The Scottish Way - a shared journey for the preparation of mentors

Belinda Emmens¹, Dr Kathleen Duffy², Denise Gray³

1 Practice Education Coordinator, NHS Education for Scotland e: belinda.emmens@nes.scot.nhs.uk
2 Practice Educator, NHS Education for Scotland/NHS Lanarkshire e: kathleen.duffy@nes.scot.nhs.uk
3 Practice Education Coordinator, NHS Education for Scotland

The Nursing and Midwifery Council (NMC) Standards to support learning and assessment in practice (2006) outlined requirements for the preparation of nurses and midwives undertaking the mentor role and for their ongoing development. NHS Education for Scotland (NES) in partnership with stakeholders, developed the National Approach to Mentor Preparation to "facilitate Scotland wide consistency and transferability of approach to mentor preparation" (NES 2007:9).

All universities in Scotland that provided mentor preparation programmes responded to a survey about how their local programmes were using the National Approach and suggestions for improvement. They were asked to comment on the
- use of the three learning units
- support for and supervision of mentors in practice
- local programme adaptations for the fixed and flexible elements.

A review of the National Approach commenced in 2012 to encompass the current policy context, regulatory changes, emerging evidence base to ensure contemporary preparation for mentors. Drivers included student engagement in mentor programmes; increasing diversity and complexity of practice learning experiences; different models of mentorship; sign-off mentor preparation and integration of health and social care.

The core curriculum framework remains largely consistent today. The core curriculum framework remains largely unchanged and updated supporting evidence is provided alongside additional guidance to embed and sustain mentorship in practice. Three additional sections have therefore been included in the second edition: an outline process for the identification of mentor numbers and selection of mentors, a common understanding of the supervising mentor role and guidance on mentors’ professional development responsibilities.

The following key groups were part of our stakeholder engagement strategy:
- National Strategic Group for Practice Learning
- NHS Boards/University Practice Education Leads
- Scottish Social Services Council
- Scottish Qualifications Authority
- Education Facilitators
- Mentor Preparation programme leads

The initial path taken to prepare mentors is still relevant today. Core curriculum framework provides a sounding board for local programme adaptations for the fixed, flexible and additional support for and supervision of mentors in practice.

Who is needed to accompany us on this phase of our journey?

Short Life Working Advisory Group established with membership from NES, NHS Boards, Universities, Professional Organisations to reflect education and service perspectives.

Who else did we meet along the way?

The following key groups were part of our stakeholder engagement strategy:
- National Strategic Group for Practice Learning
- NHS Boards/University Practice Education Leads
- Scottish Social Services Council
- Scottish Qualifications Authority
- Education Facilitators
- Mentor Preparation programme leads

A baseline scoping exercise of the implementation by Donaldson et al in 2009 found that the key principles from the National Approach had been adopted by Universities across Scotland.

References


Nursing and Midwifery Council (2006) Standards to Support Learning and Assessment in Practice. London: Nursing and Midwifery Council

designing our initial route

setting out on our journey

planning the next phase of our journey

our destination

A rapid appraisal of the literature (from 2008-12) was undertaken. Findings which impact on mentor preparation include:
- a move to the grading of practice assessment
- under confidence of some mentors to fail students in practice
- increasing involvement of service users in practice assessment
- reasonable adjustments for students in practice

Do we still need a common path?

What did we learn from others on similar routes?

The initial path taken to prepare mentors is still relevant today. Core curriculum framework remains largely unchanged and updated supporting evidence is provided alongside additional guidance to embed and sustain mentorship in practice. Three additional sections have therefore been included in the second edition: an outline process for the identification of mentor numbers and selection of mentors, a common understanding of the supervising mentor role and guidance on mentors’ professional development responsibilities.

The following key groups were part of our stakeholder engagement strategy:
- National Strategic Group for Practice Learning
- NHS Boards/University Practice Education Leads
- Scottish Social Services Council
- Scottish Qualifications Authority
- Education Facilitators
- Mentor Preparation programme leads

A review of the National Approach commenced in 2012 to encompass the current policy context, regulatory changes, emerging evidence base to ensure contemporary preparation for mentors. Drivers included student engagement in mentor programmes; increasing diversity and complexity of practice learning experiences; different models of mentorship; sign-off mentor preparation and integration of health and social care.

The core curriculum framework remains largely consistent today. Core curriculum framework provides a sounding board for local programme adaptations for the fixed, flexible and additional support for and supervision of mentors in practice.

The following key groups were part of our stakeholder engagement strategy:
- National Strategic Group for Practice Learning
- NHS Boards/University Practice Education Leads
- Scottish Social Services Council
- Scottish Qualifications Authority
- Education Facilitators
- Mentor Preparation programme leads

A rapid appraisal of the literature (from 2008-12) was undertaken. Findings which impact on mentor preparation include:
- a move to the grading of practice assessment
- under confidence of some mentors to fail students in practice
- increasing involvement of service users in practice assessment
- reasonable adjustments for students in practice

Do we still need a common path?

What did we learn from others on similar routes?