

Mentor Portfolio of Evidence for Nurses: Recognition of Mentorship Skills, Guidance and Mapping Framework for Stage 3 mentors/Practice Teachers



School of Nursing, Midwifery and Social Work:
Working in collaboration with Hertfordshire NHS Trusts.

This work book has been based on the Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice and can be completed for your Personal Professional Portfolio as evidence of your continuing development as a Stage 3 Mentor.

Name: _____

Practice Area: _____

Date: _____

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Introduction

This booklet has been developed to help you fulfil your role as a **stage 3** mentor or Practice Teacher by providing a self assessment and simple mapping exercise. This will ensure that existing Practice Teachers who support nursing students commencing from September 2007 onwards, will meet the requirements of The Nursing and Midwifery Council (NMC) (2008) Standards to Support Learning and Assessment in Practice. You can self assess using this form against the NMC domains for mentors and identify any learning needs you may have, to enable you to meet the domains. As a **stage 3** Practice Teacher, you must demonstrate your knowledge, skills and competence on an ongoing basis which must be reviewed and verified triennially (every three years). However, this booklet can be used to determine your employer-led personal development appraisal annually for your own development. On completion of this document, you must meet with your line manager or professional lead to discuss the extent to which you meet the stage 3 standards to enable recommendation for entry on the local register. Where a recommendation cannot be made, an action plan is jointly developed by you and your manager/professional lead to identify issues and consider how these can be achieved within a mutually agreed timeframe.

From September 2007, all nurses who undertake practice teacher preparation programmes are required to have met the additional sign-off criteria; therefore, this tool provides guidance regarding the standards required for Practice Teachers as well as sign off status criteria if still required by the practice teacher.

An NMC practice teacher is a registrant who normally will have previously fulfilled the NMC requirements to become a stage 2 mentor, and who has received further preparation to achieve the knowledge, skills and competence required to meet the NMC defined outcomes for a practice teacher (the practice teacher preparation programme). This qualification is then recorded on the local register of practice teachers within the trust and is subject to triennial review. The NMC requires all nurses undertaking a programme leading to registration as a specialist community public health nurse (SCPHN) to be supervised and assessed by a named practice teacher who has met the NMC requirements defined in this standard. Practice teachers therefore need to ensure they continue to meet and maintain the stage 3 outcomes within the Mentor Domains.

Finally, remember to attend the annual mentorship updates at the University of Hertfordshire (UH). Your link lecturer will give you the dates. SCPHN mentors and practice teachers have study days at the University of Hertfordshire throughout the year in order to discuss the programme, curriculum and plan for future courses. Sharing of teaching practice is an important element of these days and they are an opportunity to share good practice and discuss concerns. The University of Hertfordshire is responsible for organising the annual mentor and sign-off practice teacher updates.

NMC practice teachers are responsible and accountable for:

- Organising and co-ordinating learning activities, primarily in practice learning environments for pre-registration students, and those intending to register as a specialist community public health nurse (SCPHN) and specialist practice qualifications where this is a local requirement.
- Supervising students and providing them with constructive feedback on their achievements.
- Setting and monitoring achievement of realistic learning objectives in practice.
- Assessing total performance – including skills, attitudes and behaviours.
- Providing evidence as required by programme providers of the student's achievement or lack of achievement.
- Liaising with others (e.g. mentors, sign-off mentors, supervisors, personal tutors, the programme leader, other professionals) to provide feedback and identify any concerns about the student's performance and agree action as appropriate.
- Signing off achievement of proficiency at the end of the final period of practice learning or a period of supervised practice.

Nurses who intend to take on the role of practice teacher, and who will be assessing the student's fitness for practice, must fulfil the following criteria:

- Be registered in the same part of the register, i.e. SCPHN, and from the same field of practice e.g. school nursing, health visiting, occupational health nursing (or relevant SPQ where this is a local requirement) as the student they are to assess (see NMC Circular 26/2007 Annexe 3).
- Have developed their own knowledge, skills and competence beyond registration i.e. registered and worked for at least two years, and gained additional qualifications that will support students in SCPHN, or SPQ where this is a local requirement.
- Have successfully completed an NMC approved practice teacher preparation programme or a comparable programme that has been accredited by an AEI as meeting the NMC practice teacher requirements. And, normally, having previously met the outcomes for acting as a mentor and gained experience in this role.
- Have the abilities to design, deliver and assess programmes of learning in practice settings – supporting a range of students in their area of practice, i.e. pre-registration, SCPHN, CPD of peers, other professionals.
- Be able to support learning in an inter professional environment – selecting and supporting a range of learning opportunities for students from all professions – relevant to their level of practice and specialist expertise.
- Be able to use agreed criteria for cross-professional assessment and supervise NMC mentors and other professionals using such criteria.
- Be able to make judgements about the competence/proficiency of NMC students, for registration on the same part of the register and be accountable to the NMC for such decisions.

- Be able to provide leadership to all those involved in supporting learning and assessing in practice for NMC students – enabling effective learning environments to be developed.

Domain & Competences for Practice Teachers

The competencies of a practice teacher are achieved by successful completion of an NMC approved practice teacher preparation programme achieving all of the outcomes of stage 3.

Once you become a qualified practice teacher, you will need to collate possible sources of evidence that show you meet the criteria and the required competencies. Consider the 8 domains as defined in the standards with related criteria and make a determination of the extent to which you meet each one. Sign and date if you consider you meet the indicated domains and provide **examples** from your experiences as a mentor to demonstrate how you meet the NMC competency domains. This will help inform any discussions with your line manager/professional lead. You may wish to make notes of examples of how your practice meets the domains and outcomes or to collect evidence to support this as part of your own development.

All mentors are required to map their proficiency against each of the 8 domains in the standard in preparation for triennial review.

1. Establishing effective working relationships
2. Facilitation of learning
3. Assessment and accountability
4. Evaluation of learning
5. Creating an environment for learning
6. Context of Practice
7. Evidence - based practice
8. Leadership

To assist you with this process, the NMC have recognised that some of this overlaps against the Knowledge and Skills framework so the standards have been mapped against the KSF domains.

Preceptorship

The NMC (2008) recommend that newly qualified practice teachers undertake a period of preceptorship supported by an existing sign-off practice teacher. The nature of the period of preceptorship should be determined by the local placement provider, but would normally be for a year during which time further supervised sign-offs of SCPHN students should be undertaken. Once your period of preceptorship is completed and you are satisfied that you are competent in signing off proficiency, then you can be annotated as a sign-off practice teacher. The period of preceptorship can then be extended if necessary, but this should not continue beyond the date of your first triennial review.

Domain 2 - Facilitation of learning

Relates specifically to KSF dimensions:-Core Dimensions 1 – 6. Dimensions IK2, IK3, G1, G2, G6, G7

Enable students to relate theory to practice whilst developing critically reflective skills. **EVIDENCE**

Foster professional growth and personal development by use of effective communication and facilitation skills.

EVIDENCE

Facilitate and develop the ethos of inter professional learning and working

EVIDENCE

Domain 3 - Assessment and accountability

Relates specifically to KSF dimensions:- Core Dimensions 1 – 6. Dimensions IK1, IK2, IK3, G1, G6

Set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship

EVIDENCE

In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks

EVIDENCE

Be able to assess practice for registration, and also at a level beyond that of initial registration.

EVIDENCE

Provide constructive feedback to students and assist in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice, or are able to understand their failure and the implications of this for their future.

EVIDENCE

Be accountable for confirming that students have met, or not met, the NMC standards of proficiency in practice for registration, at a level beyond initial registration, and are capable of safe and effective practice.

EVIDENCE

Domain 4 - Evaluation of learning

Relates specifically to KSF dimensions:- Core Dimensions 1 – 6. Dimensions IK1, IK2, IK3, G1, G2, G6, G7

Design evaluation strategies to determine the effectiveness of practice and academic experience, accessed by students, at both registration level and those in education at a level beyond initial registration.

EVIDENCE

Collaborate with other members of the teaching team to judge and develop learning, assessment and to support appropriate practice and levels of education.

EVIDENCE

Collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved.

EVIDENCE**Domain 5 - Creating an environment for learning**

Relates specifically to KSF dimensions:- Core Dimensions 1 – 6. Dimensions IK2, IK3, G1, G2, G6, G7

Enable students to access opportunities to learn and work within inter professional teams.

EVIDENCE

Development of an action plan to meet the outcomes

If you have identified competency domains that still need to be developed, these should be identified in the Action Plan below and discussed when meeting with your line manager. You can discuss the extent in which you meet the standards to enable recommendation to continue on the local register and how these can be achieved within a mutually agreed timeframe. It will help you to identify your learning needs and focus on specific actions and resources in order for you to achieve your goal. As the name implies, the emphasis is always on step-by-step actions to be taken to reach the goal. It will also provide you with an opportunity to consider some of the challenges posed by your work place and how these challenges might be addressed in a way that could enable you to achieve the outcomes outlined by the NMC.

Goal	Action	By what date	Resources required

Mentor self – verification form

On completing the mapping self-assessment, you should confirm that you have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice over a three year period.

To be maintained on the local register, you must have **evidence** of the following:

Triennial Review of Mentors	Achieved <i>(Sign/date)</i>
Mentored at least two students (<i>either pre reg or SCPHN</i>) with due regard (extenuating circumstances permitting) within the three year period.	
Participated in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other mentors/practice teachers. (<i>Will require 3 updates over 3 years which can be at UH or in your place of work facilitated by a link lecturer</i>).	
Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances. (<i>Demonstrate use of assessment criteria/action plans, show due regard for assessment process</i>).	
Mapped ongoing development in your role against the current NMC mentor/practice teacher standards. (<i>completion of the 8 domains</i>)	
Been deemed to have met all requirements above to be maintained on the local register as a mentor. (<i>completed all of the above</i>)	

I confirm that I have met the above criteria and declare that I meet the NMC Stage 3 Practice Teacher requirements.

Practice Teacher Signature: _____

I confirm that this stage 3 Practice Teacher has met the above criteria and declare that he/she continues to meet the NMC Stage 3 Practice Teacher requirements.

Sign Off Mentor Signature: _____

Date: _____

This form should be returned to the person responsible for holding the mentor register for your trust. Please photocopy for your own records and file in your personal professional portfolio.

Sign-off mentor Assessment Framework

Only sign-off mentors and practice teachers that are on the same part of the register and in the same field of practice may confirm to the NMC that students have met the relevant standards of proficiency for a programme leading to registration or a qualification that is recordable on the NMC register. Placement providers must ensure that a registrant designated to sign-off proficiency for a particular student at the end of a programme is:

- Identified on the local register as a sign-off mentor or a practice teacher.
- Registered on the same part of the register.
- Working in the same field of practice as that in which the student intends to qualify.

Assessment of your ability to become a sign off mentor will be undertaken by a manager, practice educator/teacher or another sign-off mentor. This will involve consideration of your supervised experience in assessing students (and those intending to register as a specialist community public health nurse (SCPHN) and specialist practice qualifications) in their final placement and discussion of required areas of knowledge and understanding e.g. the programme undertaken by students, actions you should take when a student is not reaching their true potential. If your discussion does not reveal appropriate knowledge and understanding of the sign off mentor's role and responsibilities, further guidance will be given for the development you require.

Sign-off Mentor Criteria

Sign-off mentors are required for all students on specialist practice programmes leading to a recordable qualification on the nurses' part of the register. To be a designated sign-off mentor for nursing and midwifery students (and those intending to register as a specialist community public health nurse (SCPHN) and specialist practice qualifications at the end of their programme), the NMC (2008) state that you must meet these criteria below.

Criteria	Achieved (Sign/date)
Clinical currency and capability in the field in which the student is being assessed. <i>(Must be registered on the same part of the register as students).</i>	
A working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing.	
An understanding of the NMC registration requirements and the contribution they make to the achievement of these requirements.	
An in-depth understanding of their accountability to the NMC for the decision they must make to pass or fail a student when assessing proficiency requirements at the end of a programme.	
Been supervised on at least three occasions for signing off proficiency by an existing sign-off mentor. <i>(First and second supervisions can be simulated, ie, role play or Objective Simulated Clinical Examination (OSCE), but the third must be with an actual student undertaking an NMC approved programme.</i>	

I confirm that I have met the above criteria and declare that I meet the NMC Sign-off mentor requirements.

Practice Teacher Signature: _____

I confirm that this mentor has met the above criteria and declare that he/she meets the NMC criteria to become a sign off mentor

Sign Off Mentor Signature: _____

Date: _____

This form should be returned to the person responsible for holding the mentor register for your trust. Please photocopy for your own records and file in your personal professional portfolio.

Examples of experiences

You will need to consider what you can include in your portfolio of evidence to demonstrate that you have met the criteria, for example, a preliminary interview demonstrates that you are able to set goals/learning outcomes and actions, the intermediate interview demonstrates that you are able to give written feedback and evaluate learning. The final interview demonstrates that you are able to give constructive feedback, focusing on strengths and areas for development. Please ensure that you seek consent from the student if you are going to photocopy their interviews.

Some examples for you to consider:

Domain 1 Example: Establishing effective working relationships

Critical reflection on the strategies you have used to foster good working relationships within your team, for example, a plan for a student to develop their team working skills.

Domain 2 Example: Facilitation of Learning

A plan of learning activities developed for a student demonstrating how this meets the student's stage of learning for example, critical reflection on the ways in which you integrate theory within practice or an outline of strategies used to support the student in developing reflective skills.

Domain 3 Example: Assessment and Accountability

Notes of peer discussion of experiences regarding student assessment, for example, peer observation of assessment situation, critical reflection on student assessment and evaluation, or critical reflection on issues in referring students including accountability in 'failing to fail'.

Domain 4 Example: Evaluation of Learning

Student feedback about the placement, for example, attendance at practice teacher forums or evidence of participation in placement audit with rationale for an action plans.

Domain 5 Example: Creating an Environment for Learning

Development of a Placement welcome pack or Placement induction programme, for example, a plan of learning opportunities in placement area and discussion of how they match student needs. A plan of arrangements for students to observe or shadow other professionals that have links with the placement, strategies to encourage and support all staff to create a learning environment for students, e.g. regular meetings, memorandums, involvement in training sessions or implementation of an initiative to improve the learning environment. Involvement in educational audit.

Domain 6 Example: Context of Practice

Development of a Practice Portfolio through inclusion of articles or evidence of research. You can include clinical supervision sessions, appraisal/performance reviews or attendance at team meetings with critical reflection on how issues discussed impact on learning environment.

Domain 7 Example: Evidence - based practice

Evidence of involvement in practice developments /innovations, for example, demonstration of ways in which practice is maintained as evidence based, research articles studied with accompanying reflection on possible implementation in practice, attendance at study day with reflection on possible developments in practice or development of research resources available to students in practice area.

Domain 8 Example: Leadership

Leadership of skills sessions with students, for example, evidence (e.g. testimonial from manager/student) re input to student support, development of initiatives for students in the practice environment or action plans for students to meet desired outcomes or deal with difficulties. Attendance at meetings relating to learning in practice with critical reflection on implications for practice, attendance at curriculum planning meetings (minutes) or feedback from student evaluation forms.

Reflections

This section can be used to record any critical reflections on or in practice in relation to mentoring your student.

Give a personal account of how your involvement with your students contributes to your personal practice and/or your continued professional development as a practice teacher. Remember to link this to the evidence that you have provided for the 8 domains and show what you have learnt from your experiences.

If you have any constructive comments to improve this document, please contact Louise Lawson on l.lawson@herts.ac.uk

Identification of strengths and weaknesses

The University of Hertfordshire encourages a culture of continuous learning and development as a mentor. This task will help you to identify your needs as a practice teacher so you can focus on specific actions and resources to help you develop as a **stage three** mentor. This SWOT analysis form is an established way for you to consider your strengths and weaknesses and the barriers or threats that prevent you from developing as a mentor, but also what opportunities are available to you to help you to in achieving your goals.

Strengths:

- What are your good qualities as a practice teacher?
- What skills are you good at in relation to teaching, learning and assessing?
- What do other people see as your strengths?
- What else are you good at?
- What are your personal strengths as a practice teacher?
- What type of leader are you?

If you are having any difficulty with this, try writing down a list of your characteristics as a mentor. Some of these will hopefully be strengths! In looking at your strengths, think about them in relation to the development of learners in your work place, for example, if you think you are extremely motivated, or you have an excellent rapport with your learners.

Weaknesses:

- What could you improve in your development of mentorship skills?
- What do people see in you that are likely to be a weakness as a practice teacher?
- What do **you** think are your areas of weakness?
- What are your in-experiences and how do they affect your development as a practice teacher?

Do other people seem to perceive weaknesses that you do not see? Do your students evaluate you well – or not? Speak to other staff in your work place or develop an anonymous questionnaire asking colleagues to identify what your weaknesses may be as a mentor. Be honest with yourself. It is best to be realistic now, so we can support you as soon as possible.

Opportunities:

- Where opportunities are there for you as a practice teacher?
- What are the interesting developments you are aware of?
- What opportunities are there to help you achieve competence in mentoring skills?

Useful opportunities can come from such things as:

- Your mentor or manager
- Your mates
- Sign off mentor
- Your colleagues at work
- The link lecturers from the university
- The internet
- Students

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

Threats or barriers:

- What obstacles do you face – do you find failing a student difficult?
- What barriers prevent you from effectively teaching, learning and assessing in your work place?
- Do you have difficulties creating professional boundaries?
- Are the required specifications for your role as a practice teacher changing as you progress through your career?
- Does changing technology threaten you?
- Could any of your weaknesses seriously threaten you as a mentor?
- Are you adverse to change?
- Do you have the skills to support challenging students?
- Do you find giving verbal or written feedback daunting?

Now have a go in completing the SWOT analysis. You will be able to add this to your Personal Professional Portfolio as evidence of personal and professional development as a practice teacher.

SWOT

Strengths, Weaknesses, Opportunities and Threats

Strengths	Weaknesses
Opportunities	Threats

**NHS knowledge and skills framework/NHS/KSF outline for a post:
Mentor – Stage Three (Practice Teacher)**

NHS KSF DIMENSIONS	
	NMC Outcomes & Domains
<p>C1 Communication</p>	<p>D1: be able to support students moving into specific areas of practice or a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice</p> <p>D2: enable students to relate theory to practice whilst developing critically reflective skills</p> <p>D2: foster professional growth and personal development by use of effective communication and facilitation skills</p> <p>D7: disseminate findings from research and practice development to enhance practice and the quality of learning experiences</p>
<p>C2 Personal and people development</p>	<p>D1: support mentors and other professionals in their roles to support learning across practice and academic learning environments</p> <p>D3: set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship</p> <p>D7: use local and national health frameworks to review and identify developmental needs</p> <p>D7: advance their own knowledge and practice in order to develop new practitioners, at both registration levels and education at a level beyond initial registration, to be able to meet changes in practice roles and care delivery</p>
<p>C5 Quality</p>	<p>D3: be able to assess practice for registration and also at a level beyond that of initial registration</p> <p>D3: provide constructive feedback to students and assist them in identifying future learning needs and actions, manage failing students so that they may either enhance their performance and capabilities</p> <p>for safe and effective practice or be able to understand their failure and the implications of this for their future</p> <p>D3: be accountable for confirming that students have met or not met the NMC standards of proficiency for registration at a level beyond initial registration and are capable of safe and effective practice</p> <p>D6: recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency</p> <p>D6: set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider interprofessional team and the context of care delivery</p> <p>D7: identify areas for research and practice development based on</p>

NHS KSF DIMENSIONS	
	NMC Outcomes & Domains
	interpretation of existing evidence
C6 Equality and diversity	D5: enable students to access opportunities to learn and work within interprofessional teams
G1 Learning and development	<p>D3: in partnership with other members of the teaching team use knowledge and experience to design and implement assessment frameworks</p> <p>D4: design evaluation strategies to determine the effectiveness of practice and academic experience accessed by students at both registration level and those in education at a level beyond initial registration</p> <p>D4: collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education</p> <p>D4: collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved</p> <p>D5: initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration</p> <p>D5: work closely with others involved in education, in practice and academic settings, to adapt to change and inform curriculum development</p>
G6 People management	<p>D2: facilitate and develop the ethos of interprofessional learning and working</p> <p>D6 support students in exploring new ways of working and the impact this may have on established professional roles</p> <p>D8: provide practice leadership and expertise in application of knowledge and skills based on evidence</p> <p>D8: demonstrate the ability to lead education in practice, working across practice and academic settings</p> <p>D8: manage competing demands of practice and education related to supporting different practice levels of students</p>