National Approach to Mentor Preparation for Nurses and Midwives

Core Curriculum Framework
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>2</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>3</td>
</tr>
<tr>
<td>2. Core Curriculum Framework</td>
<td>7</td>
</tr>
<tr>
<td>3. Outline Content</td>
<td>11</td>
</tr>
<tr>
<td>4. Evidence of Achievement of NMC Mentor Outcomes</td>
<td>21</td>
</tr>
<tr>
<td>5. Implementation of the NMC Mentor Standard</td>
<td>37</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>43</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>57</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>58</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>61</td>
</tr>
</tbody>
</table>
Preface

We are delighted to present this national core curricular framework for the preparation of mentors for nursing and midwifery in Scotland.

The Scottish Government and NHS Education for Scotland (NES) are committed to developing an appropriately supportive and challenging learning environment for all staff and the publication of this framework is another important step in delivering this commitment.

The development of this framework has been a truly collaborative process involving representatives from the NHS and independent sector nursing and midwifery staff, HEIs, Scotland’s College Sector and the Open University as well as colleagues from the allied health professions and pharmacy. In seeking to ensure both structure and flexibility, the framework is built upon the best available evidence base and provides clarity regarding core outcomes, specific requirements and optional elements. The core philosophy of the framework is that, alongside their direct clinical contribution, well prepared mentors play a significant part in the ongoing delivery of best possible patient care through the development and support of future nurses and midwives.

Mentors play a crucial role in the preparation of students for competent professional practice; supporting new staff through ‘Flying Start’ and the transition to becoming confident practitioners; and helping staff who are undertaking formal and informal learning to develop their practice. Evidence over the past two decades acknowledges the significant impact that mentors have on the learning experience, not only through influencing the development of knowledge and skill but also by acting as role models who embody the caring attitudes and values central to patient and client care.

Delivering Care, Enabling Health (2006) highlights and defines the culture of caring and enablement as central to nurses, midwives and allied health professionals and articulates the vision against which the NMAHP contribution to high quality, patient-centered services can be measured across Scotland. These values of caring and enablement are not only central to delivering the best possible patient care but also to the learning and development of the nurses and midwives of the future. Delivering Care, Enabling Health clearly recognises the need for robust support systems for student nurses and midwives who are learning in practice. The role of the registered nurse and midwife as mentor is critical to the achievement of these core values and to the development of a positive learning environment wherever care is delivered.

In developing, through partnership, a Scottish National Approach to Mentorship Preparation we seek to assist mentors and those involved in mentorship preparation programmes to focus on the crucial role the experienced practitioner plays in facilitating learning in practice. Actively engaging learners in patient and client care, involving them in practice, working collaboratively and engaging in meaningful dialogue centred on patient care are essential learning outcomes. The framework is also designed to ensure that all mentorship preparation across Scotland meet the Nursing and Midwifery Council (NMC) Standard to support learning and assessment in practice (NMC 2006) in a consistent and transferable manner. Achieving the outcomes within the framework allows for the opportunities and challenges of learning in the workplace to be reflected in mentor programmes.

Whilst focused upon mentorship for nurses and midwives, this national framework lays the foundations for a consistent approach to high-quality mentorship preparation across professional and occupational boundaries.
1. Introduction
1. Introduction

The guidance in this document relates to the implementation of a National Core Curriculum Framework for the preparation of mentors in Scotland. The framework focuses on the principles supporting learning and assessment in practice and is intended to inform mentor preparation to support all learners. Although this framework applies specifically to Nursing and Midwifery it is anticipated to be of value to other professions and disciplines.

1.1 Background and context

NHS Education for Scotland (NES) and the Scottish Government are committed to developing a strong practice education infrastructure. This is evidenced by the collaborative initiative in 2004, which introduced the Practice Education Facilitator (PEF) role to provide support to mentors and enhance the clinical learning environment. The commitment to, and the investment in, robust mentor preparation and support, aims to improve the student learning experience, encourage student retention and ultimately benefit the delivery of care.

The Nursing and Midwifery Council in 2006 published a new standard to support learning and assessment in practice. This new standard provided a developmental framework to define and describe the knowledge and skills required to be applied by registrants in practice, when supporting and assessing students undertaking NMC approved programmes that lead to registration or a recordable qualification on the register (NMC 2006 P.6)\(^1\).

Previous mentor preparation programmes resulted in a variety of approaches by Higher Education Institutions (HEIs). The outcome of a scoping exercise and regional events conducted by NES in June 2006, highlighted challenges for those placement providers who were required to prepare mentors to support students from more than one institution. The consultation demonstrated a need to refocus current mentor programmes on the principles supporting learning which would be transferable across programmes and disciplines, rather than on the content of pre-registration programmes. One recommendation from the consultative event was support for the development of a national approach to mentor preparation, which could be flexible in delivery, but transferable across Scotland.

A working group with representation from each of the HEIs, Scottish College Sector, NHS Boards, NHS Education for Scotland, Independent Sector, and Open University collaborated in the production of this core curriculum framework which meets the NMC defined outcomes for mentors. Colleagues from the Allied Health Professions and Pharmacy contributed to this development.

1.2 Underpinning beliefs about the core curriculum framework and mentorship

The following beliefs and values were agreed by the collaborative working group and underpin the Core Curriculum Framework:

The mentor has an integral and accountable role in the development of competence of student nurses and midwives as they progress towards registration with the Nursing and Midwifery Council. The mentor plays a pivotal role in protecting the public by ensuring that students are fit for practice through the planning and supporting of learning experiences and through robust assessment processes.

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\(^1\) Nursing and Midwifery Council (2006) Standards to support learning and assessment in practice. London. NMC
The NMC defines the mentor as “a registrant who, following successful completion of an NMC approved mentor programme - or comparable preparation that has been accredited by an HEI as meeting the NMC mentor requirements - has achieved the knowledge, skills and competence required to meet the defined outcomes” (NMC 2006:17). Mentors should be facilitators of learning, effectively enabling the development of individuals by focusing on the experience of learning through the delivery of person centred care. Mentors make explicit the steps involved in the learning process and guide and support learners towards achievement.

The elements involved in this process include communication, collaboration, guidance, participation, problem solving, supporting and challenging, and decision making. All of these elements encompass the notion of a collaborative process between an experienced practitioner and a learner focusing on patient care.

The core curriculum framework will provide a consistent 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 the workplace which is supported by all stakeholders and to this end, is based on the following core principles:

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

The core curriculum framework meets the NMC mentor outcomes and allows for the realities of learning in the workplace to be reflected in mentor programmes. Flexibility built into the framework will allow for innovative approaches to learning and assessment which are appropriate to the cultural context within which mentors are practising.
2. Core Curriculum Framework
2. Core Curriculum Framework

2.1 The purpose of the core curriculum framework

The framework is designed to facilitate Scotland wide consistency and transferability of approach to mentor preparation by providing a robust preparation of practitioners in all contexts. 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 2.1 (NMC 2006) and includes guidance to evidence achievement of the NMC outcomes. Stakeholder information is included which offers support for the implementation and maintenance the NMC mentor standard.

2.2 Overall aim

The aim is to facilitate 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 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. Suggestions for mapping the core dimensions of the NHS Knowledge and Skills Framework (Scottish Executive 2004) and the Assessor A1 Unit “Assess Candidates Using a Range of Methods” are presented in Appendix 1.

2.3 Learning outcomes

The framework provides opportunities to prepare mentors to:

1. Develop, implement and critically evaluate effective strategies to support and enhance learning using best evidence
2. Critically examine opportunities for learning within the multi-professional practice environment
3. Assess the performance and progress of learners in the practice environment and contribute to the assessment of learners from other professions and disciplines
4. Reflect on the implications of individual responsibility and accountability of the mentorship role when making decisions on proficiency
5. Develop effective working relationships based on mutual trust and respect.

2.4 Guiding principles

To achieve a consistent national approach to mentor preparation the working group reached consensus, on specific requirements for the framework and flexible elements which can be adapted to reflect local and individual needs.

2.4.1 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 of protected learning time.
• From the protected learning time, a minimum of 2 days face to face contact.
• Framework Philosophy and Aims.
• Framework Learning Outcomes.
• Framework Unit Learning Outcomes.
• Framework Unit Outline Content.
• Demonstration of achievement of the NMC mentor outcomes evidenced through a national portfolio.
• Completion of the programme normally within three months, or pro-rata for part-time student mentors.
• Incorporation of the practice requirements to equip mentors to achieve sign-off status.
• Supervision by a sign-off mentor/practice teacher on three occasions to demonstrate competence in relation to “sign-off” status.
2.4.2 Flexible Elements
The following elements can be adapted to meet local needs:
- The nature of delivery of face to face contact (includes innovative theory and practice based learning strategies e.g. video conferencing, local learning groups, outreach and peer groups and individual support)
- Inclusion of information about relevant educational programmes and processes
- The sequence, mode of delivery and organisation of the programme
- The type of learning resources that support the framework.

2.5 Structure
The core curriculum framework is structured around three units:
- 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 2006)

2.6 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, work-based learning and simulation. Resources will be determined by the teaching and learning approaches.

2.7 Support and Guidance
Student mentors and their supervisors require a variety of support mechanisms to enable satisfactory achievement of the NMC mentor outcomes.

Student mentors require:
- Advice from HEIs on the requirements of mentor preparation programmes.
- The presence of a supervising mentor to provide guidance and verify achievement of NMC mentor outcomes.
- The presence of a sign-off mentor to supervise achievement of sign-off status.
- Support from service managers in relation to protected learning time to achieve the NMC Mentor Outcomes.

Supervising mentors and sign-off mentors require:
- Information from HEIs on the requirements of mentor preparation programmes.
- Advice from HEIs and Practice Education Facilitators (PEFs) on strategies to support practice based learning.
- Guidance and support from the HEIs and Practice Education Facilitators in respect of the process of verifying achievement of the NMC outcomes, including sign-off status.
- Support from service managers to undertake their role.

3. Outline Content
3.1 Unit 1: Learning

3.1.1 Rationale
This unit will utilise a robust evidence base to enable the development of a learner centred approach to facilitating and creating an effective learning environment.

3.1.2 Learning outcomes
• LO 1.1 – Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting.
• LO 1.2 – Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment.
• LO 1.3 – Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual’s learning experience.

3.1.3 Indicative Content
Learning Outcome 1.1 - Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting
Theories and styles of learning and their application to practice:
• learning styles
• adult learning theories
• supporting practice learning
• social learning theory and “guided participation” (Appendix 2)
• simulated learning
• reflective process and reflective models
• action learning
• experiential learning
• work-based learning.

Applied Mentorship:
• the philosophy of mentorship
• effective mentor characteristics
• the mentor relationship
• barriers to learning.

Evaluation of teaching effectiveness
• self
• peer
• student evaluation.
Learning Outcome 1.2 - Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment.

Learning environment:
- characteristics of an environment conducive to learning
- SWOT analysis
- observational analysis
- interventions.

Managing the learning environment:
- significance of culture and leadership
- recognising learning opportunities
- utilise available research and evidence base
- acting as a resource and advocate.

Evaluation of the learning environment:
- quality standards for practice placement
- practice placement audit
- student evaluation.

Learning Outcome 1.3 - Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual's learning experience

Examination of a range of local programmes of education.
- locally delivered programmes of education.

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

3.1.4 Supporting Evidence


3.2 Unit 2 – Professional Relationships and Accountability

3.2.1 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.

3.2.2 Learning outcomes
• LO 2.1 – Explore issues of accountability for fitness for practice.
• LO 2.2 – Critically appraise how professional relationships inform and underpin effective mentoring.

3.2.3 Indicative Content

Learning Outcome 2.1 - Explore issues of accountability for fitness for practice
Professional growth, personal development and accountability:
• professional standards and codes
• implications of the professional standards for practice
• balancing support and challenge
• supporting the learner to challenge practice
• governance
• delegation of responsibility.

Accountability for confirming that students have met, or not met, the NMC requirements and are capable of safe and effective practice:
• challenges and accountability associated with assessment
• record keeping and audit trail
• promoting equality and diversity
• HEI processes e.g. appeals procedure, sensitive disclosure.

Learning Outcome 2.2 - Critically appraise how professional relationships inform and underpin effective mentoring
Effective working relationships:
• effective interpersonal relationships
• critical reflection of self
• examination of professional boundaries
• role modelling
• guided participation
• self/peer evaluation
• advocacy.

Factors which influence integration of students into practice settings:
• culture and context
• socialisation into existing teams
• pastoral care
• leadership
• managing competing demands.

Support to facilitate transition from one learning environment to another:
• orientation and induction
• sources of support for learning and assessment in practice
• value and use of ongoing achievement record to identify learning needs.
3.2.4 Supporting Evidence
3.3 Unit 3 - Assessment

3.3.1 Rationale
The aim of this learning unit is to enable the student mentor to assess learner performance in practice and recognise their accountability for their decision to pass, refer or fail a learner.

3.3.2 Learning Outcomes
- LO 3.1 - Apply the principles and stages of the assessment process to the effective assessment of learners in practice.
- LO 3.2 - Provide constructive feedback to facilitate the enhancement of learner performance.
- LO 3.3 - Manage the assessment process in challenging situations.
- LO 3.4 - Critically examine mentor accountability in relation to assessing learners.

3.3.3 Indicative Content

Learning Outcome 1 - Apply the principles and stages of the assessment process to the effective assessment of learners in practice

The assessment process and its purpose:
- Contemporary evidence in relation to the process of assessment

Methods used to monitor progress and judge achievement of knowledge, skills and attitudes:
- working with the learner
- observation of practice
- discussion with the learner
- portfolio/student proforma
- simulation/OSCEs
- learner self-assessment/feedback
- feedback from professional colleagues/patients/peers
- critical reflection.

Validity and reliability in relation to the process of assessment:
- Critical evaluation of the validity and reliability of a range of assessment methods and tools used locally.

Concept of continuous assessment:
- learning agreement/assessment plan
- formative assessment
- summative assessment.

Recording of evidence:
- recognition of fitness to practice
- supporting decisions in relation to fitness to practice
- significance of effective documentation of student performance.

Learning Outcome 2 - Provide constructive feedback to facilitate the enhancement of learner performance

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.

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.
Barriers to effective feedback:
- role conflicts
- interpersonal skills – negative attitudes/experiences that influence provision and reception of feedback, ambiguous role modelling
- environmental barriers.

Strategies for dealing with barriers to feedback:
- structured feedback
- conducive learning environment
- models of feedback provision
- negotiated learning plans
- performance management.

**Learning Outcome 3 - Manage the assessment process in challenging situations.**

Support mechanisms for assessment for mentors and learners:
- professional codes and regulations
- local guidance
- team collaboration
- peer support.

Confidentiality within the context of assessment:
- self-disclosure
- data protection
- student passport/student proforma
- accurate documentation.

Mentor responsibilities in making complex judgements:
- borderline student
- failing student
- student demonstrating unsafe practice
- student demonstrating problematic behaviour
- student with an individual learning need
- appropriate referral e.g. HEI, Occupational Health, Counselling.

**Learning Outcome 4 – Critically examine mentor accountability in relation to assessing learners.**

Professional accountability when making complex assessment decisions:
- appropriate assessment process
- effective feedback mechanisms
- decision making process
- collaborative problem solving.

Sign-off mentor:
- criteria for sign-off mentor
- accountability of sign-off mentor
- Data Protection Act.
3.3.4 Supporting Evidence


National Approach to Mentor Preparation for Nurses and Midwives
4. Evidence of Achievement of NMC Mentor Outcomes
4. Evidence of Achievement of NMC Mentor Outcomes

To meet the requirements of the NMC mentor standard (2.1), student mentors must demonstrate achievement of the NMC mentor outcomes. This will be demonstrated through the development of a portfolio of evidence. The portfolio also contains a section and pro-forma for the assessment of sign-off mentor status.

The evidence in the portfolio will be:
- prepared by the student mentor in accordance with HEI guidelines
- self assessed by the student mentor
- verified by an experienced mentor/sign-off mentor/Practice Education Facilitator
- quality assured by the education provider.

To support this process:
- student mentors will receive guidance and support from HEIs in respect of the preparation of evidence
- the supervising mentor will receive guidance and support from the HEIs, Practice Education Facilitators and Service Providers in respect of the process of verifying achievement of the NMC outcomes and sign-off status
- the education provider will develop, in partnership, systems to quality assure the verification process.

National Guidelines for Portfolio Development

The following guidance will enable the student mentor to develop a portfolio which provides evidence of the achievement of the NMC mentor standard (2.1), (NMC 2006 P.14). The portfolio also contains a section for assessment of sign-off mentor status. Student mentors will receive support from HEIs in respect of the preparation of evidence. The supervising mentor will receive guidance and support from HEIs, Practice Education Facilitators in respect of the process of verifying achievement of the NMC outcomes.

The evidence in the portfolio is:
- prepared by the student mentor in accordance with these guidelines incorporating any specific HEI requirements
- self assessed by the student mentor
- verified by a supervising mentor/sign-off mentor/PEF
- quality assured by the education provider.

Portfolio Structure

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

Section 1

Personal Details should include:
- Name
- NMC PIN
- Workplace
- Telephone/e-mail
- Supervising Mentor Name
- Workplace
- Telephone/e-mail
- Date of Commencement of Programme
- Date of submission of portfolio to mentor for final verification of achievement of NMC outcomes
- Date of verification of achievement of NMC mentor outcomes
- Date of achievement of sign-off status
- Notification of achievement of sign-off mentor status (using local reporting processes).
Section 2
Introduction to the portfolio of evidence

Unit Learning Outcomes/NMC Outcomes to be achieved. Mapping of evidence against the unit learning outcomes and other relevant NMC outcomes.

Examples of evidence may include:
• activities undertaken with a learner
• completion of scenario focused activities
• SWOT analysis
• action plans
• critical incident reporting and analysis
• reflective accounts
• peer and student review
• education meetings e.g. sessions attended, learning sets etc.

Section 3
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
• working through the scenarios related to the NMC outcomes included in this portfolio
• addressing the focused activities and the guide to reflection included in the scenarios utilising examples from the practice environment
• reflective accounts.

The following types of evidence are a guide based on the Core Curriculum Framework unit learning outcomes which have been mapped to the NMC outcomes.

Unit 1 “Learning”

Unit Learning Outcomes/NMC Outcomes to be achieved. Mapping of evidence against the unit learning outcomes and other relevant NMC outcomes.

Examples of evidence may include:
• activities undertaken with a learner
• completion of scenario focused activities
• SWOT analysis
• action plans
• critical incident reporting and analysis
• reflective accounts
• peer and student review
• education meetings e.g. sessions attended, learning sets etc.

Unit 2 Professional Relationships and Accountability

Unit 2 Learning Outcomes/NMC Outcomes to be achieved. Mapping of evidence against the unit learning outcomes and other relevant NMC outcomes.

Examples of evidence may include:
• activities undertaken with a learner
• completion of scenario focused activities
• SWOT analysis
• action plans
• critical incident reporting and analysis
• reflective accounts
• peer and student review
• education meetings e.g. sessions attended, learning sets etc.
Unit 3 Assessment
Unit 3 Learning Outcomes/NMC Outcomes to be achieved. Mapping of evidence against the unit outcomes learning and other relevant NMC outcomes.

Examples of evidence may include:
- activities undertaken with a learner
- evidence of completion of scenario focused activities
- action plans
- 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
Assessment of sign-off status
Student mentors require to be supervised on three occasions for signing off proficiency at the end of a final placement by an existing sign-off mentor. (Para 2.1.3 NMC 2006)

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

- Be a registered nurse within the same branch as the student they are signing off or be a registered midwife, if signing off a midwifery student.
- Understand the NMC registration requirements and the contribution made by mentors to meet these requirements.
- Understand the specific programme the student nurse/midwife is following.
- Understand their professional accountability in relation to the decision to pass, defer or fail a student when assessing proficiency requirements at the end of a programme.
- Demonstrate the use of a range of evidence to make safe judgements about a student’s capability for safe and effective practice without supervision.
- Provide constructive feedback including, where appropriate, the management of failing students.
- Complete assessment documentation in line with HEI and NMC guidelines.
- Understand the support available for sign-off mentors in making decisions around assessment of proficiency.
- Understand the support available to students in relation to decisions made around their proficiency.

The supervising sign-off mentor requires to verify that these criteria have been met on three occasions as follows:

First assessment: Date
Second assessment: Date
Third and final assessment: Date

**Scenario Resources**

Student mentors should have the opportunity to mentor learners in a range of situations which will enable them to generate evidence of achievement of the NMC Mentor outcomes. It is recognised that student mentors may not be exposed to some situations in practice. Therefore, to facilitate achievement of these, a range of scenarios have been developed. The scenarios provide a 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 provides a focus for discussion with their supervising mentor.

Each scenario relates to specific core curriculum framework unit learning outcome. These have been mapped in turn 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 and how they have shared these with others and finally what they have learned from this experience.

### Unit 1 Learning:

**Relationship of scenarios to Unit Learning Outcomes and NMC Mentor Outcomes**

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<th>Unit Learning Outcomes</th>
<th>Related NMC Mentor Outcomes</th>
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<td>Scenario 1B and 1C</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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<td>Learning Outcome 1.1</td>
<td>• Support students in critically reflecting upon their learning experiences in order to enhance future learning</td>
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<td>Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
<td>• Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
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<td>• Provide feedback about the effectiveness of learning and assessment in practice</td>
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<td>Unit Learning Outcomes</td>
<td>Related NMC Mentor Outcomes</td>
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<td><strong>Scenario 1A, 1B and 1C</strong>&lt;br&gt;Learning Outcome 1.2 - Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</td>
<td>• Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated&lt;br&gt;• Contribute to evaluation of student learning and assessment experiences – proposing aspects for change as a result of such evaluation&lt;br&gt;• Support students to identify both learning needs and experiences that are appropriate to their level of learning&lt;br&gt;• Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes&lt;br&gt;• Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained&lt;br&gt;• Identify and apply research and evidence-based practice to their area of practice&lt;br&gt;• Contribute to strategies to increase or review the evidence-base used to support practice</td>
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<td><strong>Scenario 1B and 1C</strong>&lt;br&gt;Learning Outcome 1.3 - Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual’s learning experience</td>
<td>• Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences&lt;br&gt;• Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated&lt;br&gt;• Support students in applying an evidence base to their own practice&lt;br&gt;• Plan a series of learning experiences that will meet students defined learning needs&lt;br&gt;• Prioritise work to accommodate support of students within their practice role&lt;br&gt;• Use a range of learning experiences involving patients, clients, carers and the professional team, to meet defined learning needs&lt;br&gt;• Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes</td>
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Unit 1: Learning

Scenario 1A:
Your area of practice has been identified as a new practice placement for students. The Higher Education Institution representative and/or the Practice Education Facilitator are going to visit the area to help prepare for an audit of the practice placement prior to receiving students.

Focused Activities:
In preparation for this visit carry out an analysis of the learning environment which may include:
• Identify the learning experiences available within the area for students.
• Identify educational resources available.
• Establish the mentoring and learning support available.
• Consider educational approaches available/required (i.e. strategy for inducting students to the placement).
• What issues have you identified that you would need to discuss with the HEI or PEF during the visit.

Commentary:
You may find it helpful to refer to the following resources on conducting a SWOT analysis of the learning environment:


The above articles can be accessed via the NHS e-Library which can be accessed at www.elb.scot.nhs.uk

On completion of this activity you may wish to consider the next stages – or actions required in taking forward the findings of your analysis.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
Scenario 1B:
You are working with Denise, a second year student nurse who commenced in your area five days ago. Denise’s mentor has been off sick since her commencement on placement. A cardiac arrest occurs in the area and you instruct Denise to call the cardiac arrest team and to collect the emergency equipment to commence resuscitation. She becomes very flustered and says “I don’t know what to do!”

Focused Activities:
• After the incident – describe how you would manage Denise’s distress.
• Consider and identify why this situation may have occurred.
• How will you address the lack of mentor support for this student?
• Develop a plan of action which would minimise the risk of this incident recurring.

Commentary:
• There may be a requirement to review existing or develop new orientation and induction processes for students coming to your area.
• Guidelines may be a useful source of information in determining what critical topics need to be addressed and when in any induction/orientation.
• You may also need to consider the efficacy of the initial assessment of a student’s knowledge and skills, particularly in relation to their previous experience in this environment, including fears as well as their stage of learning/development.
• It may also be useful to consider mechanisms which would ensure students continue to be appropriately supported at all times during their placement.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
Scenario 1C:
You are working with a student who appears uninterested and disengaged from the team within the practice placement. Following further discussion with the student during a tea break it becomes apparent that the student is unclear about what the practice placement 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 (assessment, plan of learning, feedback).
• Identify factors which might be affecting the student’s motivation.
• What actions would you employ to ensure the student maintains progress in achieving the learning outcomes for this placement?
• If this behaviour continued, what would be 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 plan of learning 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.
• This scenario highlights the importance of initial assessment, interim and regular review of student’s progress. Check your local HEI process.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
## 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 and 2C Learning Outcome 2.1 Explore issues of accountability for 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 and 2C Learning Outcome 2.2 - Critically appraise how professional relationships inform and underpin effective mentoring | • Develop effective working relationships based on trust and respect  
• 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 inter-professional 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 entries in patient care notes which you have found contains many mistakes.

Focused Activities:
• How would you proceed in identifying the underlying reasons/causes for this?
• From a discussion with the student they disclose to you they suffer from dyslexia – a fact they have chosen not to disclose to the Higher Education Institution. Describe how you would deal with this issue.

Commentary:
• Need to consider this in the context of national and local policies on disclosure.
• There may be considerable risks in respect to patient safety which would need to be risk assessed. There are issues in respect to the students own accountability and responsibility as well as the mentors – code of professional conduct, protecting the public etc.
• Links and engagement with Higher Education Institution – support available for mentor and student. You may like to consult your local HEI and practice policies in relation to dealing with adaptations to the practice environment.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
Scenario 2B:
You have a student, Iain, on his first practice placement. As the student’s mentor you have noticed that the student’s time keeping and attendance is problematic. There have been times when the student has failed to notify the placement area of his absence although he says he has phoned the University. Feedback from colleagues has revealed that Iain is performing to a very high standard and no one has any concerns about this aspect of his work. Your co-mentor comments that he is only in his first year and has plenty of time to improve!

Focused Activities:
• As the mentor in the first placement what are your responsibilities in identifying Iain’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 Iain’s behaviour.
• Address expectations of professional behaviour as a student: refer to Code of Conduct, HEI communication line local policies/reporting and 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 on successful completion of programme for the student.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.

Scenario 2C:
On working with your student you challenge them for not washing their hands between patients. In the course of the discussion the student reveals to you that they have witnessed the nurse in charge frequently goes between patients without the appropriate hand cleansing.

Focused Activities:
• Describe how you would review and reinforce evidence based practice with the student in relation to infection 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.

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 students in a constructive manner.
• The role of the mentor as a clinical expert should be explored.
• Reinforce the evidence based approach to any clinical practice.
• The role of clinical staff and mentors as role models.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
### 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 and 3B</strong> Learning Outcome 3.1 - Apply the principle and stages of the assessment process to the effective assessment of learners in practice</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><strong>Scenario 3A and 3B</strong> Learning Outcome 3.2 – Provide constructive feedback to facilitate the enhancement of learner performance</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><strong>Scenario 3A and 3B</strong> Learning Outcome 3.3 - Manage the assessment process in challenging situations</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><strong>Scenario 3A and 3B</strong> Learning Outcome 3.4 – Critically examine mentor accountability in relation to assessing learners</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>
</tbody>
</table>
Unit 3: Assessment

Scenario 3A:
You are a sign-off mentor for Kishwar, a student in her final year and approaching qualification. She is in week four of her last placement which is 12 weeks long. She is a very kind and caring person, always willing to help. Kishwar is competent in providing general care and is well liked by the team. You notice, however, that she has difficulty in being able to prioritise and co-ordinate the care needs of the patient group she has responsibility for. Kishwar has passed all other practice placement assessments. The only comment made by previous mentors in relation to areas for improvement has been “needs to develop confidence in her nursing 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 to their performance.
• 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 proficiency towards the end of this final placement.

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.
• Link with communication of concerns with HEI – mid way/final assessments and action plan.
• Utilising appropriate documentation to underpin assessment process.
• 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.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
Scenario 3B:
Simon is a second year student who is in week 3 of an 8 week placement. Based on your observations of Simon in practice, you have recently challenged him in relation to his knowledge of caring for a patient in a post operative situation. You have given Simon a workbook developed by the placement – “addressing post operative care” – which you have asked him to complete within a week. You receive a telephone call from Simon’s lecturer in the University who states Simon feels that you (his mentor) have unrealistic expectations of him as a student.

Focused Activities:
• Consider how you would identify realistic expectations of a student at this stage of development.
• 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.
• Working in partnership with the student – and use of effective negotiation with the student as an active partner – need to have an understanding of workload burden of student in respect to the programme.

Guide to Reflection (write 3 – 4 paragraphs 200 – 300 words)
• Plan your future learning needs based on this scenario.
• Think about and share your reactions on this scenario with your mentor/other colleagues.
• Reflect on and reinforce your learning from this learning experience.
• Reflect on other learning outcomes which could relate to this experience.
5. Implementation of the NMC Mentor Standard
5. Implementation of the NMC Mentor Standards

The National Approach to Mentor Preparation requires collaboration between a range of stakeholders.

The responsibilities of each of these stakeholders is identified and presented as a template (Table 2) which can be used by Educational Institutions and service providers to support implementation and maintenance of the NMC mentor standard (2006) and inform mentor preparation and development.
### Template of responsibilities to support and maintain implementation of the NMC mentor standard (2006) Post September 2007

<table>
<thead>
<tr>
<th>Indicators</th>
<th>HEIs have a responsibility to:</th>
<th>Mentors have a responsibility to:</th>
<th>Service providers have a responsibility to:</th>
<th>NES have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mentorship Preparation</td>
<td>Provide mentorship preparation in partnership with service providers and deliver where appropriate. Collaborate with service providers to support RPL^*^ process.</td>
<td>All mentors undertake a minimum of 10 days of mentor preparation, of which 5 days are protected learning time. This includes learning in both practice and academic settings (to be completed within 3 months or pro-rata). In addition, sign-off mentors require to be supervised by a sign-off mentor/practice teacher on three occasions to demonstrate competence in relation to “sign-off” status.</td>
<td>Support and provide a minimum of 5 days protected time for mentor preparation. Plan and prioritise the implementation and development of mentors. Support supervision by a sign-off mentor on three occasions to assess mentor competence in signing off proficiency at the end of a final placement.</td>
<td>Facilitate a national framework to support the development of programmes of mentor preparation. Publish and disseminate the Framework for Mentor Preparation in Scotland. Facilitate collaborative approaches to the implementation of the framework. Evaluate the effectiveness of the framework in supporting mentor preparation.</td>
</tr>
</tbody>
</table>

^*^ RPL = Recognised Prior Learning
### Indicators

<table>
<thead>
<tr>
<th>2. Mentor support</th>
<th>HEIs have a responsibility to:</th>
<th>Mentors have a responsibility to:</th>
<th>Service providers have a responsibility to:</th>
<th>NES have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with service providers to support ongoing mentor activity</td>
<td>Actively engage in local support networks</td>
<td>Protect and support clinical leaders e.g. Sister/Charge Nurse to implement and develop the NMC mentor standard</td>
<td>Provide a discussion forum for staff that support mentors to share current practice</td>
<td></td>
</tr>
<tr>
<td>Support effective mechanisms which will ensure students are allocated an named mentor/ sign-off mentor from the mentor register</td>
<td>Highlight areas of concern with service managers and/or HEI</td>
<td>Provide a support mechanism for ongoing mentorship activity</td>
<td>Provide access to resources through the Practice Education section of the NES website</td>
<td></td>
</tr>
<tr>
<td>Seek mentor feedback as part of the annual Practice Placement audit cycle</td>
<td>Ensure, whilst giving direct care in the practice setting, at least 40% of a student's time must be spent being supervised (directly or indirectly) by a mentor/practice teacher</td>
<td>Ensure mentors support no more than three students from any discipline at any point in time</td>
<td>In partnership with Service and HEI, continue to support development of the role of the PEF</td>
<td></td>
</tr>
<tr>
<td>Establish robust mechanisms for student achievement records to include mentor comments and to be passed to each placement area</td>
<td>Keep sufficient records to support and justify decisions on student proficiency</td>
<td>Sign-off mentor confirms that students have met, or not met, the NMC standards of proficiency in practice</td>
<td></td>
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</tr>
<tr>
<td>3. Mentor register</td>
<td>Collaborate with service providers in order to confirm that there are sufficient mentors who meet the NMC standards to support the number of students undertaking NMC approved programmes</td>
<td>Mentor at least two students within a three-year period to remain on mentor register</td>
<td>Hold and maintain an up-to-date local register of current mentors</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitate collaboration and co-ordination in the production of a mentor register</td>
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</tr>
</tbody>
</table>
Indicators | HEIs have a responsibility to: | Mentors have a responsibility to: | Service providers have a responsibility to: | NES have a responsibility to: |
--- | --- | --- | --- | --- |
**4. Sign-off mentor requirements for final placements** | Identify branch programme which student is undertaking when allocating to clinical areas | Identify time for reflection, providing feedback to, and record-keeping for, final placement students - the equivalent of one hour per student per week | In collaboration with HEIs, ensure sign-off mentors are registered on the same part of the NMC register as their student | Support local approaches designed to meet the sign-off mentor requirements |
**5. Mentor updates and triennial review** | Collaborate with service provider, where necessary, to provide annual updates | Undertake an annual update and triennial review including evidence of having: • mentored at least two students with due regard within the three year period⁷ • mapped ongoing development in their role against the current NMC mentor standards • explored issues of assessment and supervision with other mentors including the validity and reliability of judgements in challenging circumstances. | Provide annual updates in collaboration with HEIs which includes the opportunity to meet with other mentors. Undertake triennial review and verify eligibility for the local register as a mentor/sign-off mentor. | Continue to support local approaches for mentor update and triennial review |

⁷ Extenuating circumstances permitting (NMC 2006 P.8)

Reference
Appendices
### Appendix 1

#### Table 1

**Suggested mapping of the:**
- NMC Mentor Domains against Core Curriculum Framework Learning Outcomes, KSF Core Dimensions and "A1" Assessor Unit and:
- NMC Mentor Outcomes against the Core Curriculum Framework Unit Learning Outcomes.

<table>
<thead>
<tr>
<th>NMC Domains and Outcomes for a Mentor</th>
<th>Framework Learning Outcomes</th>
<th>Unit Learning outcomes</th>
<th>KSF Core Dimensions</th>
<th>&quot;A1&quot; Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing effective working relationships</td>
<td>Develop effective working relationships based on mutual trust and respect</td>
<td></td>
<td>1 Communication</td>
<td>No mapping identified</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 People and Personal Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.2 - Critically appraise how professional relationships inform and underpin effective mentoring</td>
<td></td>
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</table>

- Develop effective working relationships based on trust and respect
- 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
<table>
<thead>
<tr>
<th>NMC Domains and Outcomes for a Mentor</th>
<th>Framework Learning Outcomes</th>
<th>Unit Learning outcomes</th>
<th>KSF Core Dimensions</th>
<th>“A1” Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation of learning</td>
<td>Develop, implement and critically evaluate effective strategies to support and enhance learning using best evidence</td>
<td>1.1 - Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
<td>2 People and Personal Development</td>
<td>No mapping identified</td>
</tr>
<tr>
<td>• Use knowledge of the student’s stage of learning to select appropriate learning opportunities to meet their individual needs</td>
<td>Critically examine opportunities for learning within the multi-professional practice environment</td>
<td>1.3 - Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual’s learning experience</td>
<td></td>
<td></td>
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<tr>
<td>• Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<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></td>
<td>1.1 - Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
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<td></td>
</tr>
<tr>
<td>NMC Domains and Outcomes for a Mentor</td>
<td>Framework Learning Outcomes</td>
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</tr>
<tr>
<td>Assessment and accountability</td>
<td>Assess the performance and progress of learners in the practice environment and contribute to the assessment of learners from other professions and disciplines</td>
<td>1 Communication 2 People and Personal Development 5 Quality 6 Equality and Diversity</td>
<td>No mapping identified</td>
<td></td>
</tr>
<tr>
<td>• Foster professional growth, personal development and accountability through support of students in practice</td>
<td>2.1 - Explore issues of accountability for fitness for practice</td>
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<td></td>
<td></td>
</tr>
<tr>
<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>
<td>3.1 - Apply the principles and stages of the assessment process to the effective assessment of learners in practice</td>
<td></td>
<td></td>
<td>A1 1.1 - Develop plans for assessing competence with candidates A1 1.2 - Judge evidence against criteria to make assessment decisions</td>
</tr>
</tbody>
</table>
### NMC Domains and Outcomes for a Mentor

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Provide constructive feedback to facilitate the enhancement of learner performance</td>
<td>A 1.3 - Provide feedback and support to candidates on assessment decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Manage the assessment process in challenging situations</td>
<td></td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>2.1 Explore issues of accountability for fitness for practice</td>
<td>A 1.4 - Contribute to the internal quality assurance process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4 Critically examine mentor accountability in relation to assessing learners</td>
<td></td>
<td>-----------</td>
</tr>
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</table>

- **Provide constructive feedback to students and assist them in identifying future learning needs and actions.** Manage failing students so they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future.

- **Be accountable for confirming that students have met, or not met, the NMC competencies in practice.** As a sign-off mentor confirm that students have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice.
## NMC Domains and Outcomes for a Mentor

### Framework Learning Outcomes

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of learning</td>
<td>Develop, implement and critically evaluate effective strategies to support and enhance learning using best evidence</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>1 Communication 2 Personal and people development 4 Service Improvement 5 Quality</td>
<td>No mapping identified</td>
</tr>
</tbody>
</table>

- Contribute to evaluation of student learning and assessment experiences – proposing aspects for change as a result of such evaluation
- Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others
### NMC Domains and Outcomes for a Mentor

<table>
<thead>
<tr>
<th>Framework Learning Outcomes</th>
<th>Unit Learning outcomes</th>
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<th>“A1” Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an environment for learning</td>
<td>Critically examine opportunities for learning within the multi-professional practice environment  Develop effective working relationships based on mutual trust and respect</td>
<td>1 Communication 2 Personal and People Development 3 Health, Safety and Security 5 Quality</td>
<td>No mapping identified</td>
</tr>
</tbody>
</table>

- Support students to identify both learning needs and experiences that are appropriate to their level of learning
- Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs
- **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 an individual’s learning experience**
### NMC Domains and Outcomes for a Mentor

<table>
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</table>
| • Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes | 1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual's learning experience  
1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment |                      |           |
<p>| • Act as a resource to facilitate personal and professional development of others | 2.2 Critically appraise how professional relationships inform and underpin effective mentoring |                      |           |</p>
<table>
<thead>
<tr>
<th>NMC Domains and Outcomes for a Mentor</th>
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<th>“A1” Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of practice</td>
<td>Critically examine opportunities for learning within the multi-professional practice environment</td>
<td>Develop, implement and critically evaluate effective strategies to support and enhance learning using best evidence</td>
<td>2 Personal and People development 4 Service Improvement 5 Quality</td>
<td>No mapping identified</td>
</tr>
<tr>
<td>• Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
<td>1.1 Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting 1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individuals learning experience</td>
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</tbody>
</table>

**National Approach to Mentor Preparation for Nurses and Midwives**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Set and maintain professional boundaries that are sufficiently flexible for providing inter-professional care</td>
<td>2.2 Critically appraise how professional relationships inform and underpin effective mentoring</td>
<td></td>
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<tr>
<td>• Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained</td>
<td>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment.</td>
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<tr>
<td>NMC Domains and Outcomes for a Mentor</td>
<td>Framework Learning Outcomes</td>
<td>KSF Core Dimensions</td>
<td>“A1” Unit</td>
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<tr>
<td>Evidence-based practice</td>
<td>Develop, implement and critically evaluate effective strategies to support and enhance learning using best evidence</td>
<td>2 Personal and People development 4 Service Improvement 5 Quality</td>
<td>No Mapping Identified</td>
<td></td>
</tr>
<tr>
<td>• Identify and apply research and evidence-based practice to their area of practice</td>
<td>1.2 Utilise best evidence to devise strategies which actively influence the creation of a quality, challenging and supportive learning environment</td>
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<tr>
<td>• Contribute to strategies to increase or review the evidence-base used to support practice</td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individuals learning experience</td>
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<tr>
<td>• Support students in applying an evidence-base to their own practice</td>
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<td>NMC Domains and Outcomes for a Mentor</td>
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<tr>
<td><strong>Leadership</strong></td>
<td></td>
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<td>No mapping identified</td>
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<tr>
<td>• Plan a series of learning experiences that will meet students defined learning needs</td>
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<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>
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<tr>
<td>• Develop, implement and critically evaluate strategies to support and enhance learning using best evidence</td>
<td></td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual’s learning experience</td>
<td>1 Communication, 2 Personal and People Development, 3 Equality and Diversity, 5 Quality</td>
<td></td>
</tr>
<tr>
<td>• Assess the performance and progress of learners in the practice environment and contribute to the assessment of learners from other professions and disciplines</td>
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<tr>
<td><strong>Communication</strong></td>
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<td><strong>Personal and People Development</strong></td>
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<tr>
<td><strong>Equality and Diversity</strong></td>
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<tr>
<td><strong>Quality</strong></td>
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<tr>
<td>• Prioritise work to accommodate support of students within their practice roles</td>
<td>1.3 Demonstrate the application of a range of knowledge, skills and appropriate attitudes to organise, manage and evaluate an individual's learning experience</td>
<td>1.1 Apply theories and principles of Teaching, Learning and Assessment to support effective learning in the practice setting</td>
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</tr>
</tbody>
</table>
Appendix 2

A Model for Learning in Practice: “Guided Participation”

<table>
<thead>
<tr>
<th>What is already known</th>
<th>Development of competence</th>
<th>Previously Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone of Actual</td>
<td>Mentor assisted. Engagement in real everyday learning activities in which students can be successful.</td>
<td>Now known. Concepts internalised.</td>
</tr>
<tr>
<td>Development (Vygotsky 1986)</td>
<td>Zone of Proximal Development</td>
<td>Zone of Actual Development</td>
</tr>
</tbody>
</table>

**Direct Supervision**

- High support for new learning. Mentor led care delivery. Scaffolding element firmly in place to support student in approaching new task/concept.

**Indirect Supervision**

- Through guided participation there is a gradual shift in the level of support from mentor to self-direction.
- Independent practice. Student led care delivery with mentor guidance and support.

**Elements of model:** Communication, collaboration, guidance, participation, problem solving, decision making, support and challenge, structure, scaffolding

**Transfer of responsibility:** Appropriation of knowledge


National Approach to Mentor Preparation for Nurses and Midwives
### Appendix 3

**Steering Group**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Colette Ferguson - Chair</td>
<td>Programme Director, NHS Education for Scotland</td>
</tr>
<tr>
<td>Denise Gray</td>
<td>Project Leader, NHS Education for Scotland</td>
</tr>
<tr>
<td>Prof. Morag A. Gray</td>
<td>Associate Dean (Academic Development), Faculty of Health, Life &amp; Social Sciences, Napier University</td>
</tr>
<tr>
<td>Karen Lockhart</td>
<td>Nursing Officer, CNO Directorate, Scottish Government</td>
</tr>
<tr>
<td>Helen McFarlane</td>
<td>Programme Director (AHPs), NHS Education for Scotland</td>
</tr>
<tr>
<td>Jacqui McKay</td>
<td>Project Administrator, NHS Education for Scotland</td>
</tr>
<tr>
<td>Pauline Morrison</td>
<td>Project Officer, NHS Education for Scotland</td>
</tr>
<tr>
<td>Helen Paterson</td>
<td>Associate Director of Nursing, NHS Forth Valley Acute Operating Division</td>
</tr>
<tr>
<td>Mike Sabin</td>
<td>Nursing Officer (Secondment), CNO Directorate, Scottish Government</td>
</tr>
<tr>
<td>Simon Sikora</td>
<td>Practice Education Regional Co-ordinator (West), NHS Education for Scotland</td>
</tr>
</tbody>
</table>
Working Group

Lorna Anderson  Lecturer, Bell College
June Brown  Practice Education Facilitator, NHS Grampian
Maggie Carson  Lecturer, University of Edinburgh
Jim Christie  Practice Education Facilitator, NHS Greater Glasgow & Clyde
Helen Clinkscale  Senior Nurse/Lecturer, NHS Borders
Dr Claudette Comerasamy  Senior University Teacher, University of Glasgow
Angela Cunningham  Senior Midwifery Manager, NHS Ayrshire & Arran
Elaine Dibden  Practice Education Facilitator, NHS Highland
Carol Dickie  Practice Education Facilitator, NHS Ayrshire & Arran
Pam Dixon  Curriculum Leader, Jewel & Esk Valley College
Dr Jayne Donaldson  Senior Lecturer, Napier University
Dr Kathleen Duffy  Lecturer, Glasgow Caledonian University
Dr Colette Ferguson  Programme Director, NHS Education for Scotland
Jim Foulis  Practice Education Regional Co-ordinator (North), NHS Education for Scotland
Llinos Gass  Senior Lecturer, Robert Gordon University
Denise Gray  Project Leader, NHS Education for Scotland
Caroline Hay  Practice Education Facilitator, NHS Tayside
Lindesay Irvine  Programme Leader, Queen Margaret University
Michael Keenan  Lecturer, University of Paisley
Jane Kelly  Practice Education Facilitator, University of Paisley
Dr Theo Kwansa  Advisor of Studies/Lecturer, University of Abertay
Anne Lackie  Practice Education Facilitator, NHS Forth Valley
Working Group (cont.)

Gordon McArthur  
Lecturer, University of Dundee

Sandra McFarlane  
Teaching Fellow, University of Stirling

Alison McLennan  
Senior Lecturer, Robert Gordon University

Laura Miller  
Practice Education Facilitator, NHS Lanarkshire

Julia Minoia  
Lecturer, The Open University

Anne Moffat  
Practice Education Facilitator, NHS Lothian

Stephen Peddie  
Pharmacy Educational Project Manager, NHS Education for Scotland

Mary Porter  
Lead Nurse, NHS Fife

Ann Rae  
Practice Education Regional Co-ordinator (South East), NHS Education for Scotland

Deborah Ritchie  
Co-ordinator, Undergraduate Programme, University of Edinburgh

Susan Shandley  
AHP Practice Based Education Co-ordinator (South East), NHS Education for Scotland

Simon Sikora  
Practice Education Regional Co-ordinator (West), NHS Education for Scotland

Vivienne Simpson  
Practice Education Co-ordinator (HAI), NHS Education for Scotland

Elizabeth Ticcioni  
Ward & Outpatients Manager, Nuffield Hospitals

Lynda Tweddle  
Practice Education Facilitator, NHS Dumfries & Galloway

Fiona Turnbull  
Practice Education Facilitator, NHS Dumfries & Galloway

Alice Wilson  
Associate Nurse Director, NHS Dumfries & Galloway

Elaine Walker  
Staff Tutor Nurse, The Open University
Appendix 4

Glossary of Terms

Experienced Practitioner/Mentor
A practitioner who has developed skills in practice and mentorship through completion of a recognised programme, or through experience, or both.

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

Higher Education Institution (HEI)
An academic institution which awards qualifications at degree level or higher.

Implementation Process
Guidance in the form of a template (Table 2) which can be used by Educational Institutions and Service Providers to support implementation and maintenance of the NMC mentor standard and inform mentor preparation.

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
A register – held by placement providers - of all mentors/sign-off mentors, who have met NMC outcomes for these roles, and additionally have met NMC requirements for maintenance on the register.

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
A national tool which allows student mentors to demonstrate achievement of NMC outcomes for mentorship.

Programme Provider
An educational institution recognised by the NMC to provide approved programmes, in partnership with a Service Provider.

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 3.2.1. p28).
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 a recognised mentor-preparation programme.

Supervising-mentor
An experienced mentor who will supervise a student-mentor undertaking a mentor preparation programme and verify achievement of NMC Mentor outcomes.

Sign-off mentor
Only sign-off mentors that are on the same part and in the same field of practice may confirm to the NMC that students have met the relevant standards of proficiency for the particular programme leading to registration (NMC 2.1.3. p.20).

Triennial review
A review conducted every three years by placement providers to ensure that only those mentors who continue to meet the NMC's mentor requirements remain on the local register (NMC p.31).