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

8.1 The NMC requirements for mentor continuing professional development

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

8.1.1 Annual updating

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

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

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

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

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

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55 Nursing and Midwifery Council (2009) Additional information to support implementation of NMC Standards to support learning and assessment in practice. London. Nursing and Midwifery Council
Annual updating activities

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

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

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

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

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

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

8.1.2 Triennial review

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

To be retained on the local mentor register, the NMC state (NMC 2008:12\(^{56}\)) the mentor must have evidence of having:

- Mentored at least two students within a three year period
- Supervisors of midwives who mentor only student supervisors of midwives are required to mentor at least one student supervisor of midwives in the three year period relating to triennial review (NMC 2008\(^{57}\))
- Participated in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other mentors
- Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances
- Mapped ongoing development in their role against the current NMC mentor standards
- Been deemed to have met all requirements needed to be maintained on the local register as a mentor or sign-off mentor.


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

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

**Figure 5 Mentorship and local appraisal processes**

- Mentor undertakes updating activities throughout the year and records them in a portfolio (paper-based or electronic - ePortfolio).

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

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

- Year 3 Triennial review

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

- Mentor register updated

- Years 1 & 2