



Mentor Resource Booklet

Achieving the NMC standards for
mentors

Introduction



Introduction

The Nursing and Midwifery Council (NMC) is the professional body and regulator for nurses, midwives and specialist community public health nurses. The purpose of the NMC is to protect the public through maintaining a register of all nurses, midwives and specialist community public health nurses and setting standards for their education, training, conduct, performance and ethics of the profession. The NMC “Standards to support learning and assessment in practice” have been mandatory since 01/09/2007, current version 2008 (see NMC website). This document aims to support mentors and practice teachers in providing evidence that they meet the eight NMC standards.

Why develop new standards for mentorship?

It was recognised nationally that in some cases mentors were “failing to fail” students in the practice placement. The consequence of “failing to fail” students who do not meet professional and clinical competencies results in those individuals meeting the criteria for registration at the end of their course when actually they have not met the entry criteria. In essence this means that the public are being placed at risk through practitioners on the register who may in fact not be fit to practice. There were also questions raised about the curriculum and education programmes and whether students were “Fit for Practice” when they had completed their training.

How has Mentor preparation changed?

The standards identify the skills and knowledge required of a mentor to support learners effectively. The NMC specify what the mentor preparation programme should consist of and the duration of the course. By standardising the mentor preparation nationally, mentors will be trained and educated at the same level wherever the course is being delivered.

The NMC require that you as a mentor provide evidence that you are meeting the eight standards. This booklet has been produced as a resource to help you demonstrate that you are meeting the NMC requirements. It provides examples of the types of evidence you may be able to produce for each of the eight standards.

How many of the standards do I have to provide evidence against?

Evidence must be provided for each standard with examples for all eight. It is recognised that each mentor has different experiences working with individual students and therefore, examples from mentors will differ according to the students they have supported. This evidence provides assurance that you are maintaining standards as a mentor and is required as part of your Triennial Review.

What types of evidence can I produce?

Evidence can range from a reflective account or testimony, to welcome letters or induction packs produced for a placement. These and many other examples can be used to assess your quality of performance as a mentor and count towards achievement of the standards.

This booklet should be used as a guide and resource to help focus your work towards preparing your student for assessment. Your responsibility as a mentor is to provide support and share your skills and knowledge to give them every chance of success. By achieving the standards set out by the NMC, you will be giving your student the best opportunity to do that.

NMC Standard 1



Establish effective working relationships

Examples of how you can evidence your achievement of this standard would be:

- Communication, induction to placement, negotiate shift patterns, welcome letters, emails, phone discussions, primary, intermediate and final interviews, extra meetings, action planning
- Delegation/providing opportunities for student responsibility
- Different forms of communication/non-verbal
- Support offered
- Providing direct teaching sessions at different levels, recognising the various levels of students
- Facilitating students to provide rationale for care
- Facilitating students to participate in ward rounds/providing nursing report/handover
- Engage in team work
- Facilitating students to “buddy” others
- Facilitating students to demonstrate professional behaviour
- Student feedback [written/verbal]
- Assessment of student needs [documentation]
- Link theory to practice
- Awareness of university policy/procedure, curricula, systems and processes [PLT, programme tutor, mentor files]
- Innovation, managing numbers of students in a fair and equitable manner
- Communication - Jargon free
- Tour of ward/unit, practice area
- Health and safety induction pertinent to practice area
- Value of student/understanding their specific needs
- Student support structures
- Liaison with educational representatives and Trust education leads
- Inter-professional, multi-disciplinary working

NMC Standard

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Facilitation of Learning

Examples of how you can evidence your achievement of this standard would be:

- Identify level of student, curricula, past experiences, skills, knowledge and needs for placements
- Identify learning objectives mapped to NMC standards of proficiency. Use of student documentation and placement profiles
- What students have previously done i.e. OSCEs, mandatory training, previous care experiences/placements
- Maximise learning, creative/innovation, patient pathways, insight visits, shadowing opportunities, attending meetings, teaching sessions, case conferences, specialist staff/inter-professional/MDT opportunities
- Own CPD activity and how does this facilitate students learning
- APEL/APL
- Familiarity of student assessment documentation
- Understanding of how people learn
- Encourage students to learn from each other
- Student presentations/display boards. Sharing knowledge/articles
- Using patient complaints/untoward incidents as a learning curve
- Time/off duty, working with student [at least 40%], students accessing 24 hour care, across 7 day period, shifts patterns
- Maximise any opportunity to teach/educate, access to IPL/MDT/patient teaching
- Value of patient/public participation
- Communication - Jargon free
- Practice/placement resources – notice board, book, journal, models/manikins, workbooks, quizzes
- Buddy system
- Supernumerary status
- Discussion, feedback
- Use of student evaluation processes to inform and develop
- Liaison with educational reps and trust educational leads

NMC Standard

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Assessment and Accountability

Examples of how you can evidence your achievement of this standard would be:

- Planning/negotiating students assessment, what they need to learn/ focus on, clinical skill acquisition, knowledge base, evidence based, currency of information/data
- Familiarity of NMC codes/NMC mentor standards
- Familiarity of Trust/HEI processes
- Documentation recording/Students Ongoing Achievement Record
- Student's behaviour/attitude
- Sign off mentors/triennial review
- Time working with/assessing students, at different levels
- Verbal/written feedback provided to students, progress reviews, primary/ intermediate and final interview process
- Monitoring attendance in practice
- Assessing competency, making judgements
- Evidence generation/interpretation of evidence/methods
- Mentor prep, briefs, training, requirements, responsibilities
- Student's role in assessment, working shifts with mentor
- Barriers to assessment
- Fair, equitable assessment
- Robust/reliable evidence
- Liaison with educational representatives/trust education leads
- Managing under achieving/failing students
- Safe practice issues/reporting mechanisms/follow up support

NMC Standard

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Evaluation of Learning

Examples of how you can evidence your achievement of this standard would be:

- Articulate student evaluation processes/ on-line/paper copies/PLT links
- Changes/actions as result of evaluation
- Self reflection/peers assessment/ feedback/appraisal/CPD evidence
- Cards/thank you letters
- Mentor awards
- Best practice, innovation
- Problem solving
- Discussion with education representatives/trust education links
- Meetings with NMC visitors on monitoring/re-approval events
- Ward/staff meetings
- Reading journals/newsletters regarding best practice/innovation
- Educational audit process

NMC Standard

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Creating an environment for learning

Examples of how you can evidence your achievement of this standard would be:

- Welcome packs, induction or welcome letters, allocation lists, practice profiles, welcome environment, tour of area ... first impressions
- Health, safety and security of students/ processes and procedures
- Untoward incident reporting
- Safe practice
- Socialisation to the ward/practice area
- Value of students as an individual supernumerary learner
- Access to learning resources [including human resources]
- Current service needs/local/national policy issues
- Effective communication
- Placement/speciality specific workbook
- Facilitate students to participate in audit, clinical governance, Essence of Care activity
- Awareness of, and participation in, education audit process
- Support junior mentors/mentor preparation
- Cascade mentor/student information
- Insight visits
- IPL/MDT activity
- Public relations activity
- Attend HEI meetings, curriculum development—regarding approval activities

NMC Standard 6



Context of practice

Examples of how you can evidence your achievement of this standard would be:

- Evidence based practice/currency
- National/local drivers
- Standards
- Complaints/untoward incidents
- Encourage questions from students
- Encourage students to seek rationale
- Encourage students to underpin practice with reference to policy, procedure and guidelines
- Research methods, IT systems, conference attendance, networking
- Journals
- Patient/public participation arenas
- NMC/QAA monitoring/reviews, health care commission reports
- Encourage students to teach and share knowledge/information
- Link theory/practice
- IPL/MDT
- Engagement with practice development
- Celebrating success
- Trust newsletter, intranet, sharing information
- Understanding roles, responsibilities and accountability of mentor and other professions

NMC Standard

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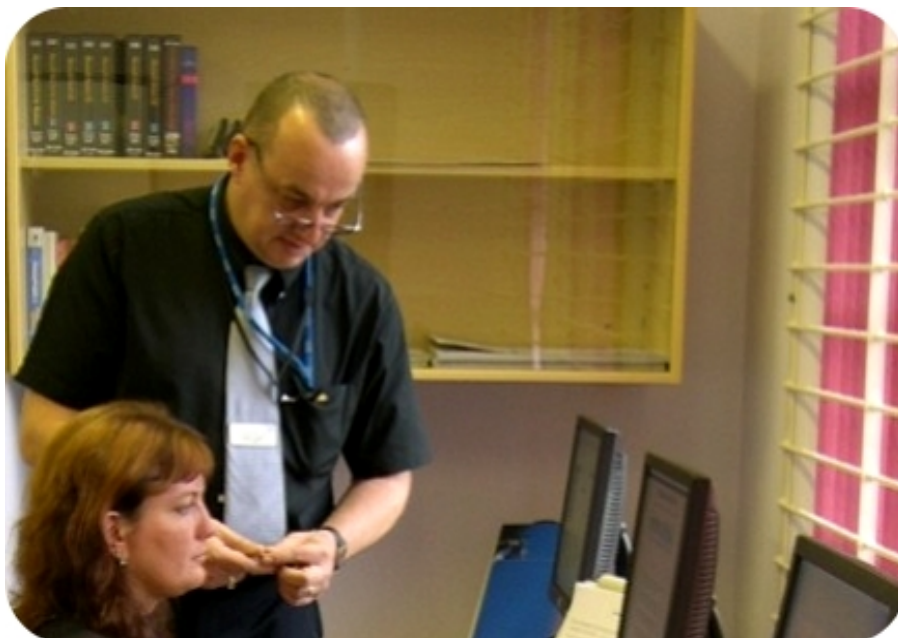
Evidence based practice

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- Engagement with practice development
- Celebrating success
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NMC Standard

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Leadership

Examples of how you can evidence your achievement of this standard would be:

- Understanding roles, responsibilities and accountability of mentor
- Delegate
- Empower
- Support
- Challenge students/educational representatives/trust education leads
- Prioritise
- Problem solve
- Decision making process
- Make judgments
- Supporting supernumerary status
- Promote the nursing profession/Trust/HEI's
- Feedback
- Contribute to curriculum development/re-approval/NMC Monitoring activities
- Develop learning resources
- Innovation/best practice
- IPL/MDT activity
- Supernumerary status

Maintaining the standards and consistency of Mentorship



Who is involved in the process?

- Practice Learning Teams (PLTs)
- Lincolnshire Interprofessional Practice Learning Unit (IPLU)
- University of Nottingham
- The Open University
- University of Lincoln
- Mentors
- Managers

Practice Learning Teams (PLTs)

Within Lincolnshire there are various practice learning teams whose role is to provide support to mentors with regard to practice learning, be proactive in developing the placement learning environment and utilise the PLT as a sharing best practice forum.

Membership comprises a PLT lead for practice, educational representative, practice learning manager from the IPLU and PLT representatives (mentors) from each practice area within the PLT. This includes mentors who work in the independent sector. Pre-registration nursing students are also invited to attend PLT meetings.

The PLT meetings occur quarterly and provide a forum for the dissemination and discussion of information and issues relating to practice learning.

Lincolnshire Interprofessional Practice Learning Unit (IPLU)

The Lincolnshire IPLU is responsible for ensuring the provision of sufficient quality practice learning opportunities for all health and social care learners within the Lincolnshire Health and Social Care Community. The IPLU holds the live NMC mentor register on behalf of the local health community. Details of completion of an NMC recognised mentor qualification, mentor update registers and triennial review are required to be sent to the IPLU for entry into the register.

The Open University, University of Lincoln and University of Nottingham

The University of Lincoln, University of Nottingham and The Open University are Higher Education Institution (HEI) providers of pre-registration nursing programmes whose students utilise placements within Lincolnshire. All three universities provide NMC approved Mentor Preparation programmes.

Managers

Managers are responsible for ensuring that mentors have attended their annual update and facilitating this process. They are also responsible for ensuring that the Triennial Review takes place for each mentor within their placement area.

Useful Contacts

The Nursing & Midwifery Council

www.nmc-uk.org

Switchboard Tel: 020 7637 7181

23 Portland Place, London, W1B 1PZ

Lincolnshire IPLU

Email: Eleanor.Jenvey@ulh.nhs.uk

To contact regarding student placements or changes to mentor or placement details.

The Quality Assurance Agency

www.qaa.org.uk

To look up Quality Reports (major review)

University of Nottingham

www.nottingham.ac.uk

To access the Practice Learning website containing mentor resources

University of Lincoln

www.lincoln.ac.uk

Open University

www.open.ac.uk

To access the resource handbook

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