National Approach to Mentor Preparation for Nurses and Midwives
Core Curriculum Framework (Second Edition)

Incorporating Guidance for:
- identification and selection of mentors
- supervising mentor role
- continuing professional development of mentors
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Since publication of the National Approach to Mentor Preparation for Nurses and Midwives in 2007, significant progress has been made in the collaborative endeavours between our universities and service providers to ensure high quality mentor preparation for nurses and midwives in Scotland.

Preparing this second edition of the core curriculum framework has provided the opportunity to reinforce the critical role of the mentor in supporting, supervising and assessing student nurses and midwives and ensuring that safe, effective and person centred care is the central priority and at the heart of everything we do. The role of the mentor in demonstrating compassion, dignity and professionalism as they deliver high quality, evidence based care to patients and families is the most powerful influence on a student’s learning.
Mentorship and educational support for nurses and midwives will be a key component to achieving Scotland’s 20:20 workforce vision, where individuals and teams are empowered to perform to the best of their abilities, and where values based, compassionate care informs all we do.

The need for robust education, training and continuous professional development of the mentor is well recognised within the NMC Standards to support learning and assessment in practice (NMC 2006, 2008) and is reflected throughout this second edition. The key skills required to teach, assess and facilitate learning as well as the decision making skills required to critically appraise, to support and challenge and to assess competence require sound educational preparation. Robust mentor preparation prepares nurses and midwives to confidently assess competence and to exercise accountability for signing off students as fit for practice at the point of registration.

Mentors are the gatekeepers for entry to the profession and we must not underestimate the responsibility and the privilege associated with the role. We must continue to support and develop mentors through education and development opportunities which are firmly focussed on providing the best possible learning experience for students and are centred on professional values, care and compassion for patients, families and service users.

The NMC Standards are embedded within the core curriculum framework and will be demonstrated through a robust evidence based portfolio. In addition, having a national approach to mentor preparation in Scotland has facilitated a Scotland wide consistency to programme development which allows for recognition and transferability when nurses and midwives move from one part of the country to another. The collaborative approach between education and service providers has focussed on improving quality and continuous enhancement of education and support for mentors while reducing duplication of effort across university providers.

I would like to use this opportunity to reinforce the commitment of NHS Education for Scotland to supporting, developing and enhancing the quality of the learning environment for nurses, midwives and all health care staff within NHSScotland. This includes continuing to provide and strengthen the Practice Education network of support for mentors, currently through Practice Education Facilitators (PEFs) and Care Home Education Facilitators (CHEFs) and in the future an integrated Practice Education Infrastructure. The network of support for mentors will reflect the range of contexts and sectors where they practice, recognising the significant and often complex role mentors have in influencing the quality of care, compassion and professional practice of tomorrow's practitioners.

Dr Colette Ferguson
Director of Nursing, Midwifery and Allied Health Professions
NHS Education for Scotland
1 Introduction
Introduction

The National Approach to Mentor Preparation: Core Curriculum Framework for Nurses and Midwives\(^1\) was developed by NHS Education for Scotland (NES) in 2007, in partnership with stakeholders in response to the Nursing and Midwifery Council (NMC) \textit{Standards to support learning and assessment in practice} (NMC 2006\(^2\)) requirement for the preparation of nursing and midwifery mentors.


\(^{2}\) Nursing and Midwifery Council (2006) \textit{Standards to support learning and assessment in practice}. London. Nursing and Midwifery Council
In 2012 a project team and short life working and advisory group were convened to review and update the National Approach to reflect the variety of drivers which have emerged in the last five years. The focus of this second edition remains on a national core curriculum framework for the preparation of mentors in Scotland. The National Approach however, now includes guidance for the identification and selection of nursing and midwifery mentors; a common understanding of the supervising mentor role; and guidance for the continuing professional development of mentors. Although this framework applies specifically to nurses and midwives, it is anticipated to be of value to other professions and disciplines across the range of health and social care organisations in Scotland who support and assess students in practice. Student mentors, qualified mentors, managers, those involved in the delivery of mentor preparation programmes and in the provision of support for mentors may find this a useful reference document.

1.1 Background and context

The National Approach (NES 2007) was designed to facilitate consistency and transferability of mentor preparation by providing robust preparation of mentors in all contexts and informed the development of local programmes of mentor preparation during 2007 and 2008. In 2009 a baseline scoping exercise was commissioned by NHS Education for Scotland to evaluate the implementation phase of the core curriculum for the preparation of mentors in Scotland. Findings from the scoping exercise revealed that the key principles of the core curriculum were adopted by the six Approved Educational Institutions (AEI) and their service partners who are commissioned to provide pre-registration programmes, and who deliver mentor preparation in Scotland. Respondents from the scoping exercise reported the main advantage of this development was national consistency of mentor preparation programmes and transferability of mentorship within Scotland. The scoping highlighted an increased awareness of the pivotal role of the mentor and the importance of mentor accountability within nursing and midwifery professions. Recommendations based on the outcomes of the scoping are outlined in Table 1 with the activities undertaken since 2009 to implement these across Scotland.

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3 Pre-registration nursing and midwifery students or students on NMC approved programmes

4 Nurses and midwives undertaking NMC approved mentor preparation programmes

Table 1 Recommendations from the 2009 baseline scoping of the implementation of the National Approach to Mentor Preparation and subsequent progress.

<table>
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<th>Scoping recommendations</th>
<th>Progress facilitated by NES in partnership with stakeholders</th>
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<td>Sharing good practice on learning, teaching and assessment approaches to mentorship preparation (e.g. conference, online repository)</td>
<td>- Publication of <em>The development of a National Approach to Practice Assessment Documentation for the Pre-registration Nursing Programmes in Scotland</em>, see section 1.5 for further information.</td>
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<td>- Establishment in 2009 of the Scottish National Implementation Group (now known as the Scottish Collaborative for the Enhancement of Pre-registration Nursing Programmes) with representation from all AEIs in Scotland to support implementation of the NMC Standards for Pre-registration Nurse Education 2010.</td>
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<td>- Hosting the annual Recruitment and Retention Delivery Group conference.</td>
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<td>Sharing good practice on learning, teaching and assessment approaches to mentors’ annual updating and triennial review</td>
<td>- Publication of annual NHS Education for Scotland nursing and midwifery mentor bulletin.</td>
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<td>- Templates and resources contained within the mentor continuing professional development section of the Nursing and Midwifery Career-long ePortfolio (see section 1.5 for more information).</td>
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<tr>
<td>Consider and develop a national template for portfolio structure, available electronically or hard-copy</td>
<td>- ePortfolio for student mentors developed and piloted in 2009, and extended in 2010 to enable mentors to record and store evidence of their annual updating and triennial review.</td>
</tr>
<tr>
<td>Set a date for framework review in light of experience from implementation of mentorship programmes and any further evaluation study findings</td>
<td>- Review of National Approach to Mentor Preparation commenced summer 2012.</td>
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Since the first edition of the National Approach there have been a number of regulatory, legislative and policy changes which have significant implications for mentorship. These highlighted the need to review the core curriculum framework to support contemporary mentor preparation within the changing landscape of health and social care integration policy direction. These drivers include the *Standards to support learning and assessment in practice*; *Standards for pre-

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registration midwifery education; NMC circular sign-off mentor criteria; Standards for pre-registration nurse education; the Equality Act 2010; the Healthcare Quality Strategy for NHSScotland; and Integration of Adult Health and Social Care in Scotland. In addition, the NES pre-registration performance management survey collated results and findings from national evaluations of practice education and practice learning identified themes such as emerging models of practice learning experiences, aligning portfolio evidence requirements and methods of programme delivery including student involvement. All of these areas have been considered as part of this review.

1.2 Review of the 2007 core curriculum framework
As part of the review, a scoping of existing mentor preparation programmes against the core curriculum framework, a rapid appraisal of mentorship literature and stakeholder engagement and consultation were undertaken.

1.2.1 Scoping of existing mentor preparation programmes
All AEIs which provide pre-registration nursing or midwifery programmes in Scotland responded to a survey requesting details of their mentor preparation programmes. The key findings from the scoping exercise are as follows:

- the importance of continuing to provide a nationally agreed structure which supports the original aim of transferability of programmes and provides clear guidance regarding the mentorship curriculum
- the role of supervising mentor requires a national focus in relation to definition, identification, preparation and support
- stronger emphasis is required around professionalism and accountability of the mentor, especially in relation to fitness to practice
- the template of responsibilities should be reviewed to stress the importance of collaboration between service providers and AEIs
- shifting healthcare practices and priorities and the impact on mentorship practice should be reflected throughout the framework
- a greater emphasis should be placed on the mentor continuing professional development requirements for retention on the mentor register

15 Available at http://www.knowledge.scot.nhs.uk/rs/suactice-learning.aspx
1.2.2 Rapid appraisal of the literature
An initial search of the literature from 2008-2012 to inform the core curriculum content and consider appropriate delivery methods was undertaken to search for evidence based studies and to inform early discussions by the project team. The Knowledge Network Platform\textsuperscript{16} was used in this initial stage to source resources. A further literature search and a call via the short life advisory and working group for any known grey literature was also undertaken. The key messages uncovered from the rapid scoping exercise (see Appendix 1), informed the revision of the indicative content, and provided supporting evidence for the core curriculum.

1.2.3 Stakeholder engagement and consultation
Stakeholder engagement was facilitated through the establishment of a short life working advisory group. In addition extensive consultation continued throughout the review with existing groups across Scotland including AEI mentor programme providers and their service partners, practice education networks and national organisations; such as Scottish Qualifications Authority (SQA), Scottish Social Services Council (SSSC) and professional bodies. The contribution of these groups (see Appendix 2) was pivotal to the review process.

The outcomes from these activities have contributed to the development of this revised document.

1.3 The NMC mentor role
The NMC (NMC 2008:19)\textsuperscript{17} defines the mentor as “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”. Within Scotland, the mentor is recognised as having an integral and accountable role in the development of student nurses and midwives, with a key responsibility for role modelling professional behaviours\textsuperscript{18} and promoting a culture of safe, effective and person-centred care.

The mentor is a key member of the wider practice team and helps to protect the public through working with all students and learners\textsuperscript{19}. Their role is to ensure that students are fit for practice through planning and supporting practice learning experiences, demonstrating robust assessment processes and informed decision-making of the progression of students within the programme and onto the professional register.

\textsuperscript{16} www.knowledge.scot.nhs.uk
\textsuperscript{17} Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice. London. Nursing and Midwifery Council
\textsuperscript{19} An individual undertaking a programme of study which requires mentorship including pre-registration nursing and midwifery students.
Mentors are required to be facilitators of learning, effectively enabling the development of individuals by focusing on the experience of learning and making explicit the steps involved in the learning process and guiding students towards achievement. The elements involved in this process include communication, collaboration, guidance, participation, problem solving, supporting decision making and support and challenge. All of these elements encompass the notion of a collaborative process between an experienced practitioner and a learner focusing on patient care.

1.4 Underpinning framework philosophy

The core curriculum framework will continue to guide the consistent and national approach to preparing mentors to support and assess learning in practice. Through achievement of the learning outcomes the mentor will be empowered to become a credible, effective, valued, and practical supporter of learning and assessment in clinical practice. The underpinning philosophy of the framework therefore recognises the value of learning in practice, supported by all stakeholders and based on the following core principles:

- mentors should continually seek to engage in best practice within the context of their practice
- each learning experience and the context in which learning occurs is of paramount importance
- learning should be embedded in the principles of equality and diversity; valuing and capitalising on the individual diversity of mentors and learners and the richness of their knowledge and experience
- effective facilitation of learning based on professional judgement, grounded in and informed by, the integration of theory and practice underpinned by evidence and research
- learning is a continuous and life-long process for both learners and mentors

The second edition of the National Approach is designed to meet the NMC mentor outcomes and allow for the realities of learning in practice to be reflected in the local delivery of mentor programmes. Flexibility built into the framework also allows for innovative approaches to learning and assessment of student mentors which are appropriate to the cultural context within which mentors are practising.

Examples of mentor preparation and mentorship from across Scotland are provided in the following sections.

1.5 Educational resources to support mentorship

Since the first edition of the National Approach, a number of NES educational resources have been developed with partners to support practice learning and mentorship and are referred to throughout this document:

**2008**

**National Guidance for Practice Teacher Preparation in Scotland**

Scotland-wide guidance for AEIs and practice learning providers involved in the preparation of Practice Teachers built on the development of the National Approach to Mentor Preparation. The content was designed to guide programme developers and service colleagues to implement the requirements of the NMC *Standards to support learning and assessment in practice* (2006). Stakeholders involved in the development process felt that guiding principles, rather than a core curriculum, would be more appropriate to meet the preparation needs of practice teachers who are required to work in a wide range of settings. Specific national requirements for preparation based on the NMC requirements were incorporated within the guidance.

**Generic Guiding Principles for those supporting learning in the workplace**

The development of the first edition of the core curriculum stimulated discussion around the lack of guidance for some NHS staff groups who supported learning in the workplace. Overarching concepts common to all professions/groups were identified to provide the basis of a generic guidance document and six generic guiding principles for those supporting learning in the workplace were developed. It was anticipated that these would provide a basis for a more systematic and consistent approach to the support of learning in the workplace and encourage shared learning within the multidisciplinary/multiprofessional context. These principles are consistent with the reviewed mentor preparation core curriculum framework.

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The Quality Standards for Practice Placements (QSPP) were developed to enable students and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice placement learning. The standards were reviewed in 2008 and updated to reflect the multi-professional context, continued importance of practice placements within pre and post-registration programmes and the revised Quality Assurance Agency precepts for workplace learning. A QSPP audit tool was developed and launched in 2010 in response to feedback from mentors and practice education facilitators (PEFs) on the need for a national template to audit, evidence and action plan against the QSPP indicators.

**NHS Education for Scotland ePortfolio**

The initial national approach to mentor preparation contained guidance for a portfolio of evidence to demonstrate achievement of the NMC mentor standards. Development work was subsequently undertaken with the NES ePortfolio team, education providers and NHS Boards to develop a student mentor ePortfolio. Following a successful pilot further development was undertaken to extend the ePortfolio to qualified mentors to evidence NMC requirements for annual updating and triennial review.

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**References**


2010

**Nursing and Midwifery mentor domains and outcomes and the NHS Knowledge and Skills Framework (KSF)**

The mentor role as defined by the NMC is one way that nurses and midwives can provide evidence in support of the NHS Knowledge and Skills Framework (KSF) core dimensions. This document provides an indicative KSF outline for the mentor role and clarifies the relationship between the NMC mentor outcomes and the KSF core dimensions to enable mentors to integrate their evidence of mentor preparation, annual updating and triennial review with KSF processes.

2011

**Glossary of Titles associated with Practice Education support roles used for Nursing and Midwifery in the NHS**

NHS Education for Scotland carried out a national scoping exercise and literature review to identify existing support roles across the nursing and midwifery profession. Three support role functions were identified; personal support; professional support and regulatory/statutory support. The support requirements of student mentors are outlined in this revised framework and are included in Figure 3 on page 31.

**Guidance for those obtaining SQA L&D9DI qualification**

As a result of partnership working between the Scottish Qualification Authority (SQA) and NHS Education for Scotland, there is an opportunity for student mentors to simultaneously evidence achievement of L&D9DI (Assess Workplace Competence using Direct and Indirect Methods) and the NMC Mentor qualification. Qualified mentors may also utilise evidence gained from mentoring activities to meet L&D9DI requirements. Guidance for mentors on this process is included in Appendix 3.

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30 NHS Education for Scotland and The Scottish Qualifications Authority (2011) *Evidencing the requirements of the Nursing and Midwifery Council Mentors Outcomes and the Scottish Qualification Authority Unit L & D9DI: Assess Workplace Competence using Direct and Indirect Methods* (replaces A1 Unit) Edinburgh. NHS Education for Scotland
A national development team through a process of appreciative inquiry reviewed the methods used when documenting assessment of practice in pre-registration nursing programmes in Scotland. This development may assist AEsIs and their service partners in using resources and providing a more positive assessment experience for students and mentors. The work provides:

- a set of underlying principles that support development of a national common approach to practice assessment documentation
- core components of national practice assessment documentation
- guidance for service user and carer involvement in practice assessment
- guidance for grading of practice
- guidance for supporting students with disabilities through assessment of professional practice

Post Registration Career Development Framework

This tool supports and informs the professional career development of nurses, midwives and allied health professionals from Level 5 to 9 of the Career Framework for Health. The framework is structured around four pillars of practice: Clinical Practice; Facilitation of Learning; Leadership and Evidence, Research and Development. The NMC outcomes for a mentor have been mapped against the pillars of practice (Appendix 4) and can be used to inform the development needs of practitioners, managers and educationalists. The facilitation of learning pillar at level 5 of the post registration career development framework provides a foundation for future mentor preparation.
Guidance for the Identification and Selection of Mentors
Guidance for the Identification and Selection of Mentors

In recent years it has been acknowledged that there would be some value in strengthening the process for the identification and selection of mentors\textsuperscript{34, 35, 36}. Any approach adopted will need to align with organisational processes, be responsive to local priorities whilst supporting short, medium and longer-term mentor workforce and practice learning capacity. This guidance has been developed to provide a broad framework for the identification and selection of mentors which can be applied across the range of organisations that support mentor preparation and mentor professional development.

2.1 Regulatory requirements for nursing and midwifery mentors

The Nursing and Midwifery Council identified the following requirements for mentorship throughout pre-registration nursing and midwifery, specialist practice and preparation and practice of supervisors of midwives programmes that will need to be considered by programme providers as part of the processes outlined in sections 2.2 and 2.3 of this document.

2.1.1 Nursing and midwifery mentors

“must have developed their own knowledge, skills and competence beyond registration, i.e. been registered for at least a year” (NMC 2008:19) before undertaking mentor preparation programmes.

- **Specific requirements for nursing mentors**
  “in principle, mentors and sign-off mentors should be at a level equivalent to, or higher than, the students they are supporting and assessing. However, it is acknowledged that this can be demonstrated in a variety of ways through continuing professional development, including academic and practice learning. It will be for programme providers to determine whether individual mentors and sign-off mentors have developed their knowledge and skills to the appropriate level to be able to support and assess degree nursing students” (NMC 2010:59).

- **Specific requirements for midwifery mentors**
  “all midwife mentors must have met the additional criteria to be a sign-off mentor” (NMC 2008:19) and midwives “must be capable of meeting the competencies and essential skills clusters set out in standard 17 of Standards for pre-registration midwifery education (2009) that are within their scope of practice” (NMC 2012:15).

2.1.2 Requirements for mentors supporting pre-registration nurse education programmes

Table 2 outlines the requirements for mentors of pre-registration nursing programmes across the four fields of practice at each progression point.

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37 Programme providers are defined by the NMC as “approved educational institutions and their service partners” NMC (2009) Standards for pre-registration midwifery education, page 11, and “approved education institutions (AEIs) and their partnering practice learning providers” NMC (2010) Standards for pre-registration nurse education explanation of terms available at http://standards.nmc-uk.org/PreRegNursing/Statutory/explanation/Pages/explanation-of-terms.aspx accessed 7/01/13


2.1.3 Requirements for mentors supporting pre-registration midwifery education programmes

Table 3 outlines the requirements for mentors of pre-registration midwifery programme at each progression point which is generally at the end of each year.

### Table 2  Nurse mentors at progression points (taken from NMC 2011:57\(^{41}\))

<table>
<thead>
<tr>
<th>Throughout each part of the programme</th>
<th>A registered nurse mentor, or where decisions are transferable across professions, an appropriately registered professional, who has been suitably prepared.</th>
</tr>
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<tbody>
<tr>
<td>At the first progression point</td>
<td>Normally a mentor who is a registered nurse from any of the four fields of practice.</td>
</tr>
<tr>
<td>At the second progression point</td>
<td>A mentor who is a registered nurse from any of the four fields of practice.</td>
</tr>
<tr>
<td>For entry to the register</td>
<td>A sign-off mentor who is a registered nurse from the same field of practice as that which the student intends to enter.</td>
</tr>
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</table>

### Table 3  Midwifery mentors at progression points (NMC 2009:20-21\(^{42}\))

<table>
<thead>
<tr>
<th>All outcomes within a progression point</th>
<th>A student midwife shall achieve these standards (of education and training) for pre-registration midwifery under the supervision of a sign-off mentor, whose role it will be to confirm when the said standards have been met. The sign-off mentor must be a practising midwife</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final sign-off</td>
<td>A student midwife shall achieve these standards (of education and training) for pre-registration midwifery under the supervision of a sign-off mentor, whose role it will be to confirm when the said standards have been met. The sign-off mentor must be a practising midwife</td>
</tr>
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\(^{41}\) Nursing and Midwifery Council (2011) Advice and supporting information for implementing NMC standards for pre-registration nursing education. London. Nursing and Midwifery Council

\(^{42}\) Nursing and Midwifery Council (2009) Standards for Pre-registration midwifery education. London. Nursing and Midwifery Council
2.1.4 Requirements for mentors supporting students on specialist practice programmes

Mentors supporting students on NMC approved specialist practice programmes leading to a recordable qualification on the nurses’ part of the register must be supported and assessed by sign-off mentors (or practice teachers where this a requirement by commissioners) (NMC 2008:1243).

2.1.5 Requirements for the preparation and practice of supervisor of midwives programmes

Supervisors of midwives supporting midwives undertaking the supervisor of midwives programmes are also required to be a sign-off mentor (NMC 2008:744).

2.2 Organisational processes for the identification of nursing and midwifery mentors

It is recognised that workforce planning and practice learning capacity analysis already informs decision-making by programme providers in relation to the number and location of nurses and midwives undertaking mentor preparation programmes. The flowchart outlined in Figure 1 may provide a useful framework for managers in service provider organisations and AEIs and support locally established processes for the identification and selection of nursing and midwifery mentors.


**NHS example** – Practice learning area B have had their educational audit undertaken by the AEI lecturer, practice education facilitator (PEF) and team leader and it was noted that a lack of “time to work with the mentor” and “receiving ongoing feedback” had been mentioned in the last couple of student evaluations. After reviewing the local mentor register, two experienced mentors are currently not mentoring due to secondment and long term absence. Another two mentors are also due to retire in the next three years. The team leader has raised this with their manager to be included in workforce planning projections and plans to discuss mentor preparation as part of KSF development reviews over next 12 months with relevant staff.

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**Social care example** - Care home A recently participated in a pilot project which supported practice learning opportunities for social work students. The care homes experience of having a social work student was very positive. The manager and staff reflected on the rich opportunities for interprofessional learning available for both nursing and social work students. The manager contacted the care home education facilitator (CHEF) to discuss the mentor preparation programme requirements and plans to discuss mentor preparation with her nursing staff as part of their performance reviews.
2.3 **Selection of nurses and midwives to undertake mentor preparation through appraisal and development review processes**

Feedback from the review scoping and engagement activities highlighted that mentorship activities were not often considered as part of local appraisals. Educational resources (ePortfolio and KSF mapping to mentor domains) have been developed to align mentors’ continuing professional development with KSF for NHS mentors, however this is not as well established for mentors in other sectors such as care homes. To support the integration of mentorship into appraisal for non-NHS mentors, the Scottish Social Services Council Continuous Learning Framework (CLF\(^\text{45}\)) has been mapped to the NMC mentor outcomes (Appendix 4). CLF profiles have also been developed for the mentor (Appendix 5), sign-off mentor (Appendix 6) and supervising mentor roles (Appendix 7).

Research undertaken by the National Nursing Research Unit for England (Robinson et al 2012:79-82\(^\text{46}\)) identified desirable qualities for mentors. Although this study focused specifically on nursing mentors, the short life working and advisory group felt these qualities were equally applicable for midwifery mentors. These mentor qualities have been adapted to reflect the Scottish context and the midwifery profession and are consistent with the knowledge, skills and attitudes described in the post registration career development framework.

The following **desirable mentor qualities** may be used to inform appraisal discussions and the selection of future mentors:

- **Commitment to student nurse and midwifery education** – advancement of the profession demonstrated through their willingness to educate the next generation of nurses and midwives

- **Skills to facilitate learning** – being a good communicator, being able to provide feedback about performance, identifying every possible opportunity for learning, providing rationale for their practice, developing the students confidence, empowering students by allowing them to practice and being able to focus on student learning in busy environments

- **Personal characteristics and behaviours** – acting as a role model, awareness of own practice, knowledge of programme and styles of learning, clinical competence, positive attitude towards students

The process described in Figure 2 provides guidance for nurses, midwives and their managers for aligning mentor activities with local appraisal processes across the range of health and social care contexts.

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**NHS example** – Staff midwife (SM) has been qualified for just over 12 months, has recently completed Flying Start NHS® and after discussion with the senior charge midwife at foundation KSF development review, has arranged to meet to discuss mentor preparation programme requirements with the area’s supervising mentor and PEF. After this discussion, SM identifies undertaking mentor preparation on personal development plan. Until the programme commences in 6 months time, SM works more closely with students and their mentors, providing supervision and support.

**Social care example** - Charge nurse (CN) has worked in a care home for older adults for two years. During this time CN has continued to develop knowledge and skills through a learning plan agreed with the manager each year as part of performance review. The care home has embedded the Continuous Learning Framework into its performance review process. At CN’s annual review with the manager they both review the relevance of the personal capability of ‘lifelong learning’. They acknowledge CN’s commitment to continuous learning and consider a more active role for CN in supporting the learning of others and identify mentor preparation in the learning plan.

**Possible outcomes of appraisal**
- mentor preparation programme identified on PDP
- completion of mentor preparation programme application form
- supervising mentor identified

**Incorporate the following areas into appraisal and personal development planning discussions:**
- Flying Start NHS® completion where applicable e.g. care homes
- expectations of the NMC mentor role and desirable mentor qualities
- links to the CLF for the mentor role
- CLF role profile for the mentor role
- motivation and commitment to undertake mentor preparation programme
- local support available

**Incorporate the following areas into KSF development review and personal development planning discussions:**
- Flying Start NHS® completion
- expectations of the NMC mentor role and desirable mentor qualities
- indicative KSF outline for the mentor role
- post registration career development framework - particularly facilitation of learning pillar
- motivation and commitment to undertake mentor preparation programme
- local support available
3

Core Curriculum Framework
3 Core Curriculum Framework

3.1 The purpose of the core curriculum framework

The framework is designed to facilitate Scotland wide consistency and transferability of approach to mentor preparation. The framework will inform the development of local programmes of mentor preparation and includes key content which is based on best available evidence. Learning outcomes and content are incorporated which meets the requirements of the NMC mentor standard 2.1⁴⁷ and guidance to evidence achievement of the NMC outcomes. Stakeholder information is provided in section 9 which outlines responsibilities for embedding and sustaining the NMC mentor standard.

3.2 **Overall aim**

The aim of this framework is to support robust mentor preparation which is consistent and transferable across Scotland. Achievement of the framework learning outcomes meets the NMC competence and outcomes for a mentor (2.1.2) and the criteria for a sign-off mentor (2.1.3). In addition the content can also be used to support and enable the continuing professional requirements for all practitioners for their role in supporting learning. To support this process the NMC mentor outcomes and the unit outcomes within this core curriculum framework have been mapped against the following (detailed in Appendix 4):

- NHS Knowledge and Skills Framework
- The Continuous Learning Framework
- SQA L&D9DI - Assess Workplace Competence using Direct and Indirect Methods
- Post Registration Career Development Framework
- Generic Guiding Principles for those supporting learning in the workplace

3.3 **Guiding principle**

The guiding principle is a consistent and transferable national approach to mentor preparation. This is achieved through incorporation of specific requirements for all programmes of preparation and identification of elements which can be adapted to reflect the local context and individual needs, whilst meeting the NMC Standards to support learning and assessment in practice (NMC 2008).

3.4 **Specific requirements**

The following specific requirements must be incorporated on a national basis:

- Notional learner effort of 10 days which includes a minimum of 5 days protected learning time.
- From the protected learning time, a minimum of 2 days face to face contact.
- Framework Philosophy and Aim.
- Framework Unit Learning Outcomes.
- Framework Unit Indicative Content.
- Programme normally completed within three months.
Demonstration of achievement of the NMC mentor outcomes evidenced through a portfolio.

When preparing midwifery mentors, programmes of preparation must incorporate the requirements for first and second supervision of sign-off (NMC Circular 05/201048). The final supervision for sign-off must be with an actual student undertaking an NMC approved programme. Student midwifery mentors must demonstrate achievement of the NMC mentor outcomes and be supervised signing-off on three occasions in order to successfully complete the mentor preparation programme.

Include learning in both academic and practice settings.

Include relevant practice based learning and evidence of mentoring a pre-registration student or a student on an NMC approved programme under the supervision of a qualified mentor (within this document referred to as the supervising mentor) and have the opportunity for reflection.

Allow Accreditation of Prior Experiential Learning (APEL) to be applied up to 100% of programmes and recognise previous preparation of an equivalent nature and standard.

Awareness of ongoing professional development requirements to maintain mentorship status.

3.5 **Flexible elements**

The following elements can be adapted to meet local needs:

- nature of delivery of face to face contact which may include innovative theory and practice based learning strategies e.g. video conferencing, local learning groups, outreach, peer groups and individual support

- process for inclusion of information about the student's educational programme

- sequence, mode of delivery and organisation of mentor preparation programmes

- type of learning resources utilised to support delivery of the mentor programme

- process for supporting students with disabilities

- involvement of nursing and midwifery students and mentors in planning, delivery and evaluation of programmes

- process for identifying nurses and midwives to undertake mentor preparation programmes

- process for identifying which practitioners assume the role of a supervising mentor

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3.6 Structure
Although the organisation of delivery of the content may vary across mentor preparation programme providers, the core curriculum framework is structured around the three units identified below:

- learning
- professional accountability and relationships
- assessment

Each unit has defined learning outcomes that:

- are consistent with the generic outcomes of awards at Scottish Credit and Qualifications Framework (SCQF) level 9
- articulate with the NMC mentor competencies and outcomes (NMC 2008)

3.7 Teaching and learning approaches
A range of teaching and learning approaches, commensurate with adult learning theory and person centred learning, can be utilised to deliver mentorship programmes. These approaches may include tutorials, seminars, small group work, learning sets, role play, online learning, practice based learning, simulation and reflection on experience and students’ stories. Resources should be determined by the teaching and learning approaches utilised.

Good Practice Example

Workshops within University of the West of Scotland mentorship preparation programme

As part of the University of the West of Scotland (UWS) Preparation for Mentorship Programme, student mentors attend five study days in campus, of which three days consist of the theoretical principles and practices of mentorship. A workshop follows each theoretical session where academic staff, practice education facilitators (PEF), and care home education facilitators (CHEF) work with student mentors to help them make sense of their learning through using scenario based examples. This arrangement allows student mentors to appreciate the importance of linking theory to practice within a safe environment where questions and anxieties about mentorship can be addressed. The academic lecturer may help to clarify the theoretical elements of mentorship and the PEFs and CHEFs are central in exploring how these can be applied in practice whilst supporting and assessing a student in the practice learning environment.
3.8 **Support and guidance for student mentors during mentor preparation programmes**

Student mentors and their supervising mentors require a variety of support mechanisms to enable achievement of the NMC mentor outcomes, which may include a combination of personal, professional and regulatory support. These support functions will be provided by a range of colleagues across programme providers and their specific responsibilities are outlined in section 9. Figures 3 and 4 provide examples of support providers for student mentors and supervising mentors respectively.

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Figure 3 Example of support providers for student mentors

- supervising mentor
- AEI for example lecturer and link lecturer
- student mentor
- sign-off mentor
- manager, for example, senior charge nurse/midwife, care home manager
- nursing or midwifery colleagues

Figure 4 Example of support providers for supervising mentors

- PEFs and CHEFs
- AEI for example lecturer and link lecturer
- supervising mentor
- other mentors including sign-off
- nursing or midwifery colleagues
- manager
Core Curriculum Outline Content
This section of the document introduces the three units that comprise this core curriculum outlining the rationale, learning outcomes, indicative content and supporting evidence for each.
4.1 **Unit 1: Learning**

4.1.1 **Rationale**
The aim of this unit is to support the development of a learner centred approach to facilitating learning and creating an effective learning environment.

4.1.2 **Learning outcomes**

**LO 1.1** – Apply theories and principles of teaching, learning and assessment to support effective learning in the practice setting

<table>
<thead>
<tr>
<th>Learning outcome 1.1 - Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theories and styles of learning and assessment and their application to practice:</strong></td>
</tr>
<tr>
<td>- learning styles</td>
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<tr>
<td>- adult learning theories</td>
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<tr>
<td>- social learning theory</td>
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<tr>
<td>- simulated learning</td>
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<tr>
<td>- reflective process and reflective models</td>
</tr>
<tr>
<td>- action learning</td>
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<tr>
<td>- co-operative learning styles</td>
</tr>
</tbody>
</table>

**Applied mentorship:**

- the philosophy of mentorship
- effective mentor characteristics
- the mentor – student relationship
- barriers to learning
- models of mentorship, such as team, hub and spoke and long-arm mentorship
- transferability of mentorship skills to other learning situations

<table>
<thead>
<tr>
<th><strong>Evaluation of teaching effectiveness:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- self</td>
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<tr>
<td>- peer</td>
</tr>
</tbody>
</table>
Good Practice Example

An example of mentorship from The Robert Gordon University

Health and social care reorganisation creates opportunities and challenges for the mentorship of students and service providers have been creative in responding to these challenges whilst ensuring practice learning capacity. RGU and their NHS partners identified mentors needed additional support to implement the different models of mentorship in practice. Some wards and departments for example, were unable to offer students the full range of learning experiences required to achieve their module learning outcomes and NMC competencies. The patient journey through a service, for example ophthalmology, was used to group practice areas together. This approach provided students with an overall practice learning experience and ensured all areas were utilised for students. Mentor feedback highlighted that guidance was required to clarify mentor responsibility and ensure effective communication between mentors within a “grouping”. This was particularly important to ensure all mentors involved in supporting a student as they progressed through the area contributed towards the assessment and documentation process. One method adopted is the use of a reflective log/diary which the student shares and discusses with their mentor as they progress through the learning experience. The different models of mentorship and individual mentor responsibility and accountability are explored as part of the mentor preparation programme.
LO 1.2 – Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment

<table>
<thead>
<tr>
<th>Learning outcome 1.2 - Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning environment:</strong></td>
</tr>
<tr>
<td>- characteristics of an environment conducive to learning</td>
</tr>
<tr>
<td>- SWOT analysis</td>
</tr>
<tr>
<td>- observational analysis</td>
</tr>
<tr>
<td>- context and challenges</td>
</tr>
<tr>
<td><strong>Managing the learning environment:</strong></td>
</tr>
<tr>
<td>- significance of culture and leadership</td>
</tr>
<tr>
<td>- recognising learning opportunities</td>
</tr>
<tr>
<td>- utilising available research and evidence base</td>
</tr>
<tr>
<td>- acting as a resource and advocate</td>
</tr>
<tr>
<td>- reasonable adjustments</td>
</tr>
<tr>
<td>- supporting students to provide feedback on their learning experience</td>
</tr>
<tr>
<td><strong>Evaluation of the learning environment:</strong></td>
</tr>
<tr>
<td>- quality standards for practice placements (QSPPP)</td>
</tr>
<tr>
<td>- practice placement audit/educational audit</td>
</tr>
<tr>
<td>- student evaluation</td>
</tr>
</tbody>
</table>
LO 1.3 - Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student's learning experience

Learning outcome 1.3 - Indicative content

Understanding the student’s educational programme:
- locally delivered programmes of education
- disseminated models of education supported locally

Formulation of learning plans/agreements which will involve:
- determination of student’s stage of programme and development needs
- managing student’s expectations
- identifying appropriate learning outcomes, opportunities and activities
- establishing personal relationships/support
- giving and receiving effective feedback.

Good Practice Example

Using Student & Mentor Stories to Underpin the Delivery of Mentorship Preparation - Glasgow Caledonian University

Glasgow Caledonian University (GCU) delivers the mentor preparation programme five protected learning days by face-to-face contact. Learning day two incorporates group work designed to facilitate exploration of ‘giving and receiving feedback’. Student mentors are encouraged to work in groups and discuss a DVD clip showing three students reflecting on their own experiences of receiving feedback from mentors in the practice learning environment. To augment this group work, student mentors are directed to the virtual learning resource ‘GCU Learn’ where they can view a DVD clip of experienced mentors reflecting on their experiences of giving student feedback. Student mentors are encouraged to reflect on the viewpoints expressed by both students and mentors, to consider the potential impact of this learning on their own practice as a mentor and to evidence this work within their portfolio of evidence.
4.1.3 Supporting evidence


Chandan M, Watts C (2012) Mentoring and pre-registration nurse education. Available at: www.williscommission.org.uk


Duffy K (2011) Getting off to a good start. *Nursing Standard*. 26 (9), 64.


Available at www.nes.scot.nhs.uk/media/323817/qspp_leaflet_2008.pdf


4.2 **Unit 2: Professional relationships and accountability**

4.2.1 **Rationale**
The aim of this learning unit is to enable mentor development in relation to facilitating learning and professional growth, acting as a resource and directly managing learning in practice to ensure public protection.

4.2.2 **Learning outcomes**

**LO 2.1 - Explore issues of accountability and fitness for practice**

<table>
<thead>
<tr>
<th>Professional growth, personal development and accountability:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ professionalism</td>
</tr>
<tr>
<td>■ professional standards and codes</td>
</tr>
<tr>
<td>■ implications of the professional standards for practice</td>
</tr>
<tr>
<td>■ balancing support and challenge in mentorship</td>
</tr>
<tr>
<td>■ supporting the student to challenge practice</td>
</tr>
<tr>
<td>■ governance arrangements</td>
</tr>
<tr>
<td>■ delegation of responsibility</td>
</tr>
<tr>
<td>■ requirements for retention on the local mentor register</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accountability for confirming that students have met, or not met, the NMC requirements and are capable of safe and effective practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ challenges and accountability associated with assessment</td>
</tr>
<tr>
<td>■ record keeping and audit trail</td>
</tr>
<tr>
<td>■ promoting equality and diversity</td>
</tr>
<tr>
<td>■ AEl processes e.g. cause for concern, appeals procedure, sensitive disclosure</td>
</tr>
</tbody>
</table>

**Good Practice Example**

**Supporting nursing and midwifery students with a disability in practice**

Feedback from mentors suggested that although there were many sources of information about the Equality Act 2010, there was limited practical guidance available relating to how the mentor can support the student with a disability within practice learning environments.

*continued >*
## Supporting nursing and midwifery students with a disability in practice (cont.)

Edinburgh Napier University, the University of Edinburgh and Queen Margaret University with partner NHS Boards developed a guide for mentors with the following aims:

- provide key information relating to students with disability in the practice setting, to include scenarios and examples of reasonable adjustments and FAQs
- identify key contacts within the NHS and the Universities who can support the mentor
- provide guidance for the mentor in relation to supporting a student with a disability and implementing reasonable adjustments in practice

The guide is now incorporated in the mentor preparation programme and made available to mentors through annual updating activities.

### LO 2.2 – Critically appraise how professional relationships inform and underpin effective mentoring

#### Learning outcome 2.2 - Indicative content

<table>
<thead>
<tr>
<th>Effective working relationships:</th>
<th>Factors which influence integration of students into practice settings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- effective interpersonal relationships</td>
<td>- cultural differences and context of practice</td>
</tr>
<tr>
<td>- critical reflection of self</td>
<td>- leadership</td>
</tr>
<tr>
<td>- examination of professional boundaries</td>
<td>- managing competing demands</td>
</tr>
<tr>
<td>- rolemodelling</td>
<td>- recognising equality and acknowledging diversity</td>
</tr>
<tr>
<td>- self/peer evaluation</td>
<td>- fostering a sense of belongingness</td>
</tr>
<tr>
<td>- advocacy</td>
<td>- confidence and competence</td>
</tr>
<tr>
<td>- challenging students</td>
<td>- student responsibility to raise concerns regarding the quality of the learning environment or when they believe the safety of service users is at risk</td>
</tr>
</tbody>
</table>

### Support to facilitate transition from one learning environment to another:

- induction into each practice learning environment
- sources of support for learning and assessment in practice
- use and value of ongoing achievement record to identify learning needs
- fostering a sense of belongingness
- confidence and competence
- student responsibility to raise concerns regarding the quality of the learning environment or when they believe the safety of service users is at risk
4.2.3 Supporting evidence


University of Southampton (2012) Supporting dyslexic students on practice placements. Learning Differences Centre in collaboration with the School of Nursing and Midwifery and the School of Health Professions and Rehabilitation Sciences, University of Southampton. Available at www.nmc-uk.org/Documents/SLAIP%20case%20studies/NMC%20SLAIP%20case%20study%20University%20of%20Southampton.pdf

4.3 **Unit 3: Assessment**

4.3.1 **Rationale**
The aim of this learning unit is to enable the student mentor to assess student performance in practice and recognise under performing students and be aware of their accountability with regards to their decision to pass, refer or fail a student.

4.3.2 **Learning outcomes**

**LO 3.1 - Apply the principles and stages of the assessment process to the effective assessment of students in practice**

<table>
<thead>
<tr>
<th>Learning outcome 3.1 - Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The assessment process and its purpose:</strong></td>
</tr>
<tr>
<td>- contemporary evidence in relation to the process of assessment</td>
</tr>
<tr>
<td>- consider validity and reliability of assessment using a range of methods</td>
</tr>
<tr>
<td>- local practice assessment documentation and processes</td>
</tr>
<tr>
<td>- ongoing achievement record</td>
</tr>
<tr>
<td>- due regard</td>
</tr>
<tr>
<td>- service user and carer involvement in assessment of students</td>
</tr>
<tr>
<td>- gate-keeping entry to the professional register</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods used to monitor progress and judge achievement of knowledge, skills and attitudes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- working with the student</td>
</tr>
<tr>
<td>- observation of practice</td>
</tr>
<tr>
<td>- discussion with the student</td>
</tr>
<tr>
<td>- student portfolio</td>
</tr>
<tr>
<td>- simulation/OSCEs</td>
</tr>
<tr>
<td>- student self-assessment/feedback</td>
</tr>
<tr>
<td>- feedback from professional colleagues/patients/peers</td>
</tr>
<tr>
<td>- critical reflection</td>
</tr>
<tr>
<td>- NMC pre-registration standards and competencies</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Concept of continuous assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- learning agreement/assessment plan</td>
</tr>
<tr>
<td>- formative assessment</td>
</tr>
<tr>
<td>- summative assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recording of evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- recognition of fitness to practice</td>
</tr>
<tr>
<td>- supporting decisions in relation to fitness to practice</td>
</tr>
<tr>
<td>- significance of effective and ongoing documentation of student performance</td>
</tr>
</tbody>
</table>
LO 3.2 - Provide constructive feedback to facilitate the enhancement of student performance

Learning outcome 3.2 - Indicative content

Principles of feedback including, assessing practice performance and eliciting competence:
- debriefing and feedback provision in competence-based assessment
- criteria referenced assessment
- effective and ineffective feedback
- characteristics of effective feedback
- grading of practice
- reactions to feedback

Feedback in the assessment process:
- guidance and support in relation to competence and confidence building
- behaviour change in professional development
- evidence-based modes and methods of assessment feedback
- structured reflection, self and peer assessment
- verbal and written feedback
- timeliness of meaningful assessment feedback
- having difficult conversations

Barriers to effective feedback:
- role conflicts
- interpersonal skills – negative attitudes/experiences that influence provision and reception of feedback, ambiguous role modelling
- environmental barriers
- time
- strategies for dealing with barriers to feedback
### LO 3.3 - Manage the assessment process in challenging situations

#### Learning outcome 3.3 - Indicative content

<table>
<thead>
<tr>
<th>Support mechanisms available for mentors and students during the assessment process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- professional codes and regulations</td>
</tr>
<tr>
<td>- local guidance</td>
</tr>
<tr>
<td>- team collaboration</td>
</tr>
<tr>
<td>- peer support</td>
</tr>
<tr>
<td>- AEI and PEF/CHEF support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidentiality within the context of assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- self-disclosure</td>
</tr>
<tr>
<td>- data protection</td>
</tr>
<tr>
<td>- student ongoing achievement record (OAR)</td>
</tr>
<tr>
<td>- accurate documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor responsibilities in making complex judgements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- borderline student</td>
</tr>
<tr>
<td>- weak student</td>
</tr>
<tr>
<td>- student demonstrating unsafe practice</td>
</tr>
<tr>
<td>- student with an individual learning need</td>
</tr>
<tr>
<td>- access to support mechanisms when dealing with challenging situations</td>
</tr>
<tr>
<td>- student demonstrating unprofessional behaviour</td>
</tr>
</tbody>
</table>
LO 3.4 - Critically examine mentor accountability in relation to assessing students

Learning outcome 3.4 - Indicative content

Professional accountability when making complex assessment decisions:
- appropriate assessment process
- effective feedback mechanisms
- decision making process
- collaborative problem solving
- requirements for retention on the local mentor register

Sign-off mentor:
- role of and criteria for sign-off status
- accountability of sign-off mentor
- Data Protection Act
- protected time

Good Practice Example

Example of achieving sign-off mentor status

NHS Tayside has produced an illustrative flow chart to describe progress towards achieving sign-off mentor status. This flowchart uses symbols to describe the combination of activities as detailed below which can be used to achieve first and second sign–off status, while illustrating that the third supervision of sign-off must be undertaken through the assessment of an actual student undertaking an NMC approved programme.

Activity from Mentor Preparation programme

learnPro Module

Assessment of Year 1, 2 or 3 student nurse/midwife from any part of the programme

Assessment of signing-off proficiency with an actual student undertaking an NMC programme
4.3.3 Supporting evidence


Gray M, Donaldson J (2010) *Literature review exploring issues of service user and carer involvement in the assessment of students’ practice - Volume 1* Available at www.nes.scot.nhs.uk/media/572852/final_-_volume_1_exploring_service_user___carer_involvement.pdf


5 Supervising Mentors
Supervising mentors play an important role in supporting student mentors undertaking mentor preparation programmes and in verifying achievement of the NMC mentor domains and outcomes to enable entry to the local mentor register. Supervising mentors therefore, have a significant contribution towards nurses and midwives fitness to practice at the point of registration. The term *supervising mentor* was used in the first edition of the National Approach and is now commonly used throughout Scotland. As part of the scoping exercise and stakeholder engagement it became apparent that guidance was needed to provide some structure for and consistency of the supervising mentor role.
5.1 NMC regulatory requirements

Although the NMC do not specifically use the term “supervising mentor”, the supervision of nurses and midwives undertaking mentor preparation programmes is a requirement of the NMC Standards to support learning and assessment in practice as detailed below:

- “Mentors who are assessing competence must have met the NMC outcomes defined in stage 2 of this standard, or be supervised by a mentor who has met these outcomes” (NMC 2008:19).
- Mentor preparation programmes must include relevant work-based learning, e.g. “experience in mentoring a student under the supervision of a qualified mentor, and have the opportunity to reflect on such an experience” (NMC 2008:29).
- “The mentor should have access to a network of support and supervision to enable them to fulfil their mentoring responsibilities, assist them in making complex judgements regarding competence such as failing a student and to support their professional development” (NMC 2008:32).

5.2 Supervising mentor desirable qualities

Research undertaken by the National Nursing Research Unit for England (Robinson et al 2012:106-108) identified desirable qualities for nursing sign-off mentors. In the absence of research evidence regarding the supervising mentor role, the short life working and advisory group thought these qualities may provide a useful framework for programme providers when considering the most appropriate person to undertake the role of supervising mentor. These qualities have therefore been adapted to reflect the nursing and midwifery professions and the Scottish context.

The supervising mentor desirable qualities include:

- Experience – learning how to manage students in practice, being able to deal with complex issues and being able to recognise when students do not have all the required competencies
- Knowledge of professional aspects of nursing and midwifery – professional standards including NMC Standards to support learning and assessment in practice, NMC requirements for registration and professionalism policy agenda
- Skills – good communication and interpersonal skills, ability to provide constructive feedback, identifying areas that need further development, thinking flexibly about remedial action and managing difficult situations and conversations
- Attributes – having an interest in and aptitude for teaching, being reflexive, fair and consistent
Confidence to make judgements about competence – being sufficiently self assured to have confidence about decisions around a student mentors evidence and able to articulate and rationalise their reasons

Understanding of governance, accountability and legality of position – understanding the responsibilities, accountability and principles entailed in making judgements about competence

Supporting others – including support for nurses and midwives who want to become mentors, those recently qualified as mentors, and mentors who want to become sign-off mentors

5.3 Supervising mentor role parameters

Based on the above research and NMC requirements, the following guidance has been developed by the short life working and advisory group to provide a common understanding of the supervising mentor role across programme providers in Scotland.

The nursing and midwifery supervising mentor will:

- have met the NMC mentor domains and outcomes
- act as a role model for all mentors and learners within the practice learning environment
- undertake the supervising mentor role in accordance with the regulatory and mentor preparation programme provider requirements
- develop a learning agreement with the student mentor
- provide support and guidance in respect of student mentors undertaking mentor preparation programmes, this will include decisions that student mentors make about pre-registration students or students on NMC approved programmes
- meet regularly with the student mentor (for example initial, midway and final meetings) to review progress towards the NMC mentor outcomes, discuss scenarios (as appropriate), plan mentoring opportunities and providing feedback
- maintain an understanding of the mentor preparation programme, student mentor evidence and portfolio requirements
- ensure that the student mentor includes evidence of mentoring in practice a pre-registration student or student on an NMC approved programme
- verify the student mentor’s achievement or non-achievement of the NMC mentor outcomes in accordance with mentor preparation programme quality assurance arrangements
- maintain effective communication with mentor preparation programme providers and PEF/CHEF

52 All midwifery supervising mentors will be sign-off mentors
5.4 Examples of the supervising mentor role in different contexts

The following examples are intended to provide an indication of the range of contexts and circumstances in which supervising mentors may be supporting student mentors.

Good Practice Example

**Long Arm Supervising Mentorship**

A policy has been developed by the University of Dundee, Abertay University, NHS Tayside and NHS Fife to support nurses and midwives become mentors in areas where no supervising mentor is available locally e.g. in care homes, remote and rural areas or areas where mentors may have moved on. Long arm supervising mentorship refers to the process whereby a supervising mentor, who is located at a distance to the practice learning area, takes responsibility for supervising and supporting the student mentor to support and assess students. They also confirm/verify achievement of the NMC mentor outcomes.

The policy defines who can be a supervising mentor and the outlines the minimum requirements for face to face supervision with the student mentor to enable them to meet the mentor standard.
Good Practice Example

University of Stirling – Supervising mentor support for care homes

A manager of a care home (with no mentors) had expressed interest in the care home becoming a practice learning experience for pre-registration students and was keen for staff to undertake the mentor preparation programme. Discussions took place between the University of Stirling practice learning coordinator (PLC), care home manager and care home education facilitator (CHEF) regarding NMC and university expectations and requirements.

The care home manager is a registered nurse and was a sign-off mentor in the previous post, however they had not mentored pre-registration students since taking up post within the care home sector. The care home manager is committed to development and staff are supported with professional development.

The care home underwent an educational audit with learning opportunities and essential skills clusters identified. A student was allocated to the care home for their practice learning experience and a staff nurse identified to undertake mentor preparation.

Throughout the student practice learning experience, the care home manager would provide support, guidance and supervision to the student mentor with regard to mentoring the student. This was supplemented with support, supervision and guidance from the PLC and CHEF, who are registered nurses and experienced mentors.

This process required communication and cooperation and the positive outcome for both pre-registration students, student mentors and the care home was due to the combined efforts of all involved. The care home is now a University of Stirling recognised practice learning experience and the care home manager continues to support staff undertake mentor preparation programmes.
Within the portfolio there must be evidence of mentoring a pre-registration nursing or midwifery student or a student on an NMC approved programme. For midwifery student mentors, this must include evidence of achievement of sign-off status.
6.1 Portfolio of evidence

The evidence in the portfolio will:

- be prepared by the student mentor in accordance with mentor preparation programme provider guidelines
- reflect the required programme standard
- incorporate both academic and practice-based activities
- include mentoring a pre-registration student or a student on an NMC approved programme under the supervision of an experienced mentor
- demonstrate achievement of the NMC mentor outcomes
- include verification by a supervising mentor
- be quality assured by the programme provider

To support this process:

- student mentors should be encouraged to self-assess against the NMC mentor outcomes
- student mentors will receive guidance and support from the mentor preparation programme provider in respect of the nature of supporting evidence required
- supervising mentors will receive guidance and support from the mentor preparation programme provider in respect of the process of verifying achievement of the NMC outcomes and, where appropriate, sign-off status
- mentor preparation programme providers will develop systems to quality assure the verification process

6.2 NHS Education for Scotland ePortfolio

The Nursing and Midwifery Career-long ePortfolio\textsuperscript{53} has a specific section for student mentors to record, store, and map their evidence against the NMC mentor outcomes. Information on the student mentor section of ePortfolio is available from mentor preparation programme providers.

\textsuperscript{53} Information on the Nursing and Midwifery Career-long ePortfolio is available at: www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/careers-and-recruitment/nursing-midwifery-career-long-eportfolio.aspx
6.3 **Portfolio structure**

The portfolio of evidence will contain the following sections and can be adapted to meet local requirements.

### Section 1 - Personal details

- Name
- NMC PIN
- Work address
- Telephone/e-mail
- Supervising mentor name
- Supervising mentor work address
- Supervising mentor telephone/e-mail
- Date of commencement of Mentor Preparation Programme
- Date of verification of achievement of NMC mentor outcomes by supervising mentor
- Date of achievement of sign-off status (for midwifery student mentors)
- Notification of achievement of sign-off mentor status (using local reporting processes)

### Section 2 - Support and supervision

- Introduction to the portfolio of evidence
- Learning agreement
- Record of initial, mid-way and final meeting between supervising mentor and student mentor
- Record of protected learning time
- Student mentor self-assessment against the NMC mentor outcomes
- Supervising mentor verification of the portfolio of evidence

### Section 3 - Evidence

This section will include evidence which demonstrates that the student mentor has achieved the NMC mentor outcomes. The evidence included in this section can be generated from a range of sources including:

- engagement with the programme learning resources
- experiences of working with learners in a range of situations
- experience of mentoring a pre-registration nursing or midwifery student or a student on an NMC approved programme
- addressing the focused activities and the guide to reflection included in the scenarios utilising examples from the practice environment
- reflective accounts
- feedback from others, including students, other mentors, supervising mentor and senior charge nurse/midwife/team leader
The following types of evidence are a guide based on the core curriculum framework unit learning outcomes.

**Unit 1**

**Learning**

Examples of evidence in support of the unit learning outcomes and associated NMC mentor outcomes may include:

- activities undertaken with a learner to include clinical skills teaching
- completion of scenario focused activities
- SWOT analysis
- action plans for example in relation to the learning environment
- critical incident reporting and analysis
- reflective accounts
- peer and student review
- education meetings e.g. sessions attended, learning sets etc.
- development of an induction pack

**Unit 2**

**Professional relationships and accountability**

Examples of evidence in support of the unit learning outcomes and associated NMC mentor outcomes may include:

- activities undertaken with a learner
- evidence of completion of scenario focused activities
- risk assessment
- action plans
- critical incident reporting and analysis
- reflective accounts
- an in-depth understanding of accountability to the NMC when assessing competency
- peer and student feedback
- education meetings e.g. sessions attended, learning sets etc.
Unit 3  
Assessment

Examples of evidence in support of the unit learning outcomes and associated NMC mentor outcomes may include:
- activities undertaken with a learner
- evidence of completion of scenario focused activities
- action plans in relation to student competence, professional behaviour and stage of the programme
- reflective accounts
- critical incident reporting and analysis
- peer and student review
- observation of practice
- assessment feedback
- education meetings e.g. sessions attended, learning sets etc.

Section 4  
Achieving sign-off mentor status

This section of the portfolio is for recording achievement of sign-off status, which is a requirement for all midwifery student mentors. Nurse student mentors wishing to achieve sign-off status may undertake first and second supervision as part of the mentor preparation programme in accordance with NMC requirements and local arrangements. The first and second supervisions of sign-off status may now be effected using a range of methods and activities which would test the skills required to sign off students safely, including: simulation, role play, objective structured clinical examination (OSCE) and interactive use of electronic resources. The final (third) supervision for signing off competency must be with an actual student undertaking an NMC approved programme.

Example templates for recording the first, second and third supervision of sign-off status are included the mentor preparation section of the Nursing and Midwifery Career-long ePortfolio and are provided in Appendix 8 for information and reference.
**Practice Example**

**Supervision of sign-off status within the Care Homes**

When the care home education facilitator (CHEF) was introduced across Scotland in 2010, care homes were not routinely used as the final practice learning experience for pre-registration nursing students as there were no existing sign-off mentors within the care home sector. In 2012, three care homes within an NHS Board area agreed to support their mentors undertake the sign-off mentor preparation session and progress towards sign-off status. As there were no sign-off mentors to support and supervise the mentors within care homes whilst they met sign-off requirements this raised the question of “who would undertake the NMC requirements for supervision?”

After discussion between the care home manager, CHEF and University, local arrangements for the supervision of sign-off was agreed by all parties. The CHEF met the mentors at the sign-off preparation session and supported them to work through the two sign-off scenarios, and undertook their first and second supervision of sign-off. Final practice learning experience students were then allocated to the care homes. The CHEF, with the student’s agreement, was present with the mentor at the student’s initial and interim review and at the final sign-off stage. The CHEF role was to support the mentor and countersign the students’ paperwork following completion by the mentor, in accordance with the NMC requirements.

If there had been any issues at any stage the mentor knew the CHEF was available to contact for support and advice at anytime. As there are now sign-off mentors within these care homes, any mentors wanting to progress towards sign-off status can be supported and supervised locally.
Scenario Resources
Scenario Resources

The student mentor should have the opportunity to mentor learners in a range of situations to enable them to evidence achievement of the NMC mentor outcomes.
7.1 Guidance for the use of scenario resources

It is recognised, however, that student mentors may not be exposed to some situations in practice. To facilitate achievement of these, a range of scenarios have therefore been developed to provide structure around which student mentors can generate evidence of achievement of the NMC mentor outcomes for their portfolio. The process of working through the scenario activities and reflection points may provide a focus for discussion with their supervising mentor. **The use of scenarios is not intended to replace the requirement to mentor a pre-registration student or a student on an NMC approved programme as part of mentor preparation.**

Each scenario relates to a specific core curriculum framework unit learning outcome. These have been mapped against the NMC mentor outcomes and are structured in such a way that they direct the student mentor towards undertaking focused activities. A commentary section is included, to help both student mentor and their supervising mentor determine the scope of the scenario/subject and the key components.

Student mentors are encouraged to write a reflective summary (3-4 paragraphs or 200-300 words) on each scenario to capture the learning needs identified as a result of working through the scenario; their reactions to the scenario; how they have shared these with others and finally what they have learned from this experience.

Although scenarios were included in the first edition of the National Approach, as part of the review they have been updated to reflect contemporary practice. The scenarios are intended to support student mentors fulfil aspects of the NMC mentor outcomes, however they may also be useful to support qualified mentors with the ongoing development of their mentorship skills as part of annual updating and triennial review. These scenarios are available on the student mentor and CPD mentor sections of the Nursing and Midwifery Career long ePortfolio.
### 7.2 Scenarios for Unit 1: Learning

#### Unit 1 Learning

Relationship of scenarios to unit learning outcomes and NMC mentor outcomes

<table>
<thead>
<tr>
<th>Unit Learning Outcomes</th>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario 1B and 1C</strong></td>
<td></td>
</tr>
<tr>
<td>Learning outcome 1.1</td>
<td>- use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs</td>
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<tr>
<td></td>
<td>- support students in critically reflecting upon their learning experiences in order to enhance future learning</td>
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<tr>
<td></td>
<td>- contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
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<tr>
<td></td>
<td>- provide feedback about the effectiveness of learning and assessment in practice</td>
</tr>
<tr>
<td><strong>Scenario 1A, 1B and 1C</strong></td>
<td></td>
</tr>
<tr>
<td>Learning outcome 1.2</td>
<td>- contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
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<tr>
<td></td>
<td>- contribute to evaluation of student learning and assessment experiences – proposing aspects for change as a result of such evaluation</td>
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<tr>
<td></td>
<td>- support students to identify both learning needs and experiences that are appropriate to their level of learning</td>
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<tr>
<td></td>
<td>- identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes</td>
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<tr>
<td></td>
<td>- initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained</td>
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<tr>
<td></td>
<td>- identify and apply research and evidence-based practice to their area of practice</td>
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<tr>
<td></td>
<td>- contribute to strategies to increase or review the evidence-base used to support practice</td>
</tr>
</tbody>
</table>
### Unit Learning Outcomes

**Scenario 1B and 1C**

**Learning outcome 1.3**
Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate student’s learning experience

### Related NMC Mentor Outcomes

- facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences
- contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated
- support students in applying an evidence base to their own practice
- plan a series of learning experiences that will meet students defined learning needs
- prioritise work to accommodate support of students within their practice roles
- 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
Unit 1 Learning
Scenario 1A

Your area of practice is due for educational audit as part of the audit cycle. The Approved Education Institution representative and/or the practice education facilitator/care home education facilitator are going to visit the area to help you prepare for the audit.

Focused activities:
In preparation for this visit carry out an analysis of the learning environment which may include:

- considering if this is a new practice learning environment or changed as a result of service re-configuration
- identifying the practice learning experiences available for students
- identifying educational resources available
- considering what links there are with other practice learning environments to enable the student to follow the patient journey (e.g. hub and spoke, third sector, and inter-professional learning opportunities)
- consider links to other members of the multi-disciplinary and multi-agency team
- establishing the mentoring and learning support available
- considering educational approaches available/required (i.e. strategy for inducting students to the practice learning environment)
- identifying issues that you would need to discuss with the AEI or PEF/CHEF during the visit
- reviewing student feedback and evaluations

Commentary:
- review the practice learning experience using the Quality Standards for Practice Placements Audit Tool
- you may also find it helpful to conduct a SWOT analysis of the learning environment
- review your current induction process for students
- consider developing/reviewing your practice learning environment profile since the last audit cycle
- issues discussed with PEF/CHEF/AEI representative may include developing knowledge of practice learning environment allocation (e.g. pattern of allocation and level of student and programmes notification processes)
Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- consider what future developments you could consider for your area e.g. student induction pack
Scenario 1B

You are mentoring a first year student who has the opportunity to perform a skill relevant to their learning outcomes where theory has not yet been covered in the University. You would like to support the student in taking advantage of this learning opportunity.

**Focused activities:**
- as the mentor, consider how you would deliver the underpinning theory to support this skill
- identify the steps in preparing to teach the skill
- describe the assessment of competence with regard to the skill and the feedback process you might employ

**Commentary:**
- consider ways in which the underpinning theory may be delivered
- discuss factors which might influence the student’s performance
- discuss ways in which the student must adapt the skill to a variety of different circumstances e.g. nature of the environment, assessment of the patient/client
- identify the stages of skills teaching
- consider what methods can be used to assess performance of this skill
- describe the feedback process and arranging further practice

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario.
- think about and share your reactions on this scenario with other mentors/colleagues.
- reflect on and reinforce your learning from this learning experience
- produce a teaching plan for a skill that could be undertaken in your practice area
- produce and use a template which could be used to assess the student’s performance
Scenario 1C

You are working with a student who appears uninterested and disengaged from the team within the practice learning environment. Following further discussion with the student it becomes apparent that the student is unclear about what the practice learning environment has to offer in relation to the learning outcomes for their programme.

Focused activities:
- consider the process you could have employed to offset this situation at the outset of the student’s placement (establishing a sense of belonging, collaboratively identifying learning opportunities, plan of learning, collaboratively establishing feedback processes)
- identify factors which might be affecting the student’s motivation
- describe the actions you would employ to ensure the student maintains progress in achieving the learning outcomes for this placement and beyond
- if this behaviour continued, describe your course of action

Commentary:
- you should consider the process for assessing a student’s stage of development, their preferred learning style and the way in which a mutually agreed plan of learning could be developed
- consider ways of ensuring students feel ownership of the learning plan and accept responsibility for their part in working through this
- consider factors (internal and external) which could impact upon individual’s motivation to learn
- consider tools, interventions and techniques which can positively influence motivation
- consider the importance of initial assessment, interim and regular review of student’s progress, check your local AEI processes

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).
- review the educational audit for your area and consider developing a list of skills and opportunities available for students to access
- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- reflect on other learning outcomes which could relate to this experience
### 7.3 Scenarios for Unit 2: Professional relationships and accountability

**Unit 2 Professional relationships and accountability**

Relationship of scenarios to unit learning outcomes and NMC mentor outcomes

<table>
<thead>
<tr>
<th>Unit Learning Outcomes</th>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
</table>
| **Scenarios 2A, 2B, 2C and 2D**  
Learning outcome 2.1  
Explore issues of accountability and fitness for practice | - foster professional growth, personal development and accountability through support of students in practice  
- 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 |
| **Scenarios 2A, 2B, 2C and 2D**  
Learning outcome 2.2  
Critically appraise how professional relationships inform and underpin effective mentoring | - have effective professional and interprofessional working relationships to support entry to the professional register  
- 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  
- participate in self and peer evaluation to facilitate personal development, and contribute to the development of others  
- act as a resource to facilitate personal and professional development of others  
- set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care  
- 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 |
Unit 2 Professional relationships and accountability

Scenario 2A

You are mentoring a student and have become increasingly concerned about their written communication skills, particularly in relation to documenting episodes of care.

Stage 1 Focused activity:
How would you proceed in identifying the underlying reasons/causes for this?

When you approach the student and discuss these concerns, the student tells you that they have dyslexia and struggle to write up care as quickly as others feel they should and this is why there have been mistakes. Through further discussion, the student discloses that their dyslexia was diagnosed whilst at school and has managed to deal with this difficulty fairly well. The student disclosed their dyslexia to the university and adjustments have been put in place but the student has been reluctant to tell either you or other practice colleagues because of people’s reaction in the past.

The student has felt increasingly under pressure from staff within the practice learning area to write detailed reports quickly which the student finds difficult. The student informs you that it is easier to list each step taken. Using this approach, the student’s documentation is clear and concise indicating what steps have been taken when dealing with patients.

The student is keen to discuss with you how you can work together to improve things, but is worried about how others might react if they knew about dyslexia.

Stage 2 Focused activity:
Describe how you would deal with this issue.

Commentary:
- consider this in the context of national and local policies and legislation on disclosure, and factors in the workplace or team which might encourage or discourage disclosure
- consider issues in respect to patient safety, the student’s own accountability and responsibility, code of professional conduct, local and professional guidance around documentation
- consider your own assumptions and reactions
- identify the support mechanisms available for mentor and student e.g. disability assessment, guidance on reasonable adjustments from their AEI, occupational health specialists, dyslexia associations etc
Scenario 2A (cont.)

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors and colleagues
- reflect on and reinforce your learning from this learning experience
- consider how your areas could plan for, and support students with a range of disabilities e.g. dyscalculia, dyspraxia, sensory impairment, physical and mental health difficulties
Scenario 2B

You have a student, on their first practice learning experience. As the student’s mentor you have concerns about the student’s time keeping and attendance. There have also been occasions when the student has failed to notify the practice learning area of absence although the student claims to have phoned the University. Feedback from colleagues has revealed that the student is performing to a very high standard and no one has any concerns about the student’s clinical practice. A colleague comments that as the student is only in first year your concerns with time keeping and attendance will probably improve.

Focused activities:
- as the mentor in the first practice learning experience, what are your responsibilities in identifying the student’s fitness for practice?
- what are the key issues to consider in this scenario?
- describe your actions as a mentor in addressing this situation

Commentary:
- consider how external factors might influence the student’s behaviour
- address expectations of professional behaviour as a student, refer to NMC Guidance on professional conduct for pre-registration students, AEI communication guidance, local policies/reporting and the need to comply with local policies on sickness/absence
- reinforce that this is an aspect of behaviour that mentors need to consider at assessment
- consider implications for the student if time keeping and attendance does not improve
- consider the importance of partnership working with AEI

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).
- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors and colleagues
- reflect on and reinforce your learning from this learning experience
- as a mentor, arrange a discussion with your team and record expectations of professional behaviour expected of students during practice learning environment which could be included in an induction pack
Scenario 2C

On working with your student you challenge the student for not adhering to hand washing policies. In the course of the discussion the student reveals to you that they have witnessed a more senior member of staff frequently going between patients without appropriate hand washing.

**Focused activities:**
- consider how you would review and reinforce evidence based practice with the student in relation to infection prevention and control
- describe how you would enable the student to address or challenge poor or unsafe practice in future
- describe your actions in promoting an evidence based approach to the rest of your clinical colleagues
- consider the role of team working and how this can be enhanced to ensure best practice is maintained
- consider any aspects of the physical environment that may influence compliance with handwashing policies

**Commentary:**
- you may need to consider accountability and responsibility issues in relation to witnessing or perpetuating unsafe practice
- socialisation/conforming to custom and practice
- strategies for challenging/questioning unsafe practice in a constructive manner
- the role of the mentor as a clinical expert
- the role of the mentor in responding to students concerns
- reinforce the evidence based approach to any clinical practice
- the role of clinical staff and mentors as role models

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).
- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- reflect on other learning outcomes which could relate to this experience
- identify how concerns raised by students are escalated within your practice area
Scenario 2D

You are mentoring a third year student in your practice learning environment. Another student discloses that they have seen a discussion on a social networking site posted by the student you are mentoring stating that the student does not feel supported by you, as the mentor.

Focused activities:
- what are the key issues to consider for the mentor and students involved
- consider reviewing the practice learning environment support protocols for guidance
- how would you manage this situation
- identify professional boundaries for students and staff in your clinical area
- consider advantages and disadvantages of social networking

Commentary:
- consider a range of guidance including local, AEI, national and NMC guidelines
- discuss appropriate use of social networking with students
- establish the support mechanisms that would be available to the mentor where there are concerns about inappropriate use
- familiarise yourself with fitness for practice procedures within the AEI

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- be familiar with local policy on social networking and sign-post students and mentors to same
### 7.4 Scenarios for Unit 3: Assessment

**Unit 3 Assessment**

Relationship of scenarios to unit learning outcomes and NMC mentor outcomes

<table>
<thead>
<tr>
<th>Unit Learning Outcomes</th>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario 3A</strong></td>
<td></td>
</tr>
<tr>
<td>Learning outcome 3.1</td>
<td>■ demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team</td>
</tr>
<tr>
<td>Apply the principle and stages of the assessment process to the effective assessment of students in practice</td>
<td></td>
</tr>
<tr>
<td><strong>Scenarios 3A, 3B and 3C</strong></td>
<td>■ 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</td>
</tr>
<tr>
<td>Learning outcome 3.2</td>
<td></td>
</tr>
<tr>
<td>Provide constructive feedback to facilitate the enhancement of student performance</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 3A</strong></td>
<td>■ 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</td>
</tr>
<tr>
<td>Learning outcome 3.3</td>
<td></td>
</tr>
<tr>
<td>Manage the assessment process in challenging situations</td>
<td></td>
</tr>
<tr>
<td><strong>Scenarios 3A, 3B and 3C</strong></td>
<td>■ 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</td>
</tr>
<tr>
<td>Learning outcome 3.4</td>
<td></td>
</tr>
<tr>
<td>Critically examine mentor accountability in relation to assessing students</td>
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</tbody>
</table>

NHS Education for Scotland
Unit 3 Assessment

Scenario 3A

You are a sign-off mentor for a student who is in week four of a 12 week practice learning experience. The student is a very kind and caring person, always willing to help, competent in providing general care and is well liked by the team. You notice, however, that the student has difficulty in prioritising and co-ordinating the care needs when delegated responsibility for a group of patients/clients. The student has passed all other practice learning assessments. The only comment made by previous mentors in relation to areas for improvement has been “needs to develop confidence in clinical skills.”

Focused activities:
- describe your responsibilities and accountability as a sign-off mentor in respect of this scenario
- describe how you would give effective feedback to the student in respect of their performance
- consider how the student may respond emotionally to such issues being highlighted for the first time during this practice learning experience
- consider how you would work in collaboration with others to identify and address the developmental needs of the student
- consider what evidence you might use in reaching this decision – e.g. what are you measuring the student’s performance against?
- what needs to be recorded within the student’s documentation?
- describe the action taken if you were still concerned about the student’s level of competency towards the end of this practice learning experience

Commentary:
- Consider reviewing initial plan of learning. You need to consider objective evidence to underpin your judgement which may require you to consult with other members of the team. You should consider most appropriate ways of giving effective feedback e.g. describe observed behaviour and impact this has.
- Review the practice learning environment support protocol of the AEI – consider who you may be required to communicate within the AEI, are you familiar with the ongoing assessment processes e.g. mid way/final assessments, the assessment criteria and the importance of demonstrating support strategies.
Scenario 3A (cont.)

- Utilise appropriate documentation to underpin and clearly document the assessment process i.e. ongoing achievement record.
- Prioritise and review the amount and type of support and supervision required by the student in addressing their programme outcomes.
- Sources of support for student and mentor if a fail decision is necessary.
- If the student were to fail the practice learning experience are you familiar with the academic processes that occur thereafter and the mechanisms by which you receive debriefing and feedback.

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes)

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- reflect on other learning outcomes which could relate to this experience
Scenario 3B

You are mentoring a second year student who is in week 3 of an 8 week practice learning experience. Based on your observations and questioning, you notice that the student's underpinning knowledge when administering medications requires development. As part of your support strategy you give the student a workbook previously developed which you ask to be completed within a week. You then receive a telephone call from a lecturer in the University who states that the student feels that you (mentor) have unrealistic expectations.

Focused activities:

- consider how you might feel, and possibly react, to this situation
- consider how you identify realistic expectations of a student at this stage of development e.g. review of the ongoing achievement record, specific placement learning outcomes, knowledge of theoretical content, essential skills clusters, progression criteria, discussion with PEF/CHEF and other practice colleagues
- consider the boundaries of your role as mentor in relation to this scenario
- describe how you support the student in being an equal and active partner in the learning process

Commentary:

- you will need to have local knowledge of the students programme and ways in which you can remain up to date with changes
- consider practice resources and their suitability for use by students on placements
- what other learning resources could be utilised in this situation
- use of effective negotiation and involving the student as an active partner may enable you to develop an understanding of the students workload in respect of the programme
- consider the current communication methods with the AEI and how these might be developed further

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors/colleagues
- reflect on and reinforce your learning from this learning experience
- reflect on other learning outcomes which could relate to this experience
Scenario 3C

You are mentoring a student and about to undertake the midway assessment. Just prior to this a colleague discloses concerns they have regarding the student’s performance. It appears that the student has disclosed some personal health information that your colleague feels is affecting the student’s performance and may be relevant to your ongoing assessment of the student.

Focused activities:
- consider the communication skills you may require to utilise in this situation with your colleague and with the student
- consider the influence this disclosure of information may have on the assessment process
- consider what sources of support may be available to inform the situation e.g. ongoing achievement record, AEI or PEF/CHEF colleagues, equality and diversity policies, guidance regarding reasonable adjustments
- consider what are you measuring the student’s performance against
- consider what needs to be recorded within the student’s documentation

Commentary:
- consider the range of guidance including local, AEI, national guidelines and NMC
- describe your accountability in this situation
- consider how you use all available information to allow you to make valid, reliable and consistent judgements
- describe how you would manage any emotional aspects that might arise
- establish the support mechanisms that may be employed for both the mentor and student e.g. pastoral, counseling and educational

Reflect on the learning from the above scenario (i.e. write 3 – 4 paragraphs 200 – 300 words relating these to the NMC outcomes).

- plan your future learning needs based on this scenario
- think about and share your reactions on this scenario with other mentors and colleagues
- reflect on and reinforce your learning from this learning experience
- reflect on other learning outcomes which could relate to this experience
Guidance for the Continuing Professional Development of Mentors
Guidance for the Continuing Professional Development of Mentors

Scoping of current programmes of mentor preparation highlighted the requirement for a greater emphasis on mentor’s continuing professional development for retention on the mentor register. This was reinforced through stakeholder engagement where it was felt, in some instances, newly qualified mentors were not fully aware of their ongoing responsibilities. These requirements have been included in the revised core curriculum framework and the guidance provided in this section may support mentors with their continuing professional development and managers with the integration of mentorship into the local appraisal/personal development planning processes, where appropriate.
8.1 The NMC requirements for mentor continuing professional development

The NMC *Standards to support learning and assessment in practice* outline the requirements for mentors continuing professional development which are detailed in the sections below.

8.1.1 Annual updating

The NMC (NMC 2008:354) requires all mentors to “maintain and develop their knowledge, skills and competence through regular updating. The purpose of annual updating is to ensure that mentors:

- Have current knowledge of NMC approved programmes
- Are able to discuss the implications of changes to NMC requirements
- Have an opportunity to discuss issues related to mentoring, assessment of competence and fitness for safe and effective practice.

Mentors should be prepared to demonstrate to their employers, and NMC quality assurance agents how they have maintained and developed their knowledge, skills and competence”.

The NMC (NMC 2009:355) issued additional information to support implementation of the Standards, and outlined how “the annual updating process must include the opportunity to meet and explore assessment and supervision issues with other mentors/practice teachers (face-to-face) and explore as a group the validity and reliability of judgements made when assessing practice in challenging circumstances”. The NMC acknowledge the format in which annual updating may be undertaken should be determined locally by programme providers, and will be dependent upon the availability of specific educational resources, venues and the working patterns and location of mentors.

The NMC provide guidance of what these local approaches are likely to include, which are detailed overleaf with some practice examples:
Annual updating activities

For example – in discussions with manager as part of the appraisal process a mentor identified a development need regarding facilitating student feedback. The mentor accessed a session provided locally on “Having difficult conversations”. The mentor on another occasion read some current papers on the principles of providing constructive feedback. Later in the year the mentor participated in the PEF/ CHEF/AEI facilitated mentor update which provided overview of new pre-registration programme. The mentor shared their learning with other mentors as part of team discussions and evidence was recorded in the mentor’s personal portfolio.

“Be ongoing throughout the year, rather than consisting of a single annual event”

For example – in a remote and rural setting, mentors have introduced a videoconferencing (VC) mentor forum where they meet via VC twice a year to discuss issues related to students’ programmes of education including assessment decisions. This forum is supported by PEFs and the AEI.

For example – an AEI and its service partners developed a section of their website specifically for mentors. This website provides online resources, with key questions that can be used as part of discussions with other mentors.

“For example” – in a remote and rural setting, mentors have introduced a videoconferencing (VC) mentor forum where they meet via VC twice a year to discuss issues related to students’ programmes of education including assessment decisions. This forum is supported by PEFs and the AEI.

“Include a number of approaches and methods. The face-to-face meetings may consist of small, informal group discussions in the practice environment or more structured meetings led by programme providers or placement facilitators. The meetings can be supported by other resources and activities such as newsletters, online resources, reflective practice, reading, reviewing literature, shadowing, role-play etc.”
For example – an NHS Board participated in the pilot of the NES mentor CPD ePortfolio and mentors now record their mentoring activities throughout the year using the templates provided. These include reflective accounts, observation of practice, student feedback and assessment judgements.

For example – a care home manager as part of annual meetings with staff, discusses mentorship with relevant staff and discusses how the knowledge and skills gained through this role are used to support other colleagues. Mentors are encouraged to record evidence of mentoring in a portfolio.

“Encourage mentors to take responsibility for collating and documenting their ongoing learning and development, clearly demonstrating to programme providers that they continue to meet the respective NMC standard”.

8.1.2 Triennial review
In order to be retained on the local mentor register, every three years mentors must undertake a triennial review. The NMC acknowledge that the specific nature of triennial review will be determined by locally service providers, and that it may usefully form part of appraisal and development planning processes.

To be retained on the local mentor register, the NMC state (NMC 2008:1256) the mentor must have evidence of having:

- Mentored at least two students within a three year period
- Supervisors of midwives who mentor only student supervisors of midwives are required to mentor at least one student supervisor of midwives in the three year period relating to triennial review (NMC 200857)
- Participated in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other mentors
- Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances
- Mapped ongoing development in their role against the current NMC mentor standards
- Been deemed to have met all requirements needed to be maintained on the local register as a mentor or sign-off mentor.

8.2 Guidance for integrating annual updating and triennial review into local appraisal processes

The guidance included in Figure 5 below has been developed to support mentors and their managers integrate mentorship, in particular annual updating and triennial review, into local appraisal processes.

**Figure 5 Mentorship and local appraisal processes**

- **Mentor undertakes updating activities throughout the year and records them in a portfolio (paperbased or electronic - ePortfolio)**

- **Mentor prepares for local appraisal and in relation to mentor role considers:**
  - NHS mentor - Indicative KSF outline
  - Care home mentor – CLF role profile (Appendix 5)

- **Year 3 Triennial review**
  - Appraisal takes place and mentoring is part of the discussion:
    - has the mentor met the NMC requirements for triennial review?
    - how is this evidenced?
    - are there any mentor related development needs?
    - how will these be addressed?
    - mentor role recorded in appraisal summary and on PDP as appropriate

- **Years 1 & 2**
  - Mentor register updated
  - Appraisal takes place and mentoring considered as part of discussion:
    - are there any mentor related development needs? - how will these be addressed?
    - has the mentor recently supported a student?
    - has the mentor met the NMC requirements for annual updating?
    - how is this evidenced?
    - mentor role recorded in appraisal summary and on PDP as appropriate
Embedding and Sustaining the NMC Mentor Standards
Embedding and Sustaining the NMC Mentor Standards

The NMC Standards to support learning and assessment in practice (NMC 2006, 2008) have been implemented in practice learning environments across Scotland through cooperation and collaboration between key stakeholders. To support embedding and sustaining of the NMC mentor standards, the responsibilities of each stakeholder are identified and presented in table 4. Mentor preparation programme providers include higher education institutions and their partner service provider organisations, for example NHS Boards, social care and independent sector. NHS Education for Scotland, through engagement with programme providers, will facilitate development of and support for national educational solutions and sharing of local innovations.

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60 Programme providers are defined by the NMC as “approved educational institutions and their service partners” NMC (2009) Standards for pre-registration midwifery education, page 11, and “approved education institutions (AEIs) and their partnering practice learning providers” NMC (2010) Standards for pre-registration nurse education explanation of terms available at http://standards.nmc-uk.org/PreRegNursing/statutory/explanation/Pages/explanation-of-terms.aspx accessed 7/01/13
### 9.1 Stakeholder responsibilities

#### Table 4 Template of responsibilities to embed and sustain the NMC mentor standard (2008)

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Mentors preparation programme providers</td>
<td><strong>Preparation of nursing and midwifery mentors (including sign-off)</strong></td>
</tr>
<tr>
<td>Joint responsibilities</td>
<td>Approved Education Institutions</td>
</tr>
<tr>
<td>- develop, provide and evaluate mentor preparation programmes</td>
<td>- include preparation of sign-off mentor status for all midwifery mentors and nurse mentors as appropriate in the programme</td>
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<tr>
<td>- collaborate to support recognition of prior learning (RPL) processes</td>
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<tr>
<td>- identify mentors, sign-off mentors and supervising mentors</td>
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<tr>
<td>- ensure student sign-off mentors are prepared in accordance with NMC and local requirements and that the third supervision of sign-off is with an actual student undertaking a NMC approved programme</td>
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<tr>
<td>- undertake a minimum of 10 days (five days protected) learning in practice and academic settings and provide evidence as part of mentor preparation</td>
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<tr>
<td>- compile a portfolio of evidence to demonstrate achievement of the NMC mentor competencies</td>
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<tr>
<td>- support the student mentor during the mentor preparation programme</td>
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<tr>
<td>- provide the student mentor with advice, guidance and feedback</td>
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<tr>
<td>- facilitate a national framework to support consistent mentor preparation programmes across Scotland</td>
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<tr>
<td>- publish and disseminate the mentor preparation core curriculum framework</td>
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<tr>
<td>- facilitate collaborative approaches to implement the Mentor Preparation Core Curriculum Framework</td>
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<tr>
<td>- facilitate implementation of the “student mentor” section of the Nursing and Midwifery ePortfolio</td>
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<tr>
<td>- periodically review the mentor preparation core curriculum framework to reflect the emerging evidence base and regulatory changes</td>
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<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Nurses and midwives undertaking mentor preparation (student mentors)</td>
<td></td>
</tr>
<tr>
<td>- undertake a minimum of 10 days (five days protected) learning in practice and academic settings and provide evidence as part of mentor preparation</td>
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<tr>
<td>- compile a portfolio of evidence to demonstrate achievement of the NMC mentor competencies</td>
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<tr>
<td>- verify achievement or non-achievement of the NMC mentor competencies</td>
<td></td>
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<tr>
<td>- periodically review the mentor preparation core curriculum framework to reflect the emerging evidence base and regulatory changes</td>
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<thead>
<tr>
<th>Stakeholder</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Supervising mentors</td>
<td></td>
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<tr>
<td>- support the student mentor during the mentor preparation programme</td>
<td></td>
</tr>
<tr>
<td>- provide the student mentor with advice, guidance and feedback</td>
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<tr>
<td>- verify achievement or non-achievement of the NMC mentor competencies</td>
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<tr>
<td>- comply with mentor preparation programme quality assurance processes</td>
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<thead>
<tr>
<th>Stakeholder</th>
<th>Responsibilities</th>
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<tr>
<td>NHS Education for Scotland</td>
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<tr>
<td>- facilitate a national framework to support consistent mentor preparation programmes across Scotland</td>
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<td>- periodically review the mentor preparation core curriculum framework to reflect the emerging evidence base and regulatory changes</td>
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<tr>
<td><strong>Supervising mentors</strong></td>
<td><strong>Joint responsibility</strong></td>
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</tr>
<tr>
<td>Mentor preparation programme providers have a responsibility to:</td>
<td>- identify supervising mentors &lt;br&gt;- support the preparation of supervising mentors</td>
</tr>
<tr>
<td>Supervising mentors have a responsibility to:</td>
<td>- adhere to the supervising mentor role parameters outlined in section 5</td>
</tr>
<tr>
<td>NHS Education for Scotland has a responsibility to:</td>
<td>- periodically review the supervising mentor role to incorporate emerging evidence and regulatory changes</td>
</tr>
<tr>
<td><strong>Mentor registers</strong></td>
<td><strong>Programme providers</strong> have a responsibility to:</td>
</tr>
<tr>
<td></td>
<td>- hold and maintain a local live register of mentors &lt;br&gt;- record mentor preparation programme completion and achievement of sign-off mentor status on local mentor registers &lt;br&gt;- support effective mechanisms which ensure students are allocated a named/sign-off mentor from the mentor register</td>
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Table 4  Template of responsibilities to embed and sustain the NMC mentor standard (2008) (cont.)

Mentor support and ongoing development

<table>
<thead>
<tr>
<th>Programme providers have a responsibility to:</th>
<th>Mentors have a responsibility to:</th>
<th>NHS Education for Scotland has a responsibility to:</th>
</tr>
</thead>
</table>
| ▪ incorporate mentor activity and development, including triennial review, into local appraisal and personal development planning processes  
▪ provide a support mechanism for ongoing mentor activity and development | ▪ actively engage in local support networks  
▪ highlight cause for concerns to service managers, PEFs/CHEFs and/or education providers | ▪ with stakeholders, continue to support the development of the national Practice Education infrastructure |
| | ▪ obtain mentor feedback as part of practice learning/educational audit cycle  
▪ develop local action plans in response to mentor feedback from the annual NES performance management mentor survey | ▪ develop and provide access to national mentor educational resources, such as the mentor bulletin |
| | ▪ facilitate annual updating activities which includes the opportunity to meet with other mentors  
▪ undertake triennial review and confirm eligibility to be retained on local mentor register | ▪ facilitate implementation of the “mentor CPD” section of the Nursing and Midwifery ePortfolio |

Sign-off mentors

<table>
<thead>
<tr>
<th>Programme providers have a responsibility to:</th>
<th>Sign-off mentors have a responsibility to:</th>
<th>NHS Education for Scotland has a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ alert practice learning areas of specific field programme when allocating final placement students</td>
<td>▪ identify and provide time for reflection, feedback, planning and recording in the students ongoing achievement record, the equivalent of one hour per student per week</td>
<td>▪ support national and local approaches designed to meet sign-off mentor requirements across the range of practice learning environments</td>
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<td></td>
<td>▪ ensure sign-off mentors are registered on the same part of the NMC register as their student</td>
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<tr>
<td></td>
<td>▪ ensure allocated time equivalent of one hour per week, per final placement student</td>
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<td></td>
<td>▪ alert manager to any difficulties in allocating time</td>
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Appendices
Appendix 1

Rapid Scoping of Mentorship Literature (Brief summary)

Background

The National Approach to Mentor Preparation for Nurses and Midwives: Core Curriculum Framework was published in 2007 (NES 2007). In July 2012 the Nursing, Midwifery and Allied Health Professions directorate of NHS Education for Scotland commenced a review of the framework. A scoping study was undertaken at the early stage of this review process to inform the core curriculum content and consider appropriate delivery methods. The key messages from this scoping study are summarised in this paper.

Review Question

The review had one question:

What research evidence has been published between 2008 and 2012 to inform the content and delivery of mentorship preparation programmes within the United Kingdom?

Identifying relevant studies

The rapid review took place over a total of 6 days, between 18th - 20th September 2012 and 29th – 31st October 2012 to search for evidence based studies and grey literature pertinent to the review question. The Knowledge Network Platform was utilised to facilitate access to the EBSCO, CINHAL, OVID, MEDLINE, ASSIA databases. A call via the short life advisory and working group for any known grey literature was requested. The search was initially limited to UK evidence based studies as the aim of the scoping exercise was to inform curriculum content in line with current NMC Standards to support learning and assessment in practice but due to the dearth of research in relation to the specific review question wider literature was included. A total of 41 relevant papers were identified and reviewed.

Summary from the literature

The evidence base with regards to mentor preparation programmes introduced since the publication of the NMC Standards to support learning and assessment in practice (NMC 2006, 2008), is conspicuous by its absence. Only one study (Veeramah 2012) was uncovered that evaluated a mentor preparation programme introduced since the publication of the NMC Standards (NMC 2006, 2008). No research studies were uncovered in relation to sign off mentor preparation or preparation of supervising mentors. The last five years has seen a change in the models of mentorship and new approaches to providing practice learning environments in pre-registration nursing and midwifery e.g. hub and spoke which may influence the content of mentorship programmes. The recent move to degree level nursing programmes may require a greater emphasis on preparing
mentors to support student’s decision making skills in practice. The support of students requiring reasonable adjustments has gained prominence in the literature over the last five years but no research evidence was uncovered during this review which specifically looked at the delivery or content of this element within mentorship programmes. Since 2007 there has been a move to grading of clinical practice within midwifery and changes to pre-registration nursing and midwifery assessment documentation to include service users in assessment of students. Challenges for mentors around assessment of clinical competence in relation to underperforming students have continued to be debated within the literature over this time.

**Key messages**

The study by Veeramah (2012) reported that a significant number of mentors received little protected time away from clinical duties to complete the theoretical and practical components of the course. Within the paper respondents also suggested some possible changes to the course content, these included:

- More input on practice assessment document
- More input on how to deal with difficult students
- More help with writing and referencing academic work
- More input on mentoring skills
- Course to be made more specific to speciality
- More input on theoretical knowledge
- Course should be longer

A focus on delivery methods was gleaned from an overview of several papers. A variety of teaching and learning methods have reported as being used during delivery. Methods included for example: presentations, group work, professional discussion, handouts, practice based scenarios, development of mock action plans and OSCEs, self and peer evaluation, group discussion, reflection over situations from practical experiences, role play, creative activities including visualisation, use of colours in drawing and painting, case studies, the use of metaphor to illustrate various mentorship experiences, video-recording of mentor activities, demonstration room experimentation and log-book registration of learning experiences.
Some other points gleaned from the review for consideration are:

- involving students in designing/developing mentorship programmes,
  the development of resources, e.g. scenarios and in the delivery of the programme
- students’ capacity for learning and their motivation to learn is significantly influenced by whether or not they experienced a sense of belonging in practice placement
- some mentors had not chosen to undertake the role and were ‘sent’ on mentorship programmes
- that time was not available to undertake mentorship training and annual updates
- the mentor’s role goes beyond teaching knowledge and skills; it involves displaying and role-modelling leadership attributes
- the need to discuss the ways in which empathy, respect, sensitivity and dignity might be expressed in the clinical setting
- the benefit of student ‘stories’ in helping mentors to understand the support needs of disabled students
- ensuring reasonable adjustments are implemented in compliance with disability legislation
- the responsibility of mentors for gate-keeping the professional register
- continued reports that some mentors are under confident to fail students
- the need to focus on helping mentors deliver difficult messages to underperforming students
- encouragement of mentors to explore their own beliefs, expectations and prejudices in relation to underperforming students.

References


Appendix 2

Review process stakeholder engagement and consultation map

National Strategic Group for Practice Learning
- Receive updates on NAMP review progress
- Approve final report and recommendations from the review of NAMP
- Direct further projects/actions

Scottish Collaboration for the Enhancement of Pre-registration Nursing
- Disseminate information between NAMP SLWAG and HEI
- Share evidence and areas of effective practice within mentoring, practice learning and programme delivery

Key national groups – RCN/RCM, SQA, KSF
- Share evidence and areas of effective practice within mentoring and practice learning
- Provide a national perspective on the preparation and the continuing development requirements of those whose support learning in practice

Practice education and learning infrastructure (PEFs and CHEFs)
- Share local mentorship information to inform the review
- Share evidence and effective practice of mentoring across the range of practice learning experiences

National Strategic Group for Mentor Preparation
- Disseminate information between SLWAG and NHS Board/HEI
- Share evidence and areas of effective practice within mentoring, practice learning and programme delivery
- NAMP reference group

Practice Education Leads Forum
- Share evidence and areas of effective practice within mentoring, practice learning and programme delivery
- NAMP reference group

Mentor preparation programme leads
- Share evidence and areas of effective practice within mentoring, practice learning and programme delivery
- NAMP reference group

National Approach to Mentor Preparation

Practice education and learning infrastructure (PEFs and CHEFs)
- Share local mentorship information to inform the review
- Share evidence and effective practice of mentoring across the range of practice learning experiences

Key national groups – RCN/RCM, SQA, KSF
- Share evidence and areas of effective practice within mentoring and practice learning
- Provide a national perspective on the preparation and the continuing development requirements of those whose support learning in practice
Appendix 3

Evidencing simultaneous achievement of the Scottish Credit and Qualification Authority PDA Assess Workplace Competence Using Direct and Indirect Methods (previously the A1 Unit) and the NMC Mentor Outcomes

The following information may be helpful for clinical areas that currently offer placements to student nurses or midwives and are required to prepare new/additional assessors for candidates undertaking SQA Health and Social Care Awards. This process allows evidence to be gained through assessment judgements made on student nurses and midwives in addition to SQA candidates.

The award gained by new assessors is called Unit L&D9DI Assess Workplace Competence Using Direct and Indirect Methods and is a Professional Development Award in its own right.

Student Mentors

As part of programmes of mentor preparation, student-mentors work towards achieving the NMC Mentor outcomes related to the assessment of student nurses/midwives through compiling a portfolio of evidence. This evidence, generated from the assessment of student nurses/midwives undertaking clinical skills, can also be used to demonstrate the requirements of the Scottish Qualifications Authority L&D9DI Unit.

Nurses and midwives opting to undertake these two programmes simultaneously will need to be enrolled with an SQA approved centre who will ultimately assess and certificate the L&D9DI Award. It is helpful if line managers arrange this process prior to commencement on the programme of mentor preparation delivered by Approved Education Institutions (AEIs).

The SQA approved centre will undertake induction to the role of the workplace assessor and allocate a L&D9DI assessor. This person may or may not be a supervising mentor. The centre will provide a system for recording L&D9DI evidence. Worked examples of evidence include:

- An assessment plan/review
- Direct observation
- Reflective account
- Questions
- Expert witness testimony (e.g. other practitioner)
- Clinical skills template

It is important to note that the AEIs are not responsible for making judgements on portfolios of evidence required to achieve L&D9D1, although the types of evidence included may be similar or identical to that of NMC Mentor portfolios.
Guidance to inform student mentors of the L&D9D1 process and some exemplars of evidence will be made available on the mentor preparation section of the Nursing and Midwifery Career-long ePortfolio. The SQA approved centre will provide a system for recording L&D9DI evidence.

Mentors on the Mentor Register

Mentors on the local mentor register may be able to gain recognition for some of their prior assessment experience towards achievement of L&D9DI. A preliminary discussion with an SQA approved centre will be helpful to discuss the best route for achieving L&D9DI. Experienced mentors can use past evidence of assessing students/candidates in a number of roles e.g. Health and Social Care SVQ/Units or student nurses/midwives in relation to clinical skills, or both. A combination of more than one type of assessment evidence is permissible. Practitioners will have to provide evidence that their past experience is valid (i.e. that it meets the L&D9DI standard being claimed) and is current.

L&D9DI should be achieved in its entirety to demonstrate that assessor candidates understand and can apply each part of the assessment cycle (review, plan, judge, feedback) consistently. Any previous evidence being submitted must show that the complete assessment cycle was demonstrated to the standard of L&D9DI.

Mentors may not be in a position to provide past evidence of mentoring/assessing activity. If this is the case, current mentoring activity related to assessment of students’ clinical skills can be used.

The SQA approved centre will provide a system for recording L&D9DI evidence. This is available from SQA’s Secure Site.

Guidance to inform mentors of the L&D9D1 process and some exemplars of evidence will be made available on the mentor CPD section of the Nursing and Midwifery Career-long ePortfolio.

Conditions of L&D9DI achievement

In order to meet Learning and Development Assessment Strategy Requirements, the student-mentor/assessor-candidate must ensure that all assessment activities carried out are for a real purpose. Those candidates (pre-registration students) under assessment (who are not being assessed for an SVQ) must gain recognition/achievement from the process in one or more of the following ways:

- achievement of essential skills clusters used to inform pre-registration student practice learning experience review meetings
- assessment of students’ essential skills as part of pre-registration programme first and second progression points (mentors) and for entry to the NMC register (sign-off mentors)

Under no circumstances should individuals be assessed purely in order for the student-mentor/assessor-candidate to gain L&D9DI. This would be considered simulation and is not permitted under Learning and Development Assessment Strategy Regulations.
Appendix 4

Mapping of NMC mentor domains and outcomes against the core curriculum framework unit learning outcomes, frameworks used as part of appraisal and personal development processes, SQA unit L&D9DI and the Generic Guiding Principles.

<table>
<thead>
<tr>
<th>NMC mentor domain</th>
<th>Establishing effective working relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC outcomes</td>
<td>Demonstrate an understanding of factors that influence how students integrate into practice settings</td>
</tr>
<tr>
<td></td>
<td>Providing ongoing and constructive support to facilitate transition from one learning environment to another</td>
</tr>
<tr>
<td></td>
<td>Have effective professional and interprofessional working relationships to support learning for entry to the register</td>
</tr>
<tr>
<td>Unit learning outcomes</td>
<td>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</td>
</tr>
<tr>
<td></td>
<td>2.2 Critically appraise how professional relationships inform and underpin effective mentoring</td>
</tr>
<tr>
<td>Frameworks used as part of appraisal and personal development processes</td>
<td>Knowledge and Skills Framework (KSF)</td>
</tr>
<tr>
<td></td>
<td>Core 1 - Communication</td>
</tr>
<tr>
<td></td>
<td>Core 2 - People and personal development</td>
</tr>
<tr>
<td></td>
<td>Core 6 - Equality and diversity</td>
</tr>
<tr>
<td></td>
<td>Continuous Learning Framework (CLF)</td>
</tr>
<tr>
<td></td>
<td>Working in partnership – actively seek opportunities to work in partnership with others within and beyond the organisation and able to take active steps to build relationships, develop networks and promote partnership working</td>
</tr>
<tr>
<td></td>
<td>Impact on others – uses multiple sources of feedback to understand the impact they are having on others</td>
</tr>
<tr>
<td></td>
<td>Confidence – is able to nurture the confidence of others</td>
</tr>
<tr>
<td></td>
<td>Post Registration Career Development Framework (PRCDF)</td>
</tr>
<tr>
<td></td>
<td>Pillar: Facilitation of Learning</td>
</tr>
<tr>
<td></td>
<td>Aspect of Practice: Creation of the Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Pillar: Leadership</td>
</tr>
<tr>
<td></td>
<td>Aspect of Practice: Professional and Organisational Leadership</td>
</tr>
<tr>
<td>SQA L&amp;D9DI unit</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Generic Guiding Principles for those supporting learning in the workplace (GPP)</td>
<td>Principle 3</td>
</tr>
<tr>
<td></td>
<td>Those involved in supporting learning in the workplace must be aware of what makes for effective learning in their context</td>
</tr>
</tbody>
</table>
## NMC mentor domain: Facilitation of learning

<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use knowledge of the student’s stage of learning to select appropriate learning opportunities to meet individual needs</td>
<td>- Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experience</td>
<td>- Support students in critically reflecting upon their learning experiences in order to enhance future learning</td>
</tr>
</tbody>
</table>

### Unit learning outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

- Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting
- Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student’s learning experience

### Frameworks used as part of appraisal and personal development processes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills Framework (KSF)</td>
<td>Continuous Learning Framework (CLF)</td>
</tr>
<tr>
<td>Core 1 - Communication</td>
<td>Motivating and leading others – <em>is able to motivate and lead others to achieve identified goals</em></td>
</tr>
<tr>
<td>Core 2 - People and personal development</td>
<td>Lifelong learning – <em>actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them and actively promotes the learning and development of others through a range of formal and informal approaches</em></td>
</tr>
<tr>
<td>Core 6 - Equality and diversity</td>
<td>Working in partnership – <em>recognises the value of diversity and uses it to strengthen the quality of initiatives</em></td>
</tr>
</tbody>
</table>

### SQA L&D9DI unit

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(a) Provide feedback to the learner that affirms achievement and identifies any additional requirements</td>
<td></td>
</tr>
</tbody>
</table>

### Generic Guiding Principles for those supporting learning in the workplace (GPP)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 2</td>
<td>Principle 3</td>
</tr>
<tr>
<td>Those involved in supporting learning in the workplace must be committed to developing their own knowledge, skills and attitudes as a facilitator of learning</td>
<td>Those involved in supporting learning in the workplace must be aware of what makes for effective learning in their context</td>
</tr>
<tr>
<td>Principle 4</td>
<td></td>
</tr>
<tr>
<td>Those involved in supporting learning in the workplace must be able to select and apply as appropriate, the components of effective learning relevant to the context</td>
<td></td>
</tr>
</tbody>
</table>
### NMC mentor domain: Assessment and accountability

#### NMC outcomes
- Foster professional growth, personal development and accountability through support of students in practice
- Demonstrate a breadth of understanding of assessment strategies and 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.

#### Unit learning outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Explore issues of accountability for fitness for practice</td>
</tr>
<tr>
<td>3.1</td>
<td>Apply the principles and stages of the assessment process to the effective assessment of students in practice</td>
</tr>
<tr>
<td>3.2</td>
<td>Provide constructive feedback to facilitate the enhancement of student performance</td>
</tr>
<tr>
<td>3.3</td>
<td>Manage the assessment process in challenging situations</td>
</tr>
<tr>
<td>3.4</td>
<td>Critically examine mentor accountability in relation to assessing students</td>
</tr>
</tbody>
</table>

#### Frameworks used as part of appraisal and personal development processes

<table>
<thead>
<tr>
<th>Knowledge and Skills Framework (KSF)</th>
<th>Continuous Learning Framework (CLF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 1 - Communication</td>
<td>Professional autonomy – is able to make unpopular decisions based on complex needs and manage the acceptance or non-acceptance of those decisions by others and is able to critically reflect on how their own background, assumptions and values impact on their judgements</td>
</tr>
<tr>
<td>Core 2 - People and personal development</td>
<td>Empathy – makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations and with conflicting values and needs</td>
</tr>
<tr>
<td>Core 5 - Quality</td>
<td>Confidence – is confident in their ability to perform in increasingly complex situations whilst still seeking support where necessary</td>
</tr>
<tr>
<td>Core 6 - Equality and diversity</td>
<td></td>
</tr>
</tbody>
</table>

Post Registration Career Development Framework (PRCDF)

Pillar: Clinical Practice

Aspect of Practice: Professional Judgement and Decision Making

Pillar: Facilitation of Learning

Aspect of Practice: Learning, Teaching and Assessment
### NMC mentor domain: Assessment and accountability

<table>
<thead>
<tr>
<th>SQA L&amp;D9DI unit</th>
<th>Prepare to assess</th>
<th>Assess candidate performance and knowledge</th>
<th>Confirm progression and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Ensure candidates understand the purpose, requirements and processes of assessment</td>
<td>(a) Collect evidence that is valid, authentic and sufficient</td>
<td>(a) Provide feedback to the learner that affirms achievement and identifies any additional requirements</td>
</tr>
<tr>
<td></td>
<td>Plan assessments</td>
<td>(b) Use valid, fair, reliable and safe assessment methods</td>
<td>(b) Maintain required records of the assessment process, its outcomes and candidate progress</td>
</tr>
<tr>
<td></td>
<td>(a) Identify evidence that is valid, authentic and sufficient</td>
<td>(c) Make assessment decisions against specified criteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Plan to use valid, fair and reliable and safe assessment methods</td>
<td>(d) Work with others to ensure the standardisation of assessment practice and outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Plan assessment to meet requirements and candidate needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Generic Guiding Principles for those supporting learning in the workplace (GPP)

**Principle 1**
Those involved in supporting learning in the workplace must be fit for purpose as defined by the context

**Principle 4**
Those involved in supporting learning in the workplace must be able to select and apply as appropriate, the components of effective learning relevant to the context
### NMC mentor domain Evaluation of learning

<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th>Unit learning outcomes</th>
<th>Frameworks used as part of appraisal and personal development processes</th>
<th>SQA L&amp;D9DI unit</th>
<th>Generic Guiding Principles for those supporting learning in the workplace (GPP)</th>
</tr>
</thead>
</table>
| ▪ Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such an evaluation | ▪ Participate in self and peer evaluation to facilitate personal development, and contribute towards the development of others | Knowledge and Skills Framework (KSF)  
Core 2 - People and personal development  
Core 5 - Quality  
Continuous Learning Framework (CLF)  
Professional autonomy – contributes to ongoing evaluation of decisions made at a team level to make sure these are evidenced based  
Lifelong learning – actively participates in the evaluation of learning and development in the organisation  
Awareness of impact on others – critically analyses feedback and uses evidence and research to reflect on and continuously improve their own practice  
Post Registration Career Development Framework (PRCDF)  
Pillar: Facilitation of Learning  
Aspect of Practice: Creation of the Learning Environment and Learning, Teaching and Assessment | Not applicable | Principle 4  
Those involved in supporting learning in the workplace must be able to select and apply as appropriate, the components of effective learning relevant to the context |
### NMC mentor domain

**Creating an environment for learning**

<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student’s learning experience</td>
</tr>
<tr>
<td></td>
<td>1.4 Act as a resource to facilitate personal and professional development of others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit learning outcomes</th>
<th>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student’s learning experience</td>
</tr>
<tr>
<td></td>
<td>2.2 Critically appraise how professional relationships inform and underpin effective mentoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frameworks used as part of appraisal and personal development processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills Framework (KSF)</td>
</tr>
<tr>
<td>Core 1 - Communication</td>
</tr>
<tr>
<td>Core 2 - Personal and people development</td>
</tr>
<tr>
<td>Core 3 - Health, safety and security</td>
</tr>
<tr>
<td>Core 4 - Service improvement</td>
</tr>
<tr>
<td>Core 6 - Equality and diversity</td>
</tr>
<tr>
<td>Continuous Learning Framework (CLF)</td>
</tr>
<tr>
<td>Lifelong learning – uses evidence informed practice to promote a learning and performances culture within organisation</td>
</tr>
<tr>
<td>Accurate self-assessment – models and encourages others to assess their strengths and areas for improvement</td>
</tr>
<tr>
<td>Focus on people who use services and their carers – uses research, evidence and the views of people who use services and their carers to continually improve their own practice and that of the organisation</td>
</tr>
<tr>
<td>Post Registration Career Development Framework (PRCDF)</td>
</tr>
<tr>
<td>Pillar: Facilitation of Learning</td>
</tr>
<tr>
<td>Aspect of Practice: Creation of the Learning Environment and Learning, Teaching and Assessment</td>
</tr>
</tbody>
</table>

| SQA L&D9DI unit | Not applicable |

<table>
<thead>
<tr>
<th>Generic Guiding Principles for those supporting learning in the workplace (GPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 4</td>
</tr>
</tbody>
</table>
### NMC mentor domain Context of practice

<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th>Unit learning outcomes</th>
<th>Frameworks used as part of appraisal and personal development processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
<td>Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care</td>
<td>Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning experience</td>
</tr>
<tr>
<td></td>
<td>1.1 Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
<td>Knowledge and Skills Framework (KSF)</td>
</tr>
<tr>
<td></td>
<td>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</td>
<td>Core 1 - Communication</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student's learning experience</td>
<td>Core 4 - Service improvement</td>
</tr>
<tr>
<td></td>
<td>2.2 Critically appraise how professional relationships inform and underpin effective mentoring</td>
<td>Core 5 - Quality</td>
</tr>
</tbody>
</table>

### Frameworks used as part of appraisal and personal development processes

- **Knowledge and Skills Framework (KSF)**
  - Core 1 - Communication
  - Core 4 - Service improvement
  - Core 5 - Quality
- **Continuous Learning Framework (CLF)**
  - Focus on service users and carers – supports others to involve people who use services and their carers in more meaningful ways
  - Professional autonomy – encourages others to demonstrate innovation through collaborative working and the sharing of good practice
  - Organisational awareness – share their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement
- **Post Registration Career Development Framework (PRCDF)**
  - Pillar: Clinical Practice
  - Aspect of Practice: Safe, Effective and Person Centred Care

### SQA L&D9DI unit

- Not applicable

### Generic Guiding Principles for those supporting learning in the workplace (GPP)

- **Principle 5**
  - Those involved in supporting learning in the workplace must be able to recognise the interrelated factors influencing workbased learning and respond to these
<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th>Evidence based practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and apply research and evidence based practice to their area of practice</td>
<td>Contribute to strategies to increase or review the evidence base used to support practice</td>
</tr>
</tbody>
</table>

| Unit learning outcomes | 1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment | 1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student's learning experience |

| Frameworks used as part of appraisal and personal development processes | Knowledge and Skills Framework (KSF) Core 5 - Quality | Continuous Learning Framework (CLF) Lifelong learning – promotes the use of evidence informed practice as a tool for learning in the workplace Flexibility – uses research and evidence based practice to inform change Professional autonomy – use research and evidence to find innovative approaches which lead to improved outcomes for people who use services and their carers | Post Registration Career Development Framework (PRCDF) Pillar of Practice: Evidence, Research and Development Aspect of Practice: Evidence into Practice |

| SQA L&D9DI unit | Not applicable |

| Generic Guiding Principles for those supporting learning in the workplace (GPP) | Not applicable |
### NMC mentor domain Leadership

<table>
<thead>
<tr>
<th>NMC outcomes</th>
<th>Unit learning outcomes</th>
<th>Frameworks used as part of appraisal and personal development processes</th>
<th>SQA L&amp;D9DI unit</th>
<th>Generic Guiding Principles for those supporting learning in the workplace (GPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan a series of learning experiences that will meet student’s defined learning needs</td>
<td>1.1 Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
<td>Knowledge and Skills Framework (KSF) Core 1 - Communication Core 2 - Personal and people development Core 6 - Equality and diversity</td>
<td>Confirm progression and achievement</td>
<td>Principle 6 Those involved in supporting learning in the workplace must have access to the resources to achieve the desired outcomes of the learning experience</td>
</tr>
<tr>
<td>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</td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate a student’s learning experience</td>
<td>Continuous Learning Framework (CLF) Working in partnership – works in partnership with others on shared initiatives Motivating and leading others – is able to motivate and lead others to achieve identified goals Confidence – is confident to give positive and constructive feedback to colleagues and their line manager Organisational awareness – shares their insight appropriately with others within and outwith the organisation to challenge the views and bring about continuous improvement</td>
<td>(a) Provide feedback to the learner that affirms achievement and identifies any additional requirements</td>
<td></td>
</tr>
<tr>
<td>Prioritise work to accommodate support of students within their practice roles</td>
<td>2.2 Critically appraise how professional relationships inform and underpin effective mentoring</td>
<td>Post Registration Career Development Framework (PRCDF) Pillar of Practice: Leadership Aspect of Practice: Team Work and Development and Professional and Organisational Leadership</td>
<td>(b) Maintain required records of the assessment process, its outcomes and candidate progress</td>
<td></td>
</tr>
</tbody>
</table>

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Principle 6 Those involved in supporting learning in the workplace must have access to the resources to achieve the desired outcomes of the learning experience.
Appendix 5

NMC Mentor role and the Scottish Social Services Council
Continuous Learning Framework

Knowledge, skills, values and understanding
- Standards for pre-registration nurse education (NMC 2010)
- NMC mentor domains and outcomes (NMC 2008)
- Care Inspectorate standards
- Employer requirements – policies and procedures

Qualification and training
- Registered Nurse (adult, learning disability, mental health and child health)
- An appropriately registered professional who has been suitably prepared to support students throughout the programme and at non-progression points (NMC 2011:57-59)
- Protection of vulnerable groups
- Mentor preparation programme (NMC approved)

Personal capabilities

Mentor Domain - Establish effective working relationships
Working in partnership – actively seek opportunities to work in partnership with others within and beyond the organisation and able to take active steps to build relationships, develop networks and promote partnership working
Impact on others – uses multiple sources of feedback to understand the impact they are having on others
Confidence – is able to nurture the confidence of others

Mentor Domain - Facilitation of Learning
Motivating and leading others – is able to motivate and lead others to achieve identified goals
Lifelong learning – actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them and actively promotes the learning and development of others through a range of formal and informal approaches
Working in partnership – recognises the value of diversity and uses it to strengthen the quality of initiatives
**Mentor Domain - Assessment and Accountability**

Professional autonomy – *is able to make unpopular decisions based on complex needs and manage the acceptance or non acceptance of those decisions by others and is able to critically reflect on how their own background, assumptions and values impact on their judgements.*

Empathy – *makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations and with conflicting values and needs.*

Confidence – *is confident in their ability to perform in increasingly complex situations whilst still seeking support where necessary.*

**Mentor Domain - Evaluation of Learning**

Professional autonomy - *contributes to ongoing evaluation of decisions made at a team level to make sure these are evidenced based.*

Lifelong learning - *actively participates in the evaluation of learning and development in the organisation.*

Awareness of impact on others – *critically analyses feedback and uses evidence and research to reflect on and continuously improve their own practice.*

**Mentor Domain - Creating an Environment for Learning**

Lifelong learning – *uses evidence informed practice to promote a learning and performances culture within organisation.*

Accurate self-assessment – *models and encourages others to assess their strengths and areas for improvement.*

Focus on people who use services and their carers – *uses research, evidence and the views of people who use services and their carers to continually improve their own practice and that of the organisation.*

**Mentor Domain - Context of Practice**

Focus on service users and carers – *supports others to involve people who use services and their carers in more meaningful ways.*

Professional autonomy – *encourages others to demonstrate innovation through collaborative working and the sharing of good practice.*

Organisational awareness – *share their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement.*
**Mentor Domain - Evidence Based Practice**

Lifelong learning – *promotes the use of evidence informed practice as a tool for learning in the workplace*

Flexibility – *uses research and evidence based practice to inform change*

Professional autonomy – *use research and evidence to find innovative approaches which lead to improved outcomes for people who use services and their carers*

**Mentor Domain - Leadership**

Working in partnership – *works in partnership with others on shared initiatives*

Motivating and leading others – *is able to motivate and lead others to achieve identified goals*

Confidence – *is confident to give positive and constructive feedback to colleagues and their line manager*

Organisational awareness – *shares their insight appropriately with others within and outwith the organisation to challenge the views and bring about continuous improvement*

**Organisational capabilities**

- Creating a learning and performance culture
- Planning for learning, development and improved practice
- Promoting access to learning and development opportunities
- Promoting access to feedback
Appendix 6

Sign-off Mentor role and the Scottish Social Services Council Continuous Learning Framework

Knowledge, skills, values and understanding

- Standards for pre-registration nurse education (NMC 2010)
- Standards to support learning and assessment in practice (NMC 2008)
- Care Inspectorate standards
- Employer requirements – policies and procedures
- Clinical currency in the field signing-off final placement students
- Working knowledge of NMC registration and in-depth understanding of accountability to the NMC for decision to pass or fail a student
- Working knowledge of current pre-registration programme requirements

Qualification and training

- Registered Nurse (adult, learning disability, mental health and child health)
- Protection of vulnerable groups
- Mentor preparation programme (NMC approved)
- Supervision of sign-off mentor status

Personal capabilities

Mentor Domain - Establish effective working relationships

Working in partnership – actively seek opportunities to work in partnership with others within and beyond the organisation and able to take active steps to build relationships, develop networks and promote partnership working.

Impact on others – uses multiple sources of feedback to understand the impact they are having on others.

Confidence – is able to nurture the confidence of others.
**Mentor Domain - Facilitation of Learning**
Motivating and leading others – *is able to motivate and lead others to achieve identified goals*

Lifelong learning – *actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them and actively promotes the learning and development of others through a range of formal and informal approaches*

Working in partnership – *recognises the value of diversity and uses it to strengthen the quality of initiatives*

**Mentor Domain - Assessment and Accountability**
Professional autonomy – *is able to make unpopular decisions based on complex needs and manage the acceptance or non acceptance of those decisions by others and is able to critically reflect on how their own background, assumptions and values impact on their judgements and makes informed judgements based on an evaluation of the evidence and the careful balancing of risks, rights and needs within the organisations framework of accountability*

Empathy – *makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations and with conflicting values and needs*

Confidence – *is confident in their ability to perform in increasingly complex situations whilst still seeking support where necessary*

**Mentor Domain - Evaluation of Learning**
Professional autonomy - *contributes to ongoing evaluation of decisions made at a team level to make sure these are evidenced based*

Lifelong learning - *actively participates in the evaluation of learning and development in the organisation*

Awareness of impact on others – *critically analyses feedback and uses evidence and research to reflect on and continuously improve their own practice*

**Mentor Domain - Creating an Environment for Learning**
Lifelong learning – *uses evidence informed practice to promote a learning and performances culture within organisation*

Accurate self-assessment – *models and encourages others to assess their strengths and areas for improvement*

Focus on people who use services and their carers – *uses research, evidence and the views of people who use services and their carers to continually improve their own practice and that of the organisation*
Mentor Domain - Context of Practice
Focus on service users and carers – supports others to involve people who use services and their carers in more meaningful ways
Professional autonomy – encourages others to demonstrate innovation through collaborative working and the sharing of good practice
Organisational awareness – share their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement

Mentor Domain - Evidence Based Practice
Lifelong learning – promotes the use of evidence informed practice as a tool for learning in the workplace
Flexibility – uses research and evidence based practice to inform change
Professional autonomy – use research and evidence to find innovative approaches which lead to improved outcomes for people who use services and their carers

Mentor Domain - Leadership
Working in partnership – works in partnership with others on shared initiatives
Motivating and leading others – is able to motivate and lead others to achieve identified goals
Confidence – is confident to give positive and constructive feedback to colleagues and their line manager
Organisational awareness – shares their insight appropriately with others within and outwith the organisation to challenge the views and bring about continuous improvement
Awareness of impact on others – regularly reflects on the impact of their behaviour, actions, words and demeanour have on others and actively seeks to improve practice accordingly

Organisational capabilities
- Creating a learning and performance culture
- Planning for learning, development and improved practice
- Promoting access to learning and development opportunities
- Promoting access to feedback
Appendix 7

Supervising Mentor role and the Scottish Social Services Council Continuous Learning Framework

**Knowledge, skills, values and understanding**
- Standards for pre-registration nurse education (NMC 2010)
- Standards to support learning and assessment in practice (NMC 2008)
- Care Inspectorate standards
- Employer requirements – policies and procedures
- Knowledge of mentor preparation programme requirements and verification processes
- Working knowledge of current pre-registration programme requirements

**Qualification and training**
- Registered Nurse (adult, learning disability, mental health and child health)
- Protection of vulnerable groups
- Mentor preparation programme (NMC approved)

**Personal capabilities**

**Mentor Domain - Establish effective working relationships**
- Working in partnership – actively seek opportunities to work in partnership with others within and beyond the organisation and able to take active steps to build relationships, develop networks and promote partnership working
- Impact on others – uses multiple sources of feedback to understand the impact they are having on others
- Confidence – is able to nurture the confidence of others

**Mentor Domain - Facilitation of Learning**
- Motivating and leading others – is able to motivate and lead others to achieve identified goals and is recognised for their skilled leadership and the way they inspire others to continually improve
- Lifelong learning – actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them and actively promotes the learning and development of others through a range of formal and informal approaches
- Working in partnership – recognises the value of diversity and uses it to strengthen the quality of initiatives
Mentor Domain - Assessment and Accountability

Professional autonomy – is able to make unpopular decisions based on complex needs and manage the acceptance or non acceptance of those decisions by others and is able to critically reflect on how their own background, assumptions and values impact on their judgements and makes informed judgements based on an evaluation of the evidence and the careful balancing of risks, rights and needs within the organisations framework of accountability.

Empathy – makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations and with conflicting values and needs.

Confidence – is confident in their ability to perform in increasingly complex situations whilst still seeking support where necessary.

Mentor Domain - Evaluation of Learning

Professional autonomy - contributes to ongoing evaluation of decisions made at a team level to make sure these are evidenced based.

Lifelong learning - actively participates in the evaluation of learning and development in the organisation.

Awareness of impact on others – critically analyses feedback and uses evidence and research to reflect on and continuously improve their own practice.

Mentor Domain - Creating an Environment for Learning

Lifelong learning – uses evidence informed practice to promote a learning and performances culture within organisation.

Accurate self-assessment – models and encourages others to assess their strengths and areas for improvement.

Focus on people who use services and their carers – uses research, evidence and the views of people who use services and their carers to continually improve their own practice and that of the organisation.

Mentor Domain - Context of Practice

Focus on service users and carers – supports others to involve people who use services and their carers in more meaningful ways.

Professional autonomy – encourages others to demonstrate innovation through collaborative working and the sharing of good practice.

Organisational awareness – share their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement.
Mentor Domain - Evidence based practice

Lifelong learning – promotes the use of evidence informed practice as a tool for learning in the workplace

Flexibility – uses research and evidence based practice to inform change

Professional autonomy – use research and evidence to find innovative approaches which lead to improved outcomes for people who use services and their carers

Mentor Domain - Leadership

Working in partnership – works in partnership with others on shared initiatives

Motivating and leading others – is able to motivate and lead others to achieve identified goals

Confidence – is confident to give positive and constructive feedback to colleagues and their line manager

Organisational awareness – shares their insight appropriately with others within and outwith the organisation to challenges the views and bring about continuous improvement

Awareness of impact on others – regularly reflects on the impact of their behaviour, actions, words and demeanour have on others and actively seeks to improve practice accordingly

Organisational capabilities

- Creating a learning and performance culture
- Planning for learning, development and improved practice
- Promoting access to learning and development opportunities
- Promoting access to feedback
Appendix 8

Example template from the mentor preparation section of Nursing and Midwifery Career-long ePortfolio for supervision of sign-off status

<table>
<thead>
<tr>
<th>First and second supervision of sign-off status</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section of the portfolio relates to the attainment of sign-off status. Student mentors may have the opportunity to begin the process of working towards sign-off status during the mentor preparation programme. The length of the programme may need to be adjusted for midwifery student mentors to take into account the requirement for supervision on at least three occasions (NMC 2008:21). The first 2 sign-offs can now be effected using a range of methods. These include activities which would test the skills required to sign-off students safely; including simulation, role-play, OSCE and interaction with electronic resources (NMC circular 05/2010).</td>
</tr>
</tbody>
</table>

Student mentors name:  
Student mentor NMC PIN:  

To achieve sign-off status the mentor must fulfil the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical currency and capability in the field in which the student is being assessed</td>
<td></td>
</tr>
<tr>
<td>A working knowledge of current mentor preparation requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing</td>
<td></td>
</tr>
<tr>
<td>Be a registered nurse within the same field of practice as the student they are signing off or be a registered midwife if signing off a midwifery student</td>
<td></td>
</tr>
<tr>
<td>Understand the NMC registration requirements and the contribution made by mentors to meet these requirements</td>
<td></td>
</tr>
<tr>
<td>An in-depth understanding of their accountability to the NMC for the decision they must make to pass or fail a student when assessing competency requirements at the end of a programme</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the use of a range of evidence to make safe judgements about a students capability for safe and effective practice without supervision</td>
<td></td>
</tr>
<tr>
<td>Provide constructive feedback including, where appropriate, the management of failing students</td>
<td></td>
</tr>
<tr>
<td>Complete assessment documentation in line with HEI and NMC guidelines</td>
<td></td>
</tr>
<tr>
<td>Understand the support available for sign-off mentors in making decisions around assessment of competency</td>
<td></td>
</tr>
<tr>
<td>Understand the support available to students in relation to decisions made around their competency</td>
<td></td>
</tr>
</tbody>
</table>

Name  
Contact details

I verify that these criteria have been met/not met for this mentor
Third supervision of sign-off status

This section of the portfolio relates to the attainment of sign-off status. Student mentors may have the opportunity to begin the process of working towards sign-off status during the mentor preparation programme. The length of the programme may need to be adjusted for midwifery student mentors to take into account the requirement for supervision on at least three occasions (NMC 2008:21).

This final supervision for signing off competency must be with an actual student undertaking an NMC approved programme. The alternative methods, such as those referred to for 1st and 2nd sign-off are not permitted for this final supervision (NMC circular 05/2010).

Student mentors name:  
Student mentor NMC PIN:  

To achieve sign-off status the mentor must fulfill the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical currency and capability in the field in which the student is being assessed</td>
<td></td>
</tr>
<tr>
<td>A working knowledge of current mentor preparation requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing</td>
<td></td>
</tr>
<tr>
<td>Be a registered nurse within the same field of practice as the student they are signing off or be a registered midwife if signing off a midwifery student</td>
<td></td>
</tr>
<tr>
<td>Understand the NMC registration requirements and the contribution made by mentors to meet these requirements</td>
<td></td>
</tr>
<tr>
<td>An in-depth understanding of their accountability to the NMC for the decision they must make to pass or fail a student when assessing competency requirements at the end of a programme</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the use of a range of evidence to make safe judgements about a students capability for safe and effective practice without supervision</td>
<td></td>
</tr>
<tr>
<td>Provide constructive feedback including, where appropriate, the management of failing students</td>
<td></td>
</tr>
<tr>
<td>Complete assessment documentation in line with HEI and NMC guidelines</td>
<td></td>
</tr>
<tr>
<td>Understand the support available for sign-off mentors in making decisions around assessment of competency</td>
<td></td>
</tr>
<tr>
<td>Understand the support available to students in relation to decisions made around their competency</td>
<td></td>
</tr>
<tr>
<td>Have been supervised on at least 3 occasions for signing off competency</td>
<td></td>
</tr>
</tbody>
</table>

Sign-off mentor Name  

Contact details  

As the above entered sign-off mentor, I verify that these criteria have been met/not met for this mentor  

Please submit this form to the holder of the local mentor register to enable the above named mentor to be annotated as sign-off mentor.
Appendix 9

Glossary of Terms

**Accreditation of Prior Experiential Learning (APEL)**
Process of awarding credit for formal or experiential learning by mapping it against defined learning outcomes of the programme offered.

**Approved Education Institution (AEI)**
An institution recognised by the NMC to provide NMC approved programmes.

**Care Home Education Facilitator (CHEF)**
The Care Home Education Facilitators work with mentors in care homes, primarily for older people, to enhance the experience of student nurses on practice placements and develop learning environments within Care Homes. This is achieved by providing support to mentors through education and development activities and contributing to the development of the care setting as a positive learning environment which promotes a values based, person centered approach to care and learning. CHEF roles funded through Recruitment and retention Delivery Group.

**Continuous Learning Framework (CLF)**
Published by the Scottish Social Services Council in 2008, the Continuous Learning Framework (CLF) aims to improve outcomes for people using social services by supporting the workforce delivering them to be the best they can be. It sets out the shared commitment needed from social service workers and their employers to lifelong learning and continuous improvement.

**Fitness for Practice**
Requirement on the practitioner to demonstrate that they are practising safely and effectively, have met standards of competency and all other requirements to become registered or maintain registration.

**Knowledge and Skills Framework (KSF)**
A nationally developed NHS framework which defines and describes the knowledge and skills which staff need to apply in their work in order to deliver quality services.

**Learner**
An individual undertaking a programme of study which requires mentorship.

**Local register of mentors**
Placement providers hold a register of all current mentors, including sign-off mentors and practice teachers, that have met the NMC outcomes for these roles and have additionally met the NMC requirements for maintenance on the register.

**Mentor (NMC)**
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.
National Core Curriculum Framework
A framework designed to ensure a robust and transferable preparation of practitioners to engage in mentorship with learners in all contexts and meets the requirements of the NMC mentor standard. The framework contains a number of specific requirements, and other flexible elements which can be adapted to reflect local needs. It can also be used to support and enable the continuing professional development requirements of all practitioners to mentor learners.

Portfolio of evidence
To meet the NMC requirements for mentor preparation, student mentors must demonstrate achievement of the NMC mentor outcomes through the development of a portfolio of evidence either electronic or paper based.

Practice Education Facilitator (PEF)
The Practice Education Facilitator, in collaboration with senior charge nurses/midwives and senior nurses/midwives contribute to the development and enhancement of the practice learning environment through the provision of support, education and development activities for mentors of learners and students within pre-registration and post-registration nursing and midwifery education programmes.

Practice learning environment
Any structured learning experience in service provider organisations (for example NHS, care homes, the independent sector) which is accessed by pre-registration student nurses or midwives or learners on NMC approved programmes and has the support of a mentor or practice teacher. Previously known as practice placements, practice learning opportunities or experiences encourage a more flexible approach to learning in practice and a move away from set times in environments with a specific mentor.

Programme provider
Approved educational institutions and their partnering practice learning providers.

Protected learning time
Time agreed by employer, used by the individual to address identified learning needs. Mentor preparation programmes must have a minimum of 5 days protected learning time (NMC 2008:29).

Quality Standards for Practice Placement (QSPP)
Standards applying to any structured clinical placement learning supported by NHSScotland through approved educational programmes. Developed in order that students, mentors, education and service providers would understand their roles, responsibilities and entitlements in relation to clinical placement learning.

Quality Assurance
The process of determining that programmes, developed to meet NMC requirements, are capable of being delivered effectively and implemented.
according to the terms of approval.

**Scottish Curriculum and Qualification Framework (SCQF)**
A nationally recognised system bringing together all Scottish mainstream qualifications into a single unified framework. Developed in partnership by the Scottish Qualifications Authority, Universities Scotland, Quality Assurance Agency Scotland and the Scottish Executive.

**Student-mentor**
A practitioner in the process of undertaking an NMC approved mentor preparation programme.

**Supervising mentor**
A practitioner who will support student mentors undertaking mentor preparation programmes and verify achievement of the NMC mentor domains and outcomes to enable entry to the local mentor register.

**Sign-off mentor**
The NMC require that decisions about whether a student has achieved the required standards of competency for safe and effective practice for entry to the register must be made by a sign-off mentor.

All midwifery mentors must meet the additional criteria to be a sign-off mentor. Sign-off mentors are also a requirement for post registration specialist practice programmes, and specialist community public health nursing programmes, and supervisor of midwives programmes (NMC circular 05/2010).

**Triennial review**
A review conducted every three years by practice learning providers to ensure that only those mentors who continue to meet the NMC mentor requirements remain on the local register (NMC 2008:12).
Appendix 10

National Approach to Mentor Preparation Review Short-life Working and Advisory Group membership

Belinda Emmens (Chair)  Nursing and Midwifery Practice Education Coordinator (North region), NHS Education for Scotland

Margaret Conlon  Practice Placement Demonstration Project Manager, Edinburgh Napier University

Dr Jayne Donaldson  Head of School, Edinburgh Napier University

Dr Kathleen Duffy  Nursing and Midwifery Practice Educator (NHS Education for Scotland) NHS Lanarkshire

Debra Heron  Practice Education Facilitator, NHS Ayrshire and Arran

Denise Gray  External Consultant

Ellen Hudson  Associate Director, Royal College of Nursing

Kevin Hurst  Head of Nursing and Midwifery Education and Workforce Planning, NHS Tayside

Collette McIntosh  Lead Midwife for Education, University of Stirling

Dr Maria Pollard  Senior Lecturer in Practice Learning, University of the West of Scotland

Pamela Renwick  Project Coordinator, NHS Education for Scotland

Sharon Southern  Care Home Education Facilitator, NHS Grampian

Alice Wilson  Associate Nurse Director, NHS Dumfries and Galloway
Other contributors

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Lecturer in Adult Nursing / Coordinator of Mentorship Module, University of the West of Scotland

Fiona Clark  
Senior Adviser, Workforce Development and Planning, Scottish Social Services Council

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Jacqueline Dunlop  
Practice Education Facilitator, NHS Greater Glasgow and Clyde

Nancy Galloway  
Practice Education Facilitator, NHS Tayside

Linda Kenward  
Lecturer in Nursing, Mentorship and Academic Practice, The Open University

Anne Lackie  
Practice Education Facilitator, NHS Forth Valley

Bill Lawson  
Lecturer - Nursing, Queen Margaret University

Kristi Long  
Equality and Diversity Advisor, NHS Education for Scotland

Gordon McArthur  
Lecturer in Nursing, University of Dundee

Dr Debbie McCraw  
Learning and Development Facilitator, Royal College of Nursing

Claire McGuiness  
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Vikki Melaragni  
Educational Projects Manager, NHS Education for Scotland

Laura Millar  
Practice Education Facilitator, NHS Lanarkshire and Project Worker (Hub and Spoke), Edinburgh Napier University

Helen Muir  
Practice Education Lecturer, Robert Gordon University

Wendy O’Ryan  
Care Home Education Facilitator, NHS Highland
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Pennycook</td>
<td>Practice Education Facilitator, NHS Greater Glasgow and Clyde</td>
</tr>
<tr>
<td>David Pirnie</td>
<td>Senior Verifier for Learning and Development (SVQs), Scottish Qualifications Authority</td>
</tr>
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<td>Louise Robertson</td>
<td>Practice Education Facilitator, NHS Grampian</td>
</tr>
<tr>
<td>Sarah Rhynas</td>
<td>Teaching Fellow, Nursing Studies, University of Edinburgh</td>
</tr>
<tr>
<td>Linda Tripney</td>
<td>Care Home Education Facilitator, NHS Forth Valley</td>
</tr>
<tr>
<td>Wendy Watson</td>
<td>Lead Practitioner Practice Education NHS Lothian / Senior Lecturer, Edinburgh Napier University</td>
</tr>
<tr>
<td>Linda Wood</td>
<td>Lecturer, University of Abertay</td>
</tr>
</tbody>
</table>