be.

By her final week you again ask your colleagues about Molly and specifically about her abilities in organising care. Feedback and written testimony from them indicate that Molly is somewhat slower than the other third years but still appears to be within the safe and effective range.

Now it is final interview time and the decisions are yours.

Student B: Final Placement.

Shown below is an excerpt from Molly's Ongoing Record of Achievement showing one outcome together with the associated elements.

NMC Standards of Proficiency - Organisational Aspects of Care	
Outcome to be graded: 16) Safely lead, co-ordinate and manage care. As demonstrated by evidence of ALL the elements listed:	Elements which contribute to the students achieving this outcome are: i. Inspires confidence and provides clear direction to others ii. Takes decisions and is able to answer for these decisions when required iii. Bases decisions on evidence and uses experience to guide decision-making iv. Acts as a positive role model for junior staff v. Manages time effectively vi. Negotiates with others in relation to balancing competing/conflicting priorities.

ASSESSING A STUDENT'S ACHIEVEMENT

The mentor should be aware that they remain accountable for delegating tasks to the student and must:

1. Be able to justify their decision to allow the student to undertake Essential Skills by taking account of the student's level of education & their experience in the placement area.
2. Supervise the student as appropriate to their level of education

You will need to refer to the chart on the next page which again shows an example of the criteria which may be used to judge a pass/fail decision for a student at the end of each year of the programme.

EXAMPLE CRITERIA TO GUIDE MENTORS/SIGN-OFF MENTORS IN MAKING SUMMATIVE DECISIONS ABOUT STUDENT ACHIEVEMENT.

Continuum of the conditions of practice and development of underpinning knowledge for students in year one (novice level), year two (advanced beginner level) and year three (competent level).

Stage in the course	Level of Supervision/ Support	Level of Practice	For students to be graded as 'Achieved' they will:	For students to be graded as 'Not Achieved' they will:
Year 1	Mentor closely directs and/or observes	Student Observes, participates, assists in	Perform with few prompts Can explain the rationale underpinning practice	Require detailed and explicit instructions Cannot explain the rationale underpinning practice
Year 2	Mentor provides some supervision and/or guidance	Student actively participates; planning most activities and leading some	Demonstrate performance that is smooth and complete Not require prompting Can explain the rationale underpinning practice and discuss pertinent research	Their performance lacks completeness Require prompting Cannot explain the rationale underpinning practice
Year 3	Mentor provides minimal to indirect supervision	Student actively participates; planning all activities and leading most	Not require prompting Demonstrate performance that is organised and efficient Critique evidence-based practice and its implementation	Require prompting Be unable to organise care Has not consider evidence-based practice

Section One: Focus on the evidence:

Has the student shown evidence that relates to ALL the elements listed? YES/NO
If not, specify which elements are not supported with any evidence?



What questions would you ask this student so that she could show evidence of knowledge and understanding any missing elements?

Are there any more questions you would ask her to check that she has sufficient understanding of practice relating to this overall outcome?

Section two: focus on the pass/fail standard

Assuming that Molly has answered all your questions to your satisfaction, now consider the chart shown earlier which shows an example of the criteria which may be used to make a pass/fail decision.

Make some brief notes on your thoughts below and discuss these with your supervisor. In this section you need to offer a justification for your pass/fail decision.



What result would you offer Molly for this outcome at Final Interview? Delete as appropriate:

Achieved / Not Achieved



FEEDBACK FROM SUPERVISOR please examine the mentor students evidence shown above and offer feedback on the process of decision making as shown in the criteria below.

Criteria for achievement	Scenario 2: feedback
Section one: Those elements that are not supported with evidence are correctly identified. Appropriate questions are drafted to enable the student being assessed to demonstrate evidence of the missing elements.	
Section two: Sound justification is offered for the final assessment decision with reference to the criteria for achievement at that part of the programme. The final assessment decision has taken account of all previous placement assessment documentation from all 3 years of the programme (see scenario).	

If you are in agreement with the mentor students final judgement and the above criteria are met then this constitutes a pass standard.

PASS/REFER (delete as appropriate)

SUPERVISOR SIGNATURE:

PRINT NAME: **DATE:**

THE MENTOR STANDARDS DOCUMENT



Supervisors;

The following chart is designed to enable you to map evidence from the practice activities against the NMC Mentor Standards. As shown, the NMC Mentor Standards (2008) are divided into eight domains with their associated elements. Following your assessment of each practice activity, please indicate in the column provided which domains and elements have been met and sign to confirm this.

Please note that it is also vital that you assess your mentor students knowledge and understanding for the practice of mentoring both as progression through the activities takes place as well as at the end.

MENTOR STANDARDS DOCUMENT

NMC Domains and Outcomes	Practice evidence from activities 1, 2, 3 or 4	Signature of Supervisor
Domain 1: Establishing Effective Working Relationships <ul style="list-style-type: none"> • 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 relationships to support learning for entry to the register 		
Domain 2: Facilitation of Learning <ul style="list-style-type: none"> • Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs • 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 		
Domain 3: Assessment and Accountability <ul style="list-style-type: none"> • 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 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 		

<ul style="list-style-type: none"> • Be accountable for confirming that students have met, or not met, the appropriate professional body's 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 (Nurses & Midwives ONLY) 		
Domain 4: Evaluation of Learning <ul style="list-style-type: none"> • 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 		
Domain 5: Creating an Environment for Learning <ul style="list-style-type: none"> • 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 		
Domain 6: Context of Practice <ul style="list-style-type: none"> • 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 		

Domain 7: Evidence-based Practice <ul style="list-style-type: none"> • Identify and apply research and evidence-based 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 		
Domain 8: Leadership <ul style="list-style-type: none"> • 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 students within their practice roles. • Provide feedback about the effectiveness of learning and assessment in practice 		

I confirm that(print name) NMC PIN Expiry date.....

has met the above NMC Mentor Standards

SUPERVISOR SIGNATURE:

PRINT NAME: NMC PIN Expiry date.....

DATE:.....

Mentor Preparation for the Health Professions Record of Learning Time (Nurses & Midwives)

For registered nurses and midwives the NMC Standards to support learning and assessment in practice (2008) require that students undertake mentor preparation programmes that are a minimum of 10 days, of which at least 5 days are protected learning time.

The NMC require you to log a total of 10 days (minimum) learning time. Your line manager has agreed to support you with the minimum of 5 days protected learning time to attend this module. An additional 5 days of practice learning time must also be recorded. Practice learning time may be accrued within your normal hours of work. All theory and practice activities which you perform in relation to completion of this module should be logged here on both pages.

Protected Learning Time

You may include classroom hours, homework, reading, assignment preparation and other guided activities here.

	Date(s)	Type of Activity (Attendance hours and theory time should be logged here)	Number of Hours
5 Days Protected Learning (theory) Time (37.5 hrs¹)			
	TOTAL		

Mentor Preparation for the Health Professions Record of Learning Time (Nurses & Midwives)

For registered nurses and midwives the NMC Standards to support learning and assessment in practice (2008) require that students undertake mentor preparation programmes that are a minimum of 10 days, of which at least 5 days are protected learning time.

Practice Hours Log This part of the log must be completed. This log should include preparation time, working with your student towards any of the identified activities, writing testimonies, discussion with colleagues about student progression or any other practice activities which reasonably relate to the completion of this module

5 Practice Days (37.5 hours¹)	Date(s)	Type of Activity (mentor preparation time in practice should be logged here)	Number of Hours
TOTAL			

Mentor Student Signature:_____

Date:_____

Practice Supervisor Signature:_____

Date:_____

Suggested practice activities

Observation of mentoring practice (sitting in on student interviews (initial, intermediate, final),

Observation of mentor/student reflective discussions on care.

Observation of any teaching sessions in practice or observation of a mentor update.

Discussions with Learners, Mentors, Practice Supervisor, Learning Environment Manager, Link lecturer on any aspect of the learning environment / mentoring.

Working alongside learners

Completing an action plan for a learner

Completing a SWOT analysis of the learning environment

Arranging/working towards the achievement of the agreed initiative for the development of the learning environment.

Completing testimony evidence for a learner.

Reading/discussing the education audit

Reading/discussing student evaluations of placement

Discussing the live register of mentors/system for mentor updating/triennial review in own area.

Reading/discussing/updating placement profile/placement learning opportunities.

Reading /discussing/updating students orientation pack and or learning resources used in practice.

Arrange to meet/discuss student learning/assessment with staff on other parts of the placement pathway (if applicable)

Nurses and Midwives only:

The NMC Standards to support learning and assessment in practice (2008) require confirmation that the below criteria are met by any nurse or midwife intending to take on the role of mentor.

Supervisors are therefore asked to confirm each of these NMC criteria shown below as one of the requirements for successful completion of this module.

I (name of supervisor)..... confirm that the mentor student named as (name)..... fulfils the following criteria (**please tick each one**):

- Is 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). ☐
- Has developed their own knowledge, skills and competence beyond registration i.e. been registered for at least one year. ☐
- Has 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). ☐
- Has the ability to select, support and assess a range of learning opportunities in their area of practice for students undertaking NMC approved programmes. ☐
- Is able to support learning in an interprofessional environment – selecting and supporting a range of learning opportunities for students from other professions. ☐
- Has the ability to contribute to the assessment of other professionals under the supervision of an experienced assessor from that profession. ☐
- Is 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. ☐
- Is able to support other nurses and midwives in meeting CPD needs in accordance with *The Code: Professional standards of practice and behaviour for nurses and midwives* (NMC, 2015). ☐

Signature of supervisor..... **Date**.....

NMC PIN..... **Expiry date**.....

SUPERVISOR EVALUATION

Supervisors: The NMC require that module development is carefully informed by those critical practitioners who assess practice outcomes for mentor preparation. Please could you therefore provide some evaluation using the following document. This evaluation will then be returned automatically within the student submits this practice document. The completed evaluation may also be detached and sent separately to;

Cate Johnson or Margaret Dunham (Module Leaders)
Faculty of Health and Wellbeing,
Robert Winston Building
Sheffield S10 2BP

or via email to

c.e.johnson@shu.ac.uk or m.dunham@shu.ac.uk

Supervisor Evaluation

1. Supervisor Name.....
2. Unit/Ward/Department.....
3. Trust/organisation.....
4. Did you experience any problems/challenges when supervising your mentor student
Yes/No
If **yes**, please explain what these were
5. Were you clear about what **your** role involved? **Yes/No**
If **no**, please explain what further information you required.
6. Did you understand what **you** needed to do to supervise the practice activities?
Yes/No
If **no**, please explain what further information you required
7. Did you understand what was required of the **mentor student** during each of the practice activities?
Yes/No
If **no**, please explain what further information you required
8. Were there any difficulties during supervision of practice activities **Yes/No**
If **yes**, please give details
9. Did you feel confident in completing the student mentors practice documentation following any activities you assessed? **Yes/No**
If **no**, please explain what further information you required
10. Is there anything else you would like to feedback to the module team about the management of practice assessment for this module? **Yes/No**
If **yes**, please give details (please continue overleaf if required)

Thank you for your time in completing this evaluation



Mentor Preparation for the Health Professions

ACHIEVING THE STATUS OF 'SIGN-OFF' MENTOR IN MIDWIFERY: EVIDENCE OF THE FINAL SUPERVISED SIGN-OFF

Student name:

Student number:

Module start date:

Background: Confirmation of proficiency

The role of the sign-off mentor and/or practice teacher is to make judgements about whether a student has achieved the required standards of proficiency for safe and effective practice for entry to the NMC register (NMC 2008, p. 6).² The sign-off mentor confirms 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' (NMC 2008, p. 21).

An ongoing record of achievement, including comments from mentors, must be passed from one placement to the next to enable judgements to be made on the student's progress. The student's ongoing record of achievement forms part of the Assessment of Practice document and needs to be examined by the sign-off mentor to confirm that a student is proficient at designated points in the programme³. This record of

² NMC (2008) *Standards to support learning and assessment in practice* (2nd ed.). London, Nursing and Midwifery Council.

³ NMC (2009) *Standards for pre-registration midwifery education*. London, Nursing and Midwifery Council.

achievement is used to inform signing off proficiency and confirming that ongoing competence and any concerns have been addressed since the last progression point.

Sign-off mentors in midwifery

Sign-off mentors are required for all students on pre-registration midwifery programmes. From September 2007 all midwives who undertake mentor preparation programmes are required to have met the additional criteria (NMC 2008, paragraph 2.1.3, p. 21) including having been supervised on at least three occasions for signing off proficiency by an existing sign-off midwifery mentor during the programme. The purpose of supervised sign-off is to enable the prospective sign-off mentor to experience and demonstrate the skills required to safely sign-off a student on an NMC approved programme with the support of an existing sign-off mentor (NMC circular 05/2010). The NMC circular 05/2010⁴ also states that the first and second such supervisions may now be effected using a range of methods including simulation. **The final supervision for signing off proficiency must be with an actual student undertaking an NMC approved midwifery programme.**

The following guidance will assist you to obtain the evidence for the third supervised sign-off.

1. Make arrangements to work with, and supervise and assess a midwifery student in your placement area. You must be supported by a sign-off mentor (NMC 2008, p. 34).
2. As there is a requirement to examine the student's ongoing achievement record, ask the student to bring in any previous Assessment of Practice document(s) at the start of the placement.
3. Collect evidence of the student's performance to enable you to make assessment of the student's competence. Most of the assessment evidence should be obtained through direct observation of the student's practice (NMC 2008, p. 32). You should also have evidence of the student's knowledge and understanding obtained through the use of question and answer, and discussions. To triangulate your assessment, there should be a third piece of assessment evidence, e.g., evidence from the use of the testimony of another mentor who has worked with the student.
4. When you have sufficient evidence to make the assessment decision about **any one** of the NMC competencies (NMC 2009)⁵ that the student has achieved, make arrangements to discuss the evidence with the sign-off mentor allocated to the student. Please refer to the 'guidance for assessing a student's achievement or non-achievement' and 'guidance to prepare for a signing off occasion' below to assist you to make your assessment decision.
5. Following this, arrange to meet with the student to sign-off the competency⁶. This must be done under the supervision of the sign-off mentor.
Note: Some Higher Education Institutions require *performance and skills outcomes* to be signed as these describe how the competency is demonstrated and achieved.
6. Complete the required documentation below to provide the evidence for the supervised sign-off. Ensure that you gain consent from the student to identify him/her by name or, use a pseudonym.

⁴ NMC (2010) *NMC circular 05/2010: sign-off mentor criteria*. London, Nursing and Midwifery Council. Available at http://www.nmc.org.uk/globalassets/sitedocuments/circulars/2010circulars/nmccircular05_2010.pdf

⁵ NMC (2009) *Standards for pre-registration midwifery education*. London, Nursing and Midwifery Council.

⁶ The wording of the competency will normally be in the student's 'practice assessment document'.

EVIDENCE TO SUPPORT THE ACHIEVEMENT OF THE 'SIGN-OFF MENTOR' STATUS IN MIDWIFERY

Name of student mentor:NMC PIN:..... I confirm that I fulfil the following: 1. I have a working knowledge of current programme requirements and practice assessment strategies for the students I am assessing 2. I understand the NMC requirements for the midwifery programme leading to registration that is recordable on the NMC register, and the contribution I make to meet these requirements 3. I have in-depth understanding of my accountability to the NMC for the decision I make to pass or fail a student when assessing proficiency requirements at the end of a programme	Signature of student mentor: Date:
---	--

Date:	Brief description of the signing-off episode	Supervising sign-off mentor
Name of student midwife: State the competency (or performance and skills outcome) you have signed off (copy the wording from the student's practice assessment document): Brief description of the observation of the student's performance leading to the achievement of the competency: List the questions asked to check knowledge and understanding: Have you seen evidence of previous assessments in the student's Assessment of Practice document(s) and confirmed that ongoing competence and any concerns have been addressed since the last progression point YES/NO	I confirm I have supervised the above signing off proficiency for this student Name: NMC PIN: Signature: Date:	

GUIDANCE TO PREPARE FOR A 'SIGNING OFF' OCCASION

Remind your student to prepare for the sign-off occasion by reviewing what she has learnt so that she can contribute to the discussion. Ask the student to make some notes to bring to this meeting.

Additional time should be allocated to review and analyse assessment evidence, and to give feedback to the student. When weighing assessment evidence of competence or incompetence, you must have sufficient evidence to reach a defensible conclusion as you should be able to substantiate the assessment decision of either a 'pass' or a 'fail' grade (Stuart, 2013).

The following questions may assist in helping you judge and analyse evidence to establish whether there is sufficient assessment evidence to confer competence:

i. Has the student achieved the statutory standard of proficiency?

Is there sufficient performance evidence to confer competent practice? Performance evidence would have been gathered by you through observation of the student's practice throughout the period of supervised practice, or generated from the testimonies provided by other mentors who have worked with the student.

Has the student achieved the required level for the stage of the course?

Consider carefully whether your assessment has identified the correct standard to be achieved and the correct level of ability of the student for the stage of the course.

ii. Does the assessment evidence achieve validity of assessment?

Has the student engaged in a sufficient number and range of care situations for you to be confident that validity has been achieved? Does the student have the ability to actually care for women and/or their babies?

iii. Does the assessment evidence achieve reliability of assessment?

Has the learner engaged in a sufficient number and range of care situations for you to be confident that reliability has been achieved? The amount of evidence must be sufficient to ensure consistent performance to the standard required across a range of situations.

iv. Is there a demonstration of a sound understanding of the rationale underpinning each competency?

Knowledge and understanding underpin competent practice. Students must be able to demonstrate that they understand the rationale for care activities. It is likely that you have assessed the student's understanding through the use of questioning throughout the period of formative assessment. This may require to be supplemented through further questioning when assessment evidence is being reviewed and analysed. Additionally, in year two, can the student discuss pertinent research underpinning evidence-based practice? and in year three, can the student discuss and critique pertinent research underpinning evidence-based practice?

v. Have you examined assessments in the student's previous Assessment of Practice document(s) and confirmed that ongoing competence and any concerns have been addressed since the last progression point

GUIDANCE FOR ASSESSING A STUDENT'S ACHIEVEMENT OR NON-ACHIEVEMENT

This is an example of a table showing the continuum of the conditions of practice and development of underpinning knowledge for students in year one (novice level), year two (advanced beginner level) and year three (competent level) may be used as guidance for assessing a student's achievement or non-achievement at the various stages of the programme.

The mentor student should know, and be familiar with the specific guidance in use on judging pass/fail for students in their own practice area.

Continuum of the conditions of practice and development of underpinning knowledge for students in year one (novice level), year two (advanced beginner level) and year three (competent level). Please see p. 5 for more detail.				
Stage in the course	Level of Supervision/Support	Level of Practice	For students to be graded as 'Achieved' they will:	For students to be graded as 'Not Achieved' they will:
Year 1	Mentor closely directs and/or observes	Student Observes, participates, assists in	<ul style="list-style-type: none"> Perform with few prompts Can explain the rationale underpinning practice 	<ul style="list-style-type: none"> Require detailed and explicit instructions Cannot explain the rationale underpinning practice
Year 2	Mentor provides some supervision and/or guidance	Student actively participates; planning most activities and leading some	<ul style="list-style-type: none"> Demonstrate performance that is smooth and complete Not require prompting Can explain the rationale underpinning practice and discuss pertinent research 	<ul style="list-style-type: none"> Their performance lacks completeness Require prompting Cannot explain the rationale underpinning practice
Year 3	Mentor provides minimal to indirect supervision	Student actively participates; planning all activities and leading most	<ul style="list-style-type: none"> Not require prompting Demonstrate performance that is organised and efficient Critique evidence-based practice and its implementation 	<ul style="list-style-type: none"> Require prompting Be unable to organise care Has not consider evidence-based practice

CRITERIA FOR ASSESSING ACHIEVEMENT IN THE NOVICE, ADVANCED BEGINNER AND COMPETENT LEVELS OF PERFORMANCE

NOVICE LEVEL (YEAR ONE)

These conditions of practice of the novice along the following continuum can be used as the criteria to monitor the progress of novice level practice.

Conditions of practice and the continuum of development and achievement

- Requires very detailed and explicit instructions
- Requires less detailed and explicit instructions
- Requires some detailed and explicit instructions
- Performs some activities with few prompts
- Performs regularly practised activities with few prompts or in a fully integrated way
- Beginning to assess, plan and implement care
- Within level of practice, responds appropriately in situations requiring urgency.

It is important for each clinical area to identify which activities the student is expected to be able to achieve competence in.

Knowledge

- Has a grasp of theory underpinning most practices
- Beginning to make connections between chunks of theory
- Can explain rationale underpinning some practices
- Can discuss pertinent research underpinning some practices.

ADVANCED BEGINNER LEVEL (YEAR TWO)

These conditions of practice of the advanced beginner along the following continuum can be used as the criteria to monitor the progress of advanced beginner level practice.

Conditions of practice and the continuum of development and achievement

- Performs activities with few prompts
- Performs regularly practised activities in a fully integrated way
- Leads regularly practised activities with few prompts
- Beginning to prioritize care
- Able to assess, plan and implement care
- Beginning to evaluate effectiveness of care
- Beginning to involve clients in their care
- Within level of practice, responds appropriately in situations requiring urgency.

It is important for each clinical area to identify in which activities the student is expected to be able to achieve competence.

Knowledge

- Can explain rationale underpinning practice
- Able to make connections between more complex chunks of theory
- Can discuss pertinent research underpinning practice
- Beginning to implement evidence-based practice.

COMPETENT LEVEL (YEAR THREE)

These conditions of practice of the competent practitioner along the following continuum can be used as the criteria to monitor the progress of competent level practice.

Conditions of practice and the continuum of development and achievement

- Performs most activities in a fully integrated way, without prompting
- Able to assess, plan and implement care
- Able to prioritize care
- Able to evaluate effectiveness of care and make changes to care plans
- Able to plan, prioritize and manage care for a group of clients within a time span
- Actively involves clients in their care
- Is organised and efficient
- Within level of practice, responds appropriately in situations requiring urgency.

Knowledge

- Critiques evidence-based research and its implementation

Reference: Stuart CC (2013) *Mentoring, learning and assessment in clinical practice* (3rd ed.). Edinburgh, Churchill Livingstone.

GUIDANCE NOTES FOR THE SIGN-OFF MENTOR SUPERVISING THE STUDENT MENTOR

During the sign-off occasion the student mentor should demonstrate the ability to consider assessment evidence in order to make the correct summative assessment decision.

The following checklist⁷ may assist you when supervising a student mentor 'signing off' a student midwife. The student mentor must achieve all criteria to be successful in each sign-off occasion.

CRITERIA	ACHIEVED Please initial	NOT ACHIEVED Please initial
Considered and discussed performance evidence gathered through the observation of the student's practice and where applicable, the use of testimonies of others		
Examined and considered the assessments in the student's previous Assessment of Practice document(s) and confirmed that ongoing competence and any concerns have been addressed since the last progression point		
The level to be achieved was considered (year one or year two or year three): <ul style="list-style-type: none"> Assessed correct standard Assessed correct level of ability (See pages 5 & 6 for more detail)		
The validity of the assessment was considered: <ul style="list-style-type: none"> The student has engaged in a sufficient number and range of care situations The student has the ability to give care 		
The reliability of the assessment was considered: <ul style="list-style-type: none"> The student has engaged in a sufficient number and range of care situations There is consistent performance to the standard required across a range of situations 		
Used question and answer, and/or discussion to consider the demonstration of a sound understanding of the rationale underpinning each competency (this evidence may have been obtained through formative assessment of the student and supplemented by further questioning/discussion at the 'signing-off' occasion)		
Student self-assessment was facilitated		
Gave constructive feedback to the student		

Name of sign-off mentor: NMC PIN: Expiry date:

Signature: Date:

⁷ Stuart CC (2013) *Mentoring, learning and assessment in clinical practice* (3rd ed.). Edinburgh, Churchill Livingstone.