School of Nursing & Midwifery

Mentor / Sign-off Mentor Guide including Portfolio of evidence

EXAMPLE PORTFOLIO

Caroline Hudson
Mentorship Co-ordinator

In partnership with Education partners, Placement Learning Facilitators and SNM lecturer representatives.
Welcome to your Mentor Portfolio Pack. This Pack has been devised by the University of Brighton to help you to gather the evidence and meet the NMC (2008) Standards to Support Learning and Assessment in Practice Requirements.

We have adapted this portfolio to reflect the Queen Victoria NHS Foundation Trust’s Guidance for ensuring that the above standards are met.

This Pack contains examples of how to complete each section as a mentor.

If you are a Sign Off Mentor – The same principles apply, but you will need to evidence that you have mentored 2 final placements students in the last 3 years.

Please note that this portfolio must be produced at your yearly appraisal and your yearly mentorship update session in order to meet the NMC (2008) standards.

Following your yearly appraisals the review paperwork (which is available as a separate document on the intranet) must be returned to the Practice Development Co-ordinator to ensure that the Trust complies with NMC Standards.

If you have any concerns or questions please contact either the Lecturer Practitioner for Plastic Reconstructive and Burns Pathway or the Practice Development Co-ordinator.
## Your Details

<table>
<thead>
<tr>
<th>Name:</th>
<th>A N Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace address:</td>
<td>Ward / Department</td>
</tr>
<tr>
<td>Contact telephone number:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Email address:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Mentor Qualification/Title:</td>
<td>Level 3 Mentorship</td>
</tr>
<tr>
<td>Year:</td>
<td>2007</td>
</tr>
<tr>
<td>University:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>University of Brighton SNM</td>
</tr>
<tr>
<td>Mentor updates:</td>
<td>Dates:</td>
</tr>
<tr>
<td>Year 1</td>
<td>June 2008</td>
</tr>
<tr>
<td>Year 2</td>
<td>June 2009</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Annual / Triennial review dates</td>
<td>Dates:</td>
</tr>
<tr>
<td></td>
<td>June 2010</td>
</tr>
</tbody>
</table>
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**Introduction to Mentor guide**

The Nursing and Midwifery Council (NMC) have developed Standards to support learning and assessment in practice (NMC 2008). The mentor/sign-off mentor guide and annual update session is aimed at those who have undertaken formal Mentor preparation and will facilitate your ongoing development as a mentor/sign-off mentor.


It is expected that it will take a minimum of 3 hours per year to complete your mentor update. This time will normally be allocated as follows:

- Independent reading/self assessment, completing evidence see section 4.
- Attendance at a minimum of one 2 hour or two one hour mentor/sign-off mentor portfolio update

Section 4 of the mentor/sign-off mentor guide can be used at your annual /3 yearly review to demonstrate your ongoing development as a mentor/sign-off mentor. This section can also be used as supportive evidence for a Recognising and Accrediting Work-related Learning (RAWL) module, to gain 10 academic credits for sign-off mentor activity (see appendix *). Please note you will need to follow Trust processes in applying for study leave if you wish to apply for RAWL.

**Learning Outcomes**

Learning outcomes have been developed to offer a flexible structure to the mentor portfolio update sessions and it is the mentors/ sign-off mentor’s responsibility to prepare for the session and articulate any specific learning needs to the facilitator.

By the end of the session the mentor/sign-off mentor will be able to:

- Evaluate their own performance in relation to the NMC competencies and outcomes for mentors (NMC 2008) / previously set action plan, reviewing progress and exploring ideas with the facilitator and other members of the group
- Gain knowledge and understanding of the nursing/midwifery curriculum and current issues in practice education
- Demonstrate an understanding of the theoretical and practical elements of the assessor role through the use of scenarios/critical incidents using a discussion forum
- Revise and develop their action plan of how competencies in the required outcomes (NMC 2008) can be demonstrated
Confidentiality

I, the undersigned, make a formal declaration that my mentor / sign-off mentor portfolio complies with all the statements below

<table>
<thead>
<tr>
<th>Initials</th>
</tr>
</thead>
</table>

This work is original, of my own construction and not plagiarised from other sources.

I have maintained anonymity by using a pseudonym for any learners, patient/client or Health Professional referred to.

Specific documentation used does not disclose the identity of a named care-setting, any service users, carers, relatives or other individuals, such as learners or Nurses.

The name of a particular Trust or other organisation can only be identified if referenced to a document(s) already in the public domain.

Name…………………………………………………..
(Please print)

Signature……………………………………….. Date…………………..
Please complete in black ink.
Section One – Mentor / Sign-off Mentor Competency

- NMC Standards for Mentorship
- Mentor Mandatory requirements
- Sign-off Mentor Mandatory requirements

What is a mentor?
The NMC (2008) defines a Mentor as being a nurse or midwife who “facilitates learning and supervises and assesses students in a practice setting” (p 45).

Expectations of a mentor

- To be familiar with the NMC 2008 (section 2.1, 2.1.1 and 2.1.2) requirements of mentors.
- You should normally support no more than three students at any point in time. At least 40% of the learner’s time must be spent being supervised directly or indirectly by you. Most assessment of competence should be undertaken by direct supervision of practice.
- You must provide feedback within the assessment of practice (‘ongoing achievement record’) for further development and to enable judgements to be made on the learners progress (p68-70 of standards - NMC circular 33/2007), to be passed from one placement to the next.
- In the event of a skill or proficiency not being met, you are required to give clear reasons for this. A record of students practice evidence should only be kept in the student’s assessment of practice document. Mentors should not keep their own separate student progress records (NMC circular 33/2007)
- You must ensure you can access a network of support and supervision to enable you to fulfil your mentoring responsibilities
- All mentors are required to attend an annual mandatory mentor/sign-off mentor update.
- Mentors are required to support 2 learners in a 3 year period
What is a Sign-off Mentor?
A sign-off mentor confirms the proficiency of a student. The role is defined by the NMC (2008: 6) as follows:

“The role of the sign-off mentor and/or practice teacher is to make judgements about whether a student has achieved the required standards of proficiency for safe and effective practice for entry to the NMC register.”

NMC additional criteria for sign-off mentor
The NMC have stipulated additional criteria for sign-off mentors. These are summarised from Standards to support learning and assessment in practice (NMC 2008 section 2.1.3) in the following table:

Table 1

Sign-off mentor additional criteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identified on the local placement providers register as a sign-off mentor</td>
</tr>
<tr>
<td>2.</td>
<td>Registered on the same part of the register as the learner</td>
</tr>
<tr>
<td>3.</td>
<td>Working in the same field of practice as the learner intends to qualify</td>
</tr>
<tr>
<td>4.</td>
<td>Clinical currency and capability in the field of practice as the learner</td>
</tr>
<tr>
<td>5.</td>
<td>Meet the NMC requirements to remain on the local register i.e. attended annual mentor/sign-off mentor updates</td>
</tr>
<tr>
<td>6.</td>
<td>2nd wave sign-off nurse mentors*, as from 09.09 (NMC circular 09/2009 applies, issued 07.08) will have been supervised on at least 3 occasions for signing off proficiency at the end of a final placement by an existing sign-off mentor</td>
</tr>
<tr>
<td>7.</td>
<td>A working knowledge of current programme requirements i.e. assessment strategies</td>
</tr>
<tr>
<td>8.</td>
<td>An understanding of the NMC registration requirements and the contribution they make to the achievement of these requirements</td>
</tr>
<tr>
<td>9.</td>
<td>An in-depth understanding of their accountability to the NMC</td>
</tr>
</tbody>
</table>

* Those mentors deemed suitable by the employing Trust to become a 2nd wave sign-off mentor, will be required to be assessed in the signing off of 3 students in their final placements according to the NMC (2008) criteria. These mentors will be supported and assessed by 1st wave sign-off mentors of Practice Teachers.

Midwives
Midwives who have successfully undertaken the Mentorship Preparation module since 09/07 or Midwifery Sign-off mentor Preparation module meet the sign-off mentor criteria (NMC 2008) see table 1.

If you are a Midwifery sign-off mentor to a Return to Practice Midwife, you will review the learner’s assessment of practice document with a Supervisor of Midwives prior to signing the end summative point.

You are required to support at least 2 learners over a 3 year period. However “the NMC recognises that many supervisors of midwives who are eligible to take on the role of mentor to student Supervisor of Midwives are working in senior roles. As a consequence of their senior role they may not mentor pre-registration student midwives regularly and may only mentor student supervisor of midwives on an infrequent basis,” (p2 of NMC circular 01/2008) in which case NMC circular 01/2008 applies. Those supervisors of...
midwives who mentor only student supervisors of midwives will be required to mentor at least one student supervisor of midwives in the three year period relating to triennial review.

**Programmes/modules requiring Sign-off mentor**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-registration nursing</td>
<td>Sign-off mentor final placement</td>
</tr>
<tr>
<td>Pre-registration midwifery</td>
<td>Sign-off mentor throughout programme for all skills assessments and progression points</td>
</tr>
<tr>
<td>Return to practice for Nursing and Specialist Community Public Health Nursing and Orientation to UK Healthcare practice (Overseas nursing Programme)</td>
<td>Sign-off mentor throughout placement.</td>
</tr>
<tr>
<td>Return to midwifery practice</td>
<td>Sign-off mentor throughout for all skills assessments and progression points which must be reviewed by a Supervisor of Midwives prior to signing the end summative point</td>
</tr>
<tr>
<td>Independent/ supplementary prescribing</td>
<td>NMC Circular 26/2007 applying due regard applies *</td>
</tr>
<tr>
<td>BSc (Hons) Nurse Practitioner</td>
<td>Sign-off mentor for individual modules. Practice Teacher must make final assessment towards award</td>
</tr>
<tr>
<td>Advanced Nurse Practitioner</td>
<td>Awaited see section 2.2 (p6 of Standards (NMC 2008))</td>
</tr>
<tr>
<td>BSc (Hons)/ MSc Community Specialist</td>
<td>Practice Teacher overseeing practice assessment throughout and making final assessment towards recordable qualification.</td>
</tr>
<tr>
<td>BSc/MSc Specialist Community Public Health Nursing</td>
<td>Practice Teacher overseeing practice assessment throughout and making final assessment towards registered qualification.</td>
</tr>
<tr>
<td>Preparation of Supervisor Midwives</td>
<td>A Supervisor of Midwives who is a Sign-off mentor will oversee achievement of NMC competencies in practice and will make final assessment of achievement toward recordable qualification</td>
</tr>
</tbody>
</table>

*NMC Circular 26/2007 (page 60 - 64, NMC, 2008). *NB. Practice assessment in independent /supplementary prescribing programmes is the legal responsibility of a designated medical practitioner who supports, teaches and supervises the student with, where possible, an experienced nurse prescriber who should ensure that learning is applied to specific areas of nursing practice

**What is the NHS Trusts responsibility?**

Once recorded as a sign-off mentor the NMC requires that performance is reviewed by the local Trust (NMC circular 28/2007 for smaller providers applies) at least once every three years against the following criteria:

- The sign-off mentor has mentored at least two students in the last three years
- Has updated annually in the last three years
- The sign-off mentor has mapped ongoing development of their role against the NMC mentor standards
How do I become a Sign-off mentor?

For nurses, who hold a Mentor preparation that meets the mandatory NMC requirements (or equivalent) may be identified by Trusts as suitable to be annotated as sign-off mentors as part of the 1st wave implementation (NMC standards 2008). As part of the 2nd wave implementation from 09/09, Trusts will identify appropriate individuals and they will be required to be assessed by an existing sign-off mentor in the signing off of 3 students in their final placements as per NMC (2008) criteria.

Alternatively, successful completion of the Stage 3 Practice Teacher qualification, ‘The Learning, Teaching and Assessment in Practice module’ prepares you for sign-off mentor status.

For details on the Practice Teacher qualification contact:
Lynn Tibble (Module Leader)
01273 643939
L.A.Tibble@brighton.ac.uk

Jenny Kam (Module Administrator)
01273 644076
J.Kam@brighton.ac.uk
Section Two – The Nursing / Midwifery Curriculum

- Proficiency Standards
- Changes to curriculum

**Proficiency Standards**

**Nursing**

Mentors will be assessing learners towards meeting the Proficiency Standards (2004) and Sign-off mentors will make the final judgement that learners meet the Standards, see link below.

|---|

Please note a recent review of pre-registration nursing education has been published see

**Midwifery**

Midwifery Sign-off mentors will be assessing learners to ensure the Proficiency Standards (2004) are met, see link below.

|---|

**Post-registration nursing**


**Updates on Curriculum developments**

The facilitator will update you on any new initiatives or changes in the curriculum which has implications for placement learning. See section 4 to make notes on changes to the curriculum.
Section Three – Practice Assessment

- Discussion forum
- Failing students
- Frequently asked questions
- Support mechanisms

Mentor / Sign-off mentor discussion forum
An opportunity to explore challenging situations faced by mentors/sign-off mentors will occur during the mentor/sign-off mentor update. Facilitators bring along various assessment scenarios to discuss during the update session. However, it is expected that you use this time to discuss situations that have occurred in practice, clarify understanding, develop knowledge and analyse the Mentors role. You may choose to use the critical incident log (in section 4) to record an incident related to practice learning and bring along to the update to share in the discussion forum.

You must adhere to the Maintaining confidentiality in this discussion group and in any notes you have taken.

"Failing Students"
‘A grounded theory investigation of factors which influence the assessment of students’
competence to practice’ Duffy K (2003)


Findings:
- Students are passing clinical assessment even when there are concerns about their clinical performance and that, some mentors were unwilling to document their concerns.
- Mentors do not always identify and deal with problems early enough in student placements. Not following the assessment procedure (not giving sufficient time and support), meant that lecturers could not always support the mentor’s decision, as the student would win on appeal anyway.
- Mentors were unwilling to fail students early on in a nursing programme, in the belief that these students would improve.
- Mentors also acknowledge that, when coming to a pass/fail decision regarding a weak student they are influenced by personal circumstances, and possible consequences of a fail result for the student.
- Staff shortages, increasing work pressures and lack of time were identified as a contributing factor in failing to fail.
- Time consuming and stressful nature of managing a failed scenario, which was not always recognised by clinical and education managers.
- Some mentors identified that they were reluctant to fail students if they had limited experience or confidence as a mentor.
- Borderline students are often successful in their clinical assessments, because mentors give them the benefit of the doubt.
- The responsibility lies with both education and practice.

AHM/ph
Sept.04
Précised by CHNov.08

Last updated by C. Hudson 28.11.08
Frequently asked questions

Dress and general appearance on practice placements
Trust uniform policy applies to students whilst in the placement setting. In some placement settings students are not required to wear uniform. In such situations it is essential that students are dressed in a manner appropriate to the particular practice area in which they are placed. Students are recommended to read the placement dress code policy. Students who attend practice placements inappropriately dressed may be sent off duty and required to return dressed in an acceptable manner.

Attention to the Health and Safety at Work Act (*) should influence the students mode of dress.

Confidentiality
Students should maintain confidentiality at all times. This applies when discussing any aspect of care with practice colleagues and their peers and they must make sure that they do not disclose patient details, details of the Trust or Trust staff in any submitted work. If uncertain regarding the protection of vulnerable clients, they are advised to discuss with their personal tutor.

Documentation should not be used if it discloses the identity of service users, carers, colleagues, organisations or NHS Trusts i.e. completed care plans, referral letters, assessment forms, prescription charts. Signatures of staff in the workplace who sign student's official documentation are an exception.

Exceptions to this are documents that are in the public domain i.e. can be found on the Internet, government documents / information produced for the public.

Informed consent should be obtained before undertaking any activity in which information about individuals is collected. These include interviews, questionnaires, videos, photographs, audio recordings etc. Consent must also be obtained to use unpublished, i.e. NHS Trust, documents not in the public domain.

When it is relevant to include information about individuals and or organisations in assessed work, guidance and or documentation will be included in the course handbook to ensure that data protection is complied with and or to safeguard clinicians, service user, student and University.

Disclosures
It is important that students are aware that should they make a disclosure involving a contravention of the law or a disclosure that constitutes a danger to the public, the practitioner to whom this disclosure is made has a duty to act upon the information given.

Data protection act
As a student they will come across computerised data. The student has a duty under the Act to ensure that this information is only used to enable them to carry out their work. They have a duty to ensure that it is not passed on in any unauthorised way and is not given to anyone who has no right to have it. They also have the duty to ensure that any information they are required to collect for such purposes is accurate.
Discontinuation policy
The grounds for discontinuing a student from a programme of study are unsatisfactory progress/conduct on the programme of study. Failure to pass theory or practice components of the course in accordance with the curriculum regulations, will constitute unsatisfactory progress and therefore will be grounds for discontinuation.

Due to the professional nature of our courses, the Faculty of Health and Social Science also has a Fitness to Practice Procedure, designed to complement the University of Brighton’s Student disciplinary procedure.

Fitness to Practice
The University therefore has a duty to ensure no member of the public is put at risk or is harmed as a consequence of participating in the education and training of nurses and midwives. The University also has to confirm to the NMC that diplomats and graduates are fit to practise and are of good health and good character as defined by the NMC (2008).


If your students conduct falls below the standards of honesty and behaviour expected by the public and the profession they may be required to appear before the Faculty of Health and Social Care Fitness to Practise panel. The standards expected apply to their academic work, practical experience, personal behaviour and their health status.


In addition to the above there are regulations related to disability, health and criminal records for nursing and midwifery students. These will normally be assessed prior to commencing the course.

Students need to inform the University if:

- Their health status precludes ‘safe and effective practice without supervision’ (NMC Accessed 4/5/07).
- They have received any ‘cautions and conviction that are not considered compatible with professional registration and that might bring the profession into disrepute’. (NMC Accessed 4/5/07).
- They have been involved in a child protection or adult protection investigation.

Night Duty (Applies to nursing students)
Students will only be required to undertake 5 night duties during the branch programme to meet course outcomes. These should be undertaken with mentors where possible. Students may undertake other night duties with their mentors if this is desired but it is not a course expectation.

Sickness (Applies to nursing students)
- Students calling in sick should call both the placement staff and the allocation officers at the University.
- Sickness during placement should be recorded on the yellow attendance form.
- If sickness exceeds 7 days (including weekends) the student must obtain a medical certificate.
- Days lost to sickness cannot be made up during the placement.
- Contact link lecturer if long periods of student sickness during placement impacts on completion of required skills.

**Support contacts:**

- Placement Learning Facilitator’s
- Lecturer Practitioner’s
- Link Lecturer/ Personal tutor/Duty tutor via University reception (for Brighton base site 01273 644087 am or 01273 600-900 pm)
- Other University staff via www.bton.ac.uk ‘Contact us’ search engine
- Placement profiles: https://www.inam.brighton.ac.uk/practice_placement/profile.aspx

**Placement documents:**

*SNM Practice Placement document*

*SNM Education Links to Practice*
Section Four – Evidence of Ongoing achievement

- Self assessment
- Testimonies
- Other evidence
- Annual / Triennial review confirmation checklist

This section enables Mentors and Sign-off mentors to record evidence of their mentor activity as required by the NMC. Section Four provides a variety of different ways of recording this evidence:

**SWOT Analysis for self assessment**
**Self assessment of learning needs**
**Critical incident log**
All Mentors/ Sign-off mentors can use the SWOT Analysis for self assessment, self assessment of learning needs and critical incident log to prepare for their annual mentorship update.

**NMC Standards evidence mapping**
All Mentors/ Sign-off mentors can use the NMC Standards evidence mapping as evidence of their mentorship activity. This can be completed during the year by the individual while mentoring students and also following reflection and discussion at the annual mentorship update.

**Assessment of learners- Mentors or 1st wave Sign-off mentors**
Mentors and Sign-off mentors (identified by placement providers as 1st wave Sign-off mentors) can use this section to record evidence of mentoring two students in the three years between triennial reviews, as per NMC requirements for Sign-off mentors.

**Assessment of learners- 2nd wave Sign-off mentors**
Those mentors who do the mentorship module after Sept 2009 and are required to be Sign-Off mentors will need to be assessed 3 times signing off a learner by a Sign-off mentor supervisor to achieve Sign-off mentor status. This section can be used to record these 3 assessments.

**Testimony**
All Mentors/ Sign-off mentors can use testimonies from a ward manager / link lecturer / Placement Learning Facilitator as evidence of mentor activity.

**Other mentoring experiences**
All Mentors/ Sign-off mentors can use this section to record evidence of other mentoring experiences such as reflections, inter-professional learning opportunities, teaching sessions and involvement with other learners.

**Annual appraisal / triennial review: Sign-off mentor declaration form**
Sign-off mentors will need to complete this form with their manager as part of Annual appraisal/ triennial review.
University of Brighton
School of Nursing and Midwifery

**ACTION PLAN** – In preparation for mentor / sign-off mentor portfolio update

__/__/__

Name……A N Other……………………………………………………………………………………………………………………………

**SWOT Analysis of your self assessment as a mentor / sign-off mentor (use Specific, Measurable, Achievable, Realistic and Time specific - SMART goals)**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. ‘I have been a successful mentor for 2 years’</td>
<td>E.g. ‘I struggle when giving constructive feedback’</td>
</tr>
<tr>
<td>I enjoy Clinical Teaching</td>
<td>My organisational skills could be improved</td>
</tr>
<tr>
<td>Have good time management skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. ‘There are 2 Sign-off mentors in my practice area to seek advice from’</td>
<td>E.g. ‘Clinical workload pressures’</td>
</tr>
<tr>
<td>There is a Clinical Support Nurse working within the environment</td>
<td>Working part time is a challenge to time spent with the student</td>
</tr>
<tr>
<td>There are a variety of pre and post registration students</td>
<td></td>
</tr>
</tbody>
</table>

**DATE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Self assessment of learning needs – to be completed in preparation for your mentor portfolio update session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2009</td>
<td>E.g. ‘I would like to discuss how to give constructive feedback’</td>
</tr>
<tr>
<td></td>
<td>Devise an Action Plan with Clinical Support Nurse in my Clinical area regarding organisational skills.</td>
</tr>
</tbody>
</table>
Please complete the table including key points during the mentor/sign-off mentor update session

<table>
<thead>
<tr>
<th>New development/change to curriculum</th>
<th>Overview/changes</th>
<th>Key issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Foundation degree 2008</td>
<td>Commenced September 2009 Entry Level NVQ Level 3 or equivalent Associate Practitioner</td>
<td>Potential use at QVH being investigated</td>
</tr>
<tr>
<td>E.g. New pre-registration assessment of practice 2008</td>
<td>Pre registration Students Nurses on placement utilising new assessment format</td>
<td>Mentors being aware of changes in PRDN paperwork and assessment process</td>
</tr>
<tr>
<td>E.g. Changes to Post registration Plastic Reconstruction and Burns Pathway following revalidation in 2008</td>
<td>Marks awarded for Clinical Practice altered to include Clinical Reasoning</td>
<td>Aims to reflect a more accurate assessment of the student’s clinical and academic ability</td>
</tr>
</tbody>
</table>
Mentor / sign-off mentor critical incident log

Critical Incident checklist

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the incident</td>
<td>Student Nurse has consistently failed to turn up on time for duty.</td>
</tr>
<tr>
<td>Why is this an important mentoring issue? (include impact on yourself, the</td>
<td>Professional Conduct</td>
</tr>
<tr>
<td>learner, the patient/client/ relatives if applicable)</td>
<td>Duty to employer</td>
</tr>
<tr>
<td></td>
<td>Duty to patient / colleagues</td>
</tr>
<tr>
<td>Were any issues identified as problematic and if so how did you deal</td>
<td>Time keeping issue – bus consistently late</td>
</tr>
<tr>
<td>with them?</td>
<td>Spoke to student nurse – explained her responsibilities regarding</td>
</tr>
<tr>
<td></td>
<td>professional responsibilities</td>
</tr>
<tr>
<td></td>
<td>Suggested that she caught an earlier bus to allow time to arrive on duty</td>
</tr>
<tr>
<td></td>
<td>Conversation documented and review date set for one week</td>
</tr>
<tr>
<td>What do you think you did well in mentoring this learner?</td>
<td>Identified the route of the problem</td>
</tr>
<tr>
<td></td>
<td>Took time to actively listen to the student’s response</td>
</tr>
<tr>
<td>What do you think you could do better?</td>
<td>Give the student a copy of the documentation to refer to agreed action</td>
</tr>
<tr>
<td></td>
<td>plan</td>
</tr>
<tr>
<td></td>
<td>Inform student’s Personal Tutor</td>
</tr>
<tr>
<td>What development needs have you identified as a result of mentoring this</td>
<td>Understand the required involvement of the University</td>
</tr>
<tr>
<td>learner?</td>
<td></td>
</tr>
</tbody>
</table>

**Relate the incident to the self assessment against the NMC Standards which follow.**  
*Standard 1 – Mutual Trust and Respect*  
*Standard 3 – Providing Constructive Feedback and managing failing students*  
*Standard 6 – Professional Boundaries*
NMC Mentor Standards (NMC, 2008) and Knowledge and Skills Framework (DH, 2004)

These are the NMC (2008) domains and outcomes for all mentors. Read these and consider examples of how your current practice meets the domains and outcomes to demonstrate your ongoing achievement and competency. Use the mentor update discussion forum to discuss any areas for development.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing effective working relationships</td>
<td>- Develop effective working relationships based on mutual trust and respect</td>
<td>Core – Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Demonstrate an understanding of factors that influence how students integrate into practice settings</td>
<td>General – Learning and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide ongoing and constructive support to facilitate transition from one learning environment to another</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence /Mapping:

E.g. Testimony 1 (September 2008)

Had contact with student prior to commencement of allocation – organised off duty to ensure I was working with the student to facilitate their transition to the ward (September 2008)

Areas for development / action plan:

Need to review the student Information Pack for the ward as I have realised it is out of date (September 2008)
**Standard 2**
Facilitate learning for a range of students, within a particular area of practice where appropriate, encouraging self-management of learning opportunities and providing support to maximize individual potential.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Facilitation of learning| - Use knowledge of the learner’s stage of learning to select appropriate learning opportunities to meet individual needs  
- Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences  
- Support students in critically reflecting upon their learning experiences in order to enhance future learning | Core – Personal and people development  
General – Learning and development |                                                                            |
| Evidence /Mapping:      | **E.g.**  
Learner 1  
Met up with student at initial interview to review their stage of learning and discuss the range of learning opportunities available on the ward. Individual learning contract agreed |                                                                 |                                                                            |
| Areas for development / action plan: |   |                                                                            | **E.g.**  
I feel it would benefit my students if I was more aware of the learning opportunities that other areas across the Trust could offer. |
Standard 3
Assess learning in order to make professional judgements relating to the NMC Standards of Proficiency for entry to the register.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Assessment and accountability | - Foster professional growth, personal development and accountability through support of students in practice  
- Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team.  
- Provide constructive feedback to students and assist them in identify future learning needs and actions.  
- managing failing students so that 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 the NMC competencies in practice and as a sign off mentor confirm that students have met or not met the NMC Standards of Proficiency and are capable of safe and effective practice. | Core – Personal and people development |       |

Evidence /Mapping:  
*E.g. Learner 1  
Assessed my pre-registration student against the NMC professional competencies. She has a tendency to be overconfident. Her previous experience as a care assistant has given her broad experience of patient care and at times she acts beyond the bounds of her knowledge base. In identifying and discussing this with her, during the midpoint interview, she seemed reluctant to accept that she must now consider her actions in a different context and that she will be accountable for the consequences of her actions.  
Areas for development / action plan:  
This student did not meet all of the criteria for the competency so I documented this within her portfolio. However I am now unsure of what my next step should be and I need to approach the link lecturer for advice so that I am aware of the procedures when I am concerned about a student*
Standard 4
Determine strategies for evaluating learning in practice and academic settings to ensure that the NMC Standards of Proficiency for registration or recording a qualification at a level above initial registration have been met.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Evaluation of learning  | - Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation.  
                        | - Participate in self and peer evaluation to facilitate personal development and contribute to the development of others.                  | Core – Quality   |                |
| Evidence /Mapping:      | E.g. learner 2  
                        | Carried out skill assessment for post registration student on specialist module. Knowledge and skills were well demonstrated, however lacked effective communication throughout the skill to ensure that the patient was involved with the procedure. Fed this back and the response received was very defensive and lacked self awareness | Areas for development / action plan:  
                        | I need to discuss this with firstly my educational support within the clinical area to review whether I have made a fair assessment, and then I think I should discuss this with the module leader  
                        | I need to reflect on whether I need to improve my feedback skills and research what training is available for me to achieve this  
                        | I will use this example at my next Mentor Update session                  |                 |
**Standard 5**
Create an environment for learning, where practice is valued and developed, that provides appropriate professional and interprofessional learning opportunities and support for learning to maximize achievement for individuals.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Creating an environment for learning | - 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.  
- Identify aspects of the learning environment which could be enhanced negotiating with others to make appropriate changes  
- Act as a resource to facilitate personal and professional development of others | Core – Service improvement |                            |

**Evidence /Mapping:**

*E.g.*  
Learner 1  
Encouraged the student to participate in multi-disciplinary ward rounds.  
Opportunities given for the student to attend Multi-disciplinary meetings and case conferences

**Areas for development / action plan:**

*E.g.*  
Would like to try and make the ward rounds less intimidating for student nurses. Will discuss ways of achieving this with my line manager
Standard 6
Support learning within a context of practice that reflects health care and educational policies, managing change to ensure that particular professional needs are met within a learning environment that also supports practice development

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Context of practice | - Contribute to the development of an environment in which effective practice is fostered, implemented and disseminated.  
                   | - Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care.  
                   | - Initiate and respond to practice developments to ensure that safe and effective care is achieved and an effective learning environment is maintained. | Core – Service improvement  
                   |                                                                                   | Core – Health, safety and security | Level                    |
| Evidence /Mapping: | E.g. I am the link nurse for wound care. I have devised a educational pack and wound product selection chart for my clinical area to enhance learning and practice | Areas for development / action plan:     |                          |
Standard 7
Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence base.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Evidence based practice | - 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  
                         | - Support students in applying an evidence base to their own practice               | Core – Quality    |
| Evidence /Mapping:      |                                                                                   |                   |       |
|                         | E.g. Attended conference on Wound Care and fed back current research and practice to the ward and the Trust wound care team |                   |       |
|                         | Areas for development / action plan:                                               |                   |       |
### Standard 8
Demonstrate leadership skills for education with practice and academic settings

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mentor Standard</th>
<th>KSF</th>
<th>Level</th>
</tr>
</thead>
</table>
| Leadership | - Plan a series of learning experiences that will meet students defined learning needs.  
- 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.  
- Prioritise work to accommodate support of students within their practice roles.  
- Provide feedback about the effectiveness of learning and assessment in practice | Core – Personal and people development  
Core – Equality and diversity  
General – People management | |

#### Evidence /Mapping:

*E.g.*  
I believe that I act as a role model for my students, ensuring that I follow policy and the NMC code of conduct. Please refer to Testimony 1

#### Areas for development /action plan:
**Assessment of learners**

**Mentor or 1st wave Sign-off mentors** – You will need to record below details of 2 learners you have mentored / signed-off within a 3 year period between annual / triennial reviews

<table>
<thead>
<tr>
<th>Students initials:</th>
<th>1. C.P.</th>
<th>2. T.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Cohort/Pathway/module</td>
<td>Pre – Registration Student - Diploma</td>
<td>Post-Registration Student</td>
</tr>
<tr>
<td>Stage of programme e.g. final placement</td>
<td>2nd Year</td>
<td>Specialist Module</td>
</tr>
<tr>
<td>Sign-off mentors name in capitals</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Name of placement</td>
<td>Ward</td>
<td>Ward</td>
</tr>
<tr>
<td>Date From:</td>
<td>Jan 2008</td>
<td>March 2009</td>
</tr>
<tr>
<td>Date To:</td>
<td>Feb 2008</td>
<td>April 2009</td>
</tr>
<tr>
<td>Positive aspects of my mentoring</td>
<td>Enjoy passing on knowledge Good Role model Time management to allow students to practice and gain confidence in clinical skills</td>
<td>Enjoy passing on knowledge Good Role model Enjoy leading/facilitating professional discussions regarding best practice</td>
</tr>
<tr>
<td>Areas for development</td>
<td>Feedback – how to do it well and increase my confidence in providing constructive feedback, especially if there is a heavy amount of negative feedback that needs to be given to maintain safe practice</td>
<td>Feedback – how to do it well and increase my confidence in providing constructive feedback, especially if there is a heavy amount of negative feedback that needs to be given to maintain safe practice</td>
</tr>
</tbody>
</table>

**Mentor, Sign-off mentor or midwifery Sign-off mentor**

Signature:........................................................................................................... Date:.................................................................
Testimony
You may want to approach your ward manager / link lecturer / placement learning facilitator to write a testimony as evidence of your mentoring ability/ sign-off mentor activity

| Name of mentor / sign-off mentor: A.N.Other |
| Place of work: |
| Testimony 1 |

Placement evaluations are always very positive when A.N. is mentoring. The feedback from the students is always very positive, they comment on her professionalism and enthusiasm on making sure that the students has a positive learning experience

| Name: P.P. Example   | Signature: |
| Designation: Link Lecturer   | Date: May 2009 |

Testimony 2

| Name:                     | Signature: | Designation: | Date: |

Declaration
By signing the testimony above you are agreeing that this information be used as evidence of the above named mentor/sign-off mentors performance at their annual / triennial review to meet the NMC (2008) ‘Standards to support learning and Assessment in practice’ requirements.
**Other mentoring experiences**

This section is to record additional mentoring experiences such as reflections, inter-professional learning opportunities, teaching sessions and involvement with other learners. You may wish to include a student’s placement evaluations. If so, please ensure that the student is not identifiable i.e. remove their name.

- **Gave a lecture on the post-registration course**
  - Evidence – attach teaching plan

- **Mentored newly qualified Band 5 through her preceptorship**
  - Evidence – Reflection on the experience of helping a newly qualified nurse move to a confident practitioner

- **Assessed colleagues with their IV practice**
  - Evidence – Copy of IV assessment record – All identifiable data removed
**Annual Review**

Following the Annual review the designated reviewer is required to ensure that this page is photocopied and sent to Practice Development Co-ordinator. This is to ensure that the NMC (2008) Standards to Support Learning and Assessment in Practice are adhered to.

**Mentor declaration form**

Name of mentor (In Capitals) A.N. Other

Name of designated reviewer* (In capitals) Ward Manager

Annual appraisal: 01st May 2009

<table>
<thead>
<tr>
<th>Is the mentor?</th>
<th>Yes / No</th>
<th>Evidence/mapping (if applicable)</th>
<th>Reviewer's signature</th>
<th>Action required, if needed</th>
<th>Date to be met / reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified on the local placement providers register as a mentor</td>
<td>Yes</td>
<td>Yes</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting the NMC requirements to remain on the local register i.e. attended annual mentor /sign-off mentor updates</td>
<td>Yes</td>
<td>Yes – May 2008</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Able to demonstrate evidence of assessing 2 learners in 3 years?</td>
<td>Yes</td>
<td>Yes</td>
<td>XXXXX</td>
<td>None</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Mentor’s comments: ____________________________________________

Reviewer’s comments: __________________________________________

Objectives:

Mentor’s signature:_________________ Reviewer’s signature*:_________________ Designation:_________________
**Annual Review**

Following the Annual review the designated reviewer is required to ensure that this page is photocopied and sent to Practice Development Co-ordinator. This is to ensure that the NMC (2008) Standards to Support Learning and Assessment in Practice are adhered to.

**Sign-off mentor declaration form**

Name of mentor /Sign-off mentor (In Capitals)

Name of designated reviewer* (In capitals)

<table>
<thead>
<tr>
<th>Annual appraisal</th>
<th>Is the Sign-off mentor?</th>
<th>Evidence/mapping (if applicable)</th>
<th>Reviewer's signature</th>
<th>Action required, if needed</th>
<th>Date to be met / reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified on the local placement providers register as a sign-off mentor</td>
<td>Yes</td>
<td>Yes</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Registered on the same part of the register as the learners you have supported</td>
<td>Yes</td>
<td>Yes</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Working in the same field of practice as the learners you have supported</td>
<td>Yes</td>
<td>Yes</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Clinically current and capable in the field of practice as the learners you have supported</td>
<td>Yes</td>
<td>Yes meets KSF requirements as discussed at appraisal</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting the NMC requirements to remain on the local register i.e. attended annual mentor /sign-off mentor updates</td>
<td>Yes</td>
<td>Yes – demonstrated well in portfolio</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>A working knowledge of current programme requirements i.e. curriculum, assessment strategies, support mechanisms.</td>
<td>Yes</td>
<td>Yes – demonstrated at appraisal</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>An understanding of the NMC registration requirements.</td>
<td>Yes</td>
<td>Yes – demonstrated at appraisal</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>An in-depth understanding of their accountability to the NMC.</td>
<td>Yes</td>
<td>Yes – demonstrated at appraisal</td>
<td>XXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the Sign-off mentor?</td>
<td>Yes / No</td>
<td>Evidence/mapping (if applicable)</td>
<td>Reviewer’s signature</td>
<td>Action required, if needed</td>
<td>Date to be met / reviewed</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------------------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>1st wave Sign-off mentors - Signed off 2 learners in 3 years?</strong></td>
<td>Yes</td>
<td>Mentor Portfolio Ward Duty Roster Placement Evaluations</td>
<td>XXXX</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>2nd wave sign-off nurse mentors –</strong></td>
<td>Only applicable to those mentors wishing to take on Sign Off status after September 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been supervised on at least 3 occasions for signing off proficiency at the end of a final placement by an existing sign-off mentor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Following the Triennial review the designated reviewer is required to ensure the locally held Trust register is updated to reflect the practitioner’s sign-off mentor status, as per NMC 2008 requirements.

<table>
<thead>
<tr>
<th>Mentor’s/Sign-off mentor’s comments:</th>
<th>Reviewer’s comments:</th>
</tr>
</thead>
</table>

Objectives:

Mentor / sign-off mentor signature: ______________ Reviewer’s signature*: ________________________ Designation: ________________________

* For Smaller Scale Placement Providers the reviewer will be the Link Lecturer or Course Leader for Return to Practice for Nursing and Specialist Community Public Health Nursing and Orientation to UK Healthcare Practice/Overseas Nursing Programme, and will ensure that arrangements for triennial review are in place for all Sign-off mentors and will inform the student placement unit to add or remove names of Sign-off mentors from the mentors register.
Appendix 1

*Mentor Preparation and APEL against the NMC standards*

The NMC acknowledges that comparable qualifications to mentor (stage 2) or practice teacher (stage 3) preparation can be recognised and demonstrated through APEL to meet the standards, (NMC, 2008: 11). Further education may be required and practice should be current and valid. Students using AP(E)L processes within their programme of study may wish to match and update their previous ENB 997/8 Teaching and Assessing in Clinical Practice or Mentorship courses to accumulate credit. This would be a *specific* credit claim for mentor preparation at either level 2 or level 3.

If you wish to make a specific credit claim for mentor preparation, a portfolio of evidence will be required to show current practice. This will normally include the two mandatory skills used by students undertaking the mentor preparation module. The skills are entitled ‘Teaching’ and ‘Assessment of Practice’ and can be found on the Skills Bank via studentcentral. The skills are assessed at either level 2 or 3 and are graded. Assessment should be carried out by a workplace facilitator who is on the local register of mentors.

The mentor preparation modules are assessed in two parts. The theory or academic part is 50% of the overall mark and the practice assessment is also 50%. Both parts must be passed to achieve an overall pass for the module. The same weighting will apply to mentor preparation by APEL. Both parts must be passed. The pass mark for each part is 40%.

The type of portfolio evidence should be discussed with your facilitator in conjunction with your educational advisor. (See below for further information.) You can also contact Caroline Hudson, the Mentorship Co-ordinator, or Debbie Hatfield, the AP(E)L / RAWL Co-ordinator for further guidance.

Appendix 2

Using RAWL to gain credit for sign-off mentor activity

A Recognising and Accrediting Work-related Learning (RAWL) module can be used to demonstrate evidence and achieve academic credit for sign-off mentor activity. The 10 credit module can be taken at level 2 or level 3. Please note you will need to follow Trust processes in applying for study leave for RAWL. You will be required to attend a RAWL workshop, as advertised in the Diary of events.

The student sign-off mentor will require a workplace facilitator and educational advisor. The facilitator should:

- Be qualified and hold current NMC registration on the same part of the register
- Have undertaken a formal mentor preparation that meets the mandatory NMC requirements (or equivalent) ideally at a level equal to or higher than the student sign-off mentor being supported and assessed. For example – ENB 997 / 998, Managing Preparation, Midwifery Sign-off Mentor Preparation or a recognised teacher preparation course that meets NMC requirements (minimum) i.e. PGCHSCE (NMC 2008)
- Have attended an annual mentor / sign-off mentor update session in the last 12 months.
- Be annotated on the local Trust register as a sign-off mentor

NB. A midwife who has already achieved sign-off mentor status by way of a credit-rated Midwifery Sign-off Mentor Preparation module can only use RAWL to demonstrate how his or her practice has developed beyond achieving sign-off mentor status.

Portfolio evidence
A portfolio of evidence must be presented to the examination board. Content is likely to be influenced by the sign-off mentor programmes within Trusts and the accompanying documentation but must include:

- A learning agreement with the educational advisor
- Confirmation of current NMC registration
- Confirmation of facilitator support and sign-off mentor status annotated on the local Trust register
- Confirmation of attendance at an annual mentor / sign-off mentor update
- Evidence of the validity and reliability of judgements when assessing practice in challenging circumstances
- Testimony from either a Ward manager, Placement Learning Facilitator, link Lecturer, Sign-off mentor supervisor (applies to 2nd wave sign-off mentors) confirming evidence of sign-off mentor activity.
- 1,000 word theory assignment examining accountability and assessment of practice as a sign-off mentor. Pass mark is 40%. (See appendix ** for marking criteria.)

For further information please contact: Debbie Hatfield – Continuous Professional Education Adviser and AP(E)L / RAWL Co-ordinator
School of Nursing and Midwifery, District General Hospital
Eastbourne Tel (01323) 417 400 x3501 Email D.Hatfield@brighton.ac.uk
Appendices

**Useful Reading:**


Visit website [http://www.practicebasedlearning.org](http://www.practicebasedlearning.org) for challenging situations