

Mentor Portfolio of Evidence for Nurses:

Recognition of Mentorship Skills, Guidance and Mapping
Framework for Stage 2 mentors



**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 2 Mentor.

Name: _____

Practice Area: _____

Date: _____

Contents

INTRODUCTION.....	3
STAGE 2 MENTORS MUST BE ABLE TO DEMONSTRATE THE FOLLOWING CRITERIA:	4
DOMAIN & COMPETENCES FOR MENTORS.....	5
DEVELOPMENT OF AN ACTION PLAN TO MEET THE OUTCOMES	13
MENTOR SELF – VERIFICATION FORM.....	14
SIGN-OFF MENTOR ASSESSMENT FRAMEWORK.....	15
SIGN-OFF MENTOR CRITERIA	16
EXAMPLES OF EXPERIENCES	17
Below are some examples of what you can write and some examples of evidence that you can use.	17
RECORD OF TEACHING AND LEARNING ACTIVITIES	20
REFLECTIONS.....	21
IDENTIFICATION OF STRENGTHS AND WEAKNESSES	22

Document prepared by Senior Lecturer Louise Lawson l.lawson@herts.ac.uk on behalf of the University of Hertfordshire. Please contact Louise for any further guidance on completion of this document.

INTRODUCTION

This workbook has been developed to help you fulfil your role as a **stage 2** mentor by providing a self assessment and simple mapping exercise. This will ensure that existing mentors 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. This workbook provides guidance regarding the standards required for mentors and sign off mentors and the available processes for gaining sign-off mentorship status. 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. Finally, you can use the SWOT analysis form 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 develop. As a **stage 2** Mentor, 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. A **stage 2** mentor will have either/or:

- ENB 997/998.
- Successful completion of an “approved” or “recognised” Preparation for Mentorship course.
- Teaching learning and assessment modules as part of a degree of masters programme
- Teaching Certificates, Certificate of Education. Post graduate Certificate of Education

Nurses and midwives can become a qualified mentor when they have successfully completed the Preparation for Mentorship module and all of the outcomes of stage 2. This qualification is then recorded on the local register of mentors within the trust. Mentors therefore need to ensure they continue to meet and maintain the stage 2 outcomes for the Mentor Domains. Students on NMC approved pre-registration **midwifery** programmes, leading to registration on the midwives part of the register, must also be supported and assessed by mentors. All midwifery mentors will have met the additional criteria to be a sign off mentor as part of their preparation programme. For midwifery students from September 2007, sign-off mentors must make the final assessment of practice and confirm to the NMC that the required proficiencies for entry to the register have been achieved.

On completion of this self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the 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. Finally, remember to attend the annual mentorship updates at the University of Hertfordshire (UH). Your link lecturer will give you the dates. An online web site has also been developed as an all year round resource for mentors and to enable nurses to complete a mentor's update online. Mentors can do this for *one* of the three years within the triennial review period, with the other 2 annual updates taking place at the University or within your own provider area. On completing the online update, mentors will still need to ensure that they arrange to meet with their link lecturer to validate the update for the year. The mentors are also responsible for passing on the date of the update to the person holding the mentors' register in their organisation. For the Independent Sector the register is still held at UH. The update can be accessed from the following URL, <http://www.health.herts.ac.uk/immunology/MentorshipUpdate/Mentorship%20Index.htm>

STAGE 2 MENTORS MUST BE ABLE TO DEMONSTRATE THE FOLLOWING CRITERIA:

- (i) Be registered in the same part or sub-part of the register as the student they are to assess and for the nurses' part of the register be in the same field of practice (adult, mental health, learning disability or children's nursing).
- (ii) Have developed their own knowledge, skills and competence beyond registration i.e. been registered for at least one year.
- (iii) Have successfully completed an NMC approved mentor preparation programme (or a comparable programme that has been accredited by a University as meeting the NMC mentor requirements).
- (iv) Have the ability to select, support and assess a range of learning opportunities in their area of practice for students undertaking NMC approved programmes.
- (v) Be able to support learning in an inter professional environment – selecting and supporting a range of learning opportunities for students from other professions.
- (vi) Have the ability to contribute to the assessment of other professionals under the supervision of an experienced assessor from that profession.
- (vii) Be able to make judgements about the competence/proficiency of NMC students on the same part of the register, and in the same field of practice, and be accountable for such decisions.
- (viii) Be able to support other registrants in meeting CPD needs in accordance with the NMC (2008) Code: Standards of conduct, performance and ethics.

All Mentors are required to map themselves against the 8 domains in the standard in preparation for triennial review. Mentors should be able to map their proficiency against each of these domains.

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.

DOMAIN & COMPETENCES FOR MENTORS

Once you become a qualified mentor, 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.

Domain 1 - Establish effective working relationships Relates specifically to KSF dimensions:-Core Dimensions 1 - 6, Dimensions IK1, IK2, IK3, G1, G2, G6, G7	Achieved (Sign/date)
<p>Demonstrate an understanding of factors that influence how students integrate into practice settings. EVIDENCE</p> <p>Provide ongoing and constructive support to facilitate transition from one learning environment to another. EVIDENCE</p> <p>Have effective professional and Interprofessional working relationships to support learning for entry to the register EVIDENCE</p>	

Domain 2 - Facilitation of learning

Relates specifically to KSF dimensions:- Core Dimensions 1-6. Dimensions IK2, 1K3, G1,G2,G6,G7

Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs.

EVIDENCE

Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences.

EVIDENCE

Support students in critically reflecting upon their learning experiences in order to enhance future learning.

EVIDENCE

Domain 3 - Assessment and accountability

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

Foster professional growth, personal development and accountability through support of students in practice.

EVIDENCE

Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team.

EVIDENCE

Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may 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.

EVIDENCE

Be accountable for confirming that students have met, or not met, NMC competencies in practice. As a sign-off mentor confirm that students have met, or not met the NMC standards of proficiency in practice and are capable of safe and effective practice.

EVIDENCE

Domain 4 - Evaluation of learning

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

Contribute to evaluation of student learning and assessment experiences – proposing aspects for change resulting from such evaluation.

EVIDENCE

Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

EVIDENCE

Domain 5 - Creating an environment for learning

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

Support students to identify both learning needs and experiences that are appropriate to their level of learning.

EVIDENCE

Use a range of learning experiences, involving patients, clients and carers and the professional team, to meet defined learning needs.

EVIDENCE

Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes

EVIDENCE

Act as a resource to facilitate personal and professional development of others.

EVIDENCE

Domain 6 - Context of practice

Relates specifically to KSF dimensions:- Core Dimensions 1-6. Dimensions HWB1 – HWB10, IK1, IK2, IK3, G1,G2, G6,G7

Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.

EVIDENCE

Set and maintain professional boundaries that are sufficiently flexible for providing Interprofessional care.

EVIDENCE

Initiate and respond to practice developments to ensure safe and effective learning care is achieved and an effective learning environment is maintained.

EVIDENCE

Domain 7 - Evidence – based practice

Relates specifically to KSF dimensions:- Core Dimensions 1-6. Dimensions HWB1 – HWB8, IK1, IK2, IK3, G1, G2, G6, G7

Identify and apply research and evidence-based to their area of practice.

EVIDENCE

Contribute to strategies to increase or review the evidence-base used to support practice.

EVIDENCE

Support students in applying an evidence base to their own practice.

EVIDENCE

Domain 8 - Leadership

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

Plan a series of learning experiences that will meet students defined learning needs.

EVIDENCE

Be an advocate for students to support those accessing learning opportunities that meet their individual needs – involving a range of other professionals, patients, clients and carers.

EVIDENCE

Prioritise work to accommodate support of students within their practice roles.

EVIDENCE

Provide feedback about the effectiveness of learning and assessment in practice.

EVIDENCE

DEVELOPMENT OF AN ACTION PLAN TO MEET THE OUTCOMES

This section should be completed annually during your appraisal and should be revisited every year leading up to your triennial review. If you have identified competency domains that still need to be developed, or you have not mentored a minimum of two students over three years, then these should be identified in the Action Plan below and discussed 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	Actions	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 (Sign/date)
Mentored at least two students with due regard (extenuating circumstances permitting) within the three year period. Evidence	
Participated in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other mentors/practice teachers. Evidence	
Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances. Evidence	
Mapped ongoing development in your role against the current NMC mentor/practice teacher standards. (completion of the stage 2 domains)	
Been deemed to have met all requirements above to be maintained on the local register as a mentor.	

I confirm that I have met the above criteria and declare that I meet the NMC Stage 2 Mentor requirements.

Mentor Signature: _____

I confirm that this stage 2 mentor has met the above criteria and declare that he/she continues to meet the NMC Stage 2 Mentor requirements.

Supervisor 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 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.

Advice

The purpose of supervised sign off is to enable the prospective sign-off mentor to experience and demonstrate the skills required to safely sign-off a student on an NMC approved programme with the support of an existing sign-off mentor.

The first and second supervised sign off can be achieved as part of or following an NMC mentor preparation programme.

Supervised sign off can take place in a variety of settings including the workplace, an assessed simulated environment, such as a skills laboratory, or a classroom. A range of methods may be used as long as these test the skills required to sign off students safely, for example, a three way discussion or role play, or the interactive use of electronic resources such as computer assisted learning packages, or video conferencing.

This is not intended to be an exhaustive list. Programme providers (approved education institutions and their partners) are encouraged to identify their own appropriate means, and account for how they confirm that sign-off mentors meet NMC standards. The local arrangements for supervising prospective sign-off mentors will be considered as part of NMC programme approval and monitoring.

The final supervision for signing off proficiency must be with an actual student undertaking an NMC approved programme.

SIGN-OFF MENTOR CRITERIA

To be a designated sign-off mentor for nursing and midwifery students 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. Evidence	
A working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing. Evidence	
An understanding of the NMC registration requirements and the contribution they make to the achievement of these requirements. Evidence	
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. Evidence	
Been supervised on at least three occasions for signing off proficiency by an existing sign-off mentor	1 2 3

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

Mentor 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

Supervisor 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. Examples of evidence are not meant to be prescriptive as you may think of additional evidence to help you meet the outcome. It is for you and your manager to decide whether outcomes have been met. Actual evidence offered should be against each domain or development needs identified with your manager.

Below are some examples of what you can write and some examples of evidence that you can use.

Domain 1 Example: Establishing effective working relationships

“I treat students with the same respect I show my patients and colleagues. I ensure students show courtesy and regard to everyone they have contact with while on placement. I make certain that students and learners work with other members of the Interprofessional team in order to have a variety of learning experiences”.

Examples of evidence:

- Collaborative records when managing non-achieving students/action plans/learning contracts
- Copies of attendance at workshops or mentor update
- Reflective diary
- Facilitating communication & work with other members of the interprofessional team
- Intermediate & final point interviews

Domain 2 Example: Facilitation of Learning

“I facilitate learning by helping students to link theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis”.

Examples of evidence:

- Evidence of facilitation of induction
- Development of welcome pack or letters
- Developmental learning plans/contracts
- Preliminary interview form

Domain 3 Example: Assessment and Accountability

“I am aware of the importance of giving students on-going constructive feedback about their progress ‘while on placement. If I have concerns about a student I discuss these with the student and my other practice colleagues. I also liaise with the link lecturer for advice and additional support. I formulate an action plan in order for students to achieve their learning outcomes. I always ensure that I offer formative opportunities before summative assessment thereby ensuring due process is followed”.

Examples of evidence:

- Evidence of formative assessment criteria
- Evidence of summative assessment criteria
- Copy of OAR document (final interview)
- Copies of any written feedback

Domain 4 Example: Evaluation of Learning

“I contribute to the ongoing evaluation of the student’s learning and ensure that I have been evaluated by peers and students to facilitate personal development of myself and others”.

Examples of evidence:

- Anonymous copies of records indicating that evaluation of learning has taken place
- Participated in the formation of an action plan with a student
- Copy of the educational audit that you have participated in
- Peer or student evaluation feedback
- Placement evaluation forms
- Intermediate interview form

Domain 5 Example: Creating an Environment for Learning

“I support students by trying to match what they need to know with what is currently going on in the clinical area and that this is appropriate for their level of learning. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities and availing of the wide range of learning available”.

Examples of evidence:

- Copy of the educational audit that you have participated in
- Clinical audits
- Any innovations for enhancing your practice area for students
- Topic of the month
- Introduction of learning resources area
- Contribution to the change process with regards to the learning environment

Domain 6 Example: Context of Practice

“I am very much involved in practice learning in my area and use every opportunity to explain to students the importance of safe and effective practice when caring for my client group”.

Examples of evidence:

- Contribute to educational audit – action points
- Contribute to the review an element of practice and disseminate findings
- Evidence of contextualised teaching and learning that is relevant to your area
- Peer feedback of your performance in teaching and assessment.

Domain 7 Example: Evidence - based practice

“Keeping up to date is vital. I have found completing the mentorship course has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement”.

Examples of evidence:

- Examples of evidence based practice introduced and shared with colleagues
- Statements from others indicating your contribution to sharing evidence based practice
- Reflective diaries
- Update information/education board
- Attend mentor updates
- Contribute to the review of policy/procedure/protocols
- Evidence of professional development as a mentor

Domain 8 Example: Leadership

“Even though I have only been a mentor for just over a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced mentors in my area of work and can get support and advice from them anytime. I have begun to develop my leadership skills by delegating care and developing my interpersonal skills”.

Examples of evidence:

- Evidence of acting as an leader for the student in difficult circumstances
- Testimonial from learners illustrating leadership role
- Student evaluations
- Peer review
- Consideration and evidence of leadership style and approach to leadership
- Professional development in leadership, ie, leadership courses or study days.
- Evidence of change management and the effect/impact.

REFLECTIONS

This section can be used to record any critical reflections on or in practice.

Give a personal account of how your involvement with your students contributes to your personal practice and/or your continued professional development as a stage 2 mentor. Remember to link this to the evidence that you have provided for the 8 domains.

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 mentor so you can focus on specific actions and resources to help you develop as a **stage two** 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 mentor?
- 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 mentor?
- 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 mentor?
- What do **you** think are your areas of weakness?
- What are your inexperience and how do they affect your development as a mentor?

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 mentor?
- 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
- 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 mentor 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 stage 2 mentor.

SWOT

Strengths, Weaknesses, Opportunities and Threats

Strengths	Weaknesses
Opportunities	Threats