

Faculty of Health and Social Care Sciences

KINGSTON UNIVERSITY • ST GEORGE'S, UNIVERSITY OF LONDON

**Developmental framework for a standard to support learning and assessment in practice
NMC Standards to support learning and assessment in practice NMC 2008**

**Mentors to complete the checklist to map their evidence to support their role as a Mentor against the NMC Domains –
Mentor Stage 2 (NMC 2008) as part of their triennial review**

Name of Mentor		Unique Identification number		Date of triennial review	
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Domain	Stage 2 Mentor	List of evidence to support achievement provided
Demonstrate effective relationship building skills sufficient to support learning, as part of a wider interprofessional team, for a range of students in both practice and academic learning environments		
<i>1. Establishing effective working relationships</i>	<ul style="list-style-type: none"> • Develop effective working relationships based on mutual trust and respect 	
	<ul style="list-style-type: none"> • Demonstrate an understanding of factors that influence how students and integrate into practice settings 	
	<ul style="list-style-type: none"> • Provide ongoing and constructive support to facilitate transition from one learning environment to another 	
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 maximise individual potential		
<i>2. Facilitation of learning</i>	<ul style="list-style-type: none"> • Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs 	
	<ul style="list-style-type: none"> • Facilitate the selection of appropriate 	

	<p>learning strategies to integrate learning from practice and academic settings</p> <ul style="list-style-type: none"> • Support students in critically reflecting upon their learning experiences in order to enhance future learning 	
Assess learning in order to make judgements related to the NMC standards of proficiency for entry to the register or for recording a qualification at a level above initial registration		
<i>3. Assessment and accountability</i>	<ul style="list-style-type: none"> • Foster professional growth, personal development and accountability through support of students in practice 	
	<ul style="list-style-type: none"> • Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team 	
	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • Be accountable for confirming that students have met or not 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 	
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		

4. <i>Evaluation of learning</i>	<ul style="list-style-type: none"> Contribute to the evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation 	
	<ul style="list-style-type: none"> Participate in self and peer evaluation to facilitate personal development and contribute to the development of others 	
Create an environment for learning, where practice is valued and developed, that provides appropriate professional and interprofessional learning opportunities and support for learning to maximise achievement for individuals		
5. <i>Creating an environment for learning</i>	<ul style="list-style-type: none"> Support students to identify both learning needs and experiences that are appropriate to their level of learning 	
	<ul style="list-style-type: none"> Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs 	
	<ul style="list-style-type: none"> Identify aspects of the learning environment which could be enhanced negotiating with others to make appropriate changes 	
	<ul style="list-style-type: none"> Act as a resource to facilitate personal and professional development of others 	
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;		
6. <i>Context of practice</i>	<ul style="list-style-type: none"> Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated 	
	<ul style="list-style-type: none"> Set and maintain professional boundaries that are sufficiently flexible for providing 	

	interprofessional care	
	<ul style="list-style-type: none"> Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained 	
Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence-base		
7. <i>Evidence-based practice</i>	<ul style="list-style-type: none"> Identify and apply research and evidence based practice to their area of practice 	
	<ul style="list-style-type: none"> Contribute to strategies to increase or review the evidence base used to support practice 	
	<ul style="list-style-type: none"> Support students in applying an evidence base to their own practice 	
Demonstrate leadership skills for education within practice and academic settings		
8. <i>Leadership</i>	<ul style="list-style-type: none"> Plan a series of learning experiences that will meet students defined learning needs 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> Prioritise work to accommodate support of students within their practice roles 	

Reference:

Nursing and Midwifery Council (2008b) Standards to support learning and assessment in practice: NMC Standards for Mentors, Practice Educators and Teachers 2nd edition London: Nursing and Midwifery Council

