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>▪ use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs</td>
</tr>
<tr>
<td>Learning outcome 1.1</td>
<td>▪ support students in critically reflecting upon their learning experiences in order to enhance future learning</td>
</tr>
<tr>
<td></td>
<td>▪ contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
</tr>
<tr>
<td></td>
<td>▪ provide feedback about the effectiveness of learning and assessment in practice</td>
</tr>
</tbody>
</table>

| **Scenario 1A, 1B and 1C** | ▪ contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated  |
| Learning outcome 1.2      | ▪ contribute to evaluation of student learning and assessment experiences – proposing aspects for change as a result of such evaluation  |
|                          | ▪ support students to identify both learning needs and experiences that are appropriate to their level of learning  |
|                          | ▪ identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes  |
|                          | ▪ initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained  |
|                          | ▪ identify and apply research and evidence-based practice to their area of practice  |
|                          | ▪ contribute to strategies to increase or review the evidence-base used to support practice  |
### 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

<table>
<thead>
<tr>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences</td>
</tr>
<tr>
<td>2. contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</td>
</tr>
<tr>
<td>3. support students in applying an evidence base to their own practice</td>
</tr>
<tr>
<td>4. plan a series of learning experiences that will meet students defined learning needs</td>
</tr>
<tr>
<td>5. prioritise work to accommodate support of students within their practice roles</td>
</tr>
<tr>
<td>6. use a range of learning experiences involving patients, clients, carers and the professional team, to meet defined learning needs</td>
</tr>
<tr>
<td>7. identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes</td>
</tr>
</tbody>
</table>
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
Unit 1 Learning
Scenario 1A

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 would you 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
Scenario 1C

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 | - 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 | - 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 individuals 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 students 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

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>▪ 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>Learning outcome 3.1</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>
</tbody>
</table>

**Scenarios 3A, 3B and 3C**

Learning outcome 3.2

Provide constructive feedback to facilitate the enhancement of student performance
<table>
<thead>
<tr>
<th>Scenario 3A</th>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome 3.3</strong></td>
<td>• provide constructive feedback to students and assist them in identifying future learning</td>
</tr>
<tr>
<td>Manage the assessment process in</td>
<td>needs and actions. Manage failing students so they may either enhance their performance</td>
</tr>
<tr>
<td>challenging situations</td>
<td>and capabilities for safe and effective practice or be able to understand their failure</td>
</tr>
<tr>
<td></td>
<td>and the implications of this for their future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenarios 3A, 3B and 3C</th>
<th>Related NMC Mentor Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome 3.4</strong></td>
<td>• be accountable for confirming that students have met, or not met, the NMC competencies</td>
</tr>
<tr>
<td>Critically examine mentor</td>
<td>in practice. As a sign-off mentor confirm that students have met, or not met, the NMC</td>
</tr>
<tr>
<td>accountability in relation to</td>
<td>standards of proficiency in practice and are capable of safe and effective practice</td>
</tr>
<tr>
<td>assessing students</td>
<td></td>
</tr>
</tbody>
</table>
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.
- Utilise appropriate documentation to underpin and clearly document the assessment process i.e. ongoing achievement record.
Scenario 3A

- 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