

# Examples of Evidence of Achievement of NMC Mentor Outcomes

As a student mentor, most of the evidence you present to your supervisor, who will be an experienced mentor, will be in written form.

**Presented by Student Mentor:** Most of the evidence needs to be in written form from your supervisor, manager, mentee or qualified peers. Alternatively you can write a 100-150 word description or reflection of a mentoring activity that you performed, and sign it, and then your supervisor counter-signs to confirm that they observed you engage in that activity with competence. Such written evidence can be in phrases, i.e. not complete sentences.

<b>Domain:</b> <i>Establish effective working relationships</i>	
<b>Competence:</b> <i>Demonstrate effective relationship building skills sufficient to support learning, as part of a wider inter-professional team, for a range of students in both practice and academic learning environments</i>	
<b>Outcomes</b>	<b>Evidence</b>
i. <i>Demonstrate an understanding of factors that influence how students integrate into practice settings</i> ii. <i>Provide ongoing and constructive support to facilitate transition from one learning environment to another</i>	<ul style="list-style-type: none"> <li>• Documentary evidence from your supervisor or manager's testimony of your involvement in a discussion about the significance of a named mentor(s) for the student prior to placement start date, and you requesting any relevant information about the student before the start of the placement</li> <li>• Written evidence of you welcoming the mentee, addressing mentee by name, introducing to the care team, asking mentee to make notes at handover so they can ask questions later</li> </ul>

<p>iii. <i>Have effective professional and inter-professional working relationships to support learning for entry to the register</i></p>	<ul style="list-style-type: none"> <li>• Record of you orientating the mentee to the ward / practice setting, giving induction pack, discussing policies, procedures, clinical guidelines; and working to appropriate standards (<i>there may be a section in the student's practice competencies document for these first three bullet points that you can photocopy with the student's permission</i>)</li> <li>• Testimonial of you developing effective relationships through acceptance, genuineness, empathy, self-disclosure, active listening (Rogers and Freiberg, 1994)</li> <li>• Witnessed discussing with student how to show empathy, etc. to a particular patient</li> <li>• Identifying time to go through the student's practice competencies document, initial interview; exploring learning needs, and discussing the student's expectations from the placement</li> <li>• A negotiated learning contract</li> <li>• Record of your discussion with the student monitoring how mentee is settling in; and later of how mentee is progressing with practice competencies, practice setting's objectives</li> <li>• Record of you introducing mentee to multi-disciplinary team (MDT) members, arranging for mentee to work with them; mentee to work with other registrants</li> <li>• Supporting and supervising learner with learning new skills; being approachable, giving mentee sufficient time to learn</li> <li>• Scrutinising and discussing mentee's ORA (ongoing record of achievement) if not first placement</li> <li>• Testimonial of you explaining to mentee likely differences in the way some clinical interventions are performed in different clinical areas, university skills laboratory</li> <li>• Record of learner's progress through other areas relevant to placement i.e. rehabilitation, physiotherapy, occupational therapy, speech and language therapy, clinical psychologist</li> <li>• Reflection on heeding and adopting characteristics of effective mentors e.g. a door-opener, etc (Darling, 1984)</li> <li>• Evidence of accepting small mistakes made by mentee</li> <li>• Recorded examples of your input into mentee's understanding of effective multi- / inter-disciplinary work in practice setting</li> <li>• Facilitating mentee to work as a team member, including with allied health professionals (AHP)</li> <li>• Student testimony of you involving mentee in ongoing interaction with patients</li> <li>• Witness statement of effective communication skills demonstrated by you, and recognising strengths, and weaknesses</li> </ul>
---	---

**Domain:** *Facilitation of learning*

**Competence:** *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*

<b>Outcomes</b>	<b>Evidence</b>
<p>i. <i>Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs</i></p> <p>ii. <i>Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences</i></p> <p>iii. <i>Support students in critically reflecting upon their experiences in order to enhance future learning</i></p>	<ul style="list-style-type: none"><li>• Documentation showing you ascertaining in which year of pre-registration course mentee is, and which practice competencies have already been signed as pass in previous placements. Seeing mentee's ORA, identifying learning needs accordingly</li><li>• Documentation showing your discussion of course learning outcomes with the mentee and clinical skills that can be achieved on the placement</li><li>• Evidence of you familiarising yourself with mentee's practice competencies, level or year of learning</li><li>• Your plan of your teaching based on mentee's existing knowledge, and using experience of teaching previous students</li><li>• Supervision / peer review of your teaching session relevant for the student's learning objectives</li><li>• Reflective record of your 'work-based teaching'</li><li>• Evidence of your influence on the practice setting's objectives for learners</li><li>• Evidence of facilitating mentee to achieve practice competencies</li><li>• Showing sensitivity to students' expectations</li><li>• Evidence of you enabling mentee to choose particular patient / client, and determining the patient's journey and mentee's learning pathway</li><li>• Evidence of you arranging clinical experiences for your mentee in other clinical / speciality areas</li><li>• Observed discussion on further learning opportunities, i.e. another patient with similar health problems, but different individual needs</li><li>• Observation of you ascertaining the methods that the mentee will use to learn knowledge, skills and attitude, i.e. by participating, observing and asking questions later; looking up conditions and actions before caring for patients with particular conditions; discussing these with mentee</li><li>• Determining mentee's learning style, e.g. by student completing a VARK questionnaire, and then you adapt your teaching to mentee's style as far as feasible</li><li>• Reflective record of how you facilitate theory and practice integration, e.g. adapting moving and handling techniques</li><li>• Report on application of previous learning / knowledge from lectures etc. during teaching, and discussing how the learning application to patient or service user care, for</li></ul>

	<p>example a patient with alcohol problems, refer to lecture at university on structure and function of the liver, how these affect assessing, planning and implementing the patient or service user's care</p> <ul style="list-style-type: none"> <li>• Supervisor's testimonial of you teaching according to trust's approved clinical procedures / clinical guidelines</li> <li>• Demonstrating ways in which practice competencies are used for structuring mentoring</li> <li>• Record of indicating to mentee that reflective practice is valued, and why</li> <li>• Asking mentee to reflect systematically on selected clinical encounters for safe and effective care – verbally, in writing</li> </ul>
--	--

**Domain:** *Assessment and accountability*  
**Competence:** *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*

Outcomes	Evidence
<ul style="list-style-type: none"> <li>i. Foster professional growth, personal development and accountability through support of students in practice</li> <li>ii. <i>Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team</i></li> <li>iii. <i>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</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe your accountability in relation to teaching and assessing clinical practice, and complying with approved procedures, etc</li> <li>• Showing knowledge of various methods of assessing mentee e.g. by direct observation of care delivery / clinical interventions, structured reflective accounts, questioning and eliciting answers</li> <li>• Supervisor's testimonial of your ability to conduct one or more assessments of learners performing a clinical intervention, by directly observing mentee deliver safe and effective care</li> <li>• Demonstrate full knowledge of mentor role in relation to practice competencies documents</li> <li>• Testimonial of you observing mentee perform procedures, and giving effective feedback as appropriate, identifying further learning needs, arranging for student to acquire further clinical skills</li> <li>• Self-report on following protocol for managing under-achieving students</li> <li>• Record of having meetings with under-achieving mentee to explore lack of achievement or interest, and discussing implications</li> <li>• Write-up of you conducting a mid-placement and / or end of placement interview with student</li> <li>• Compiling action plan, and following it through to 'achieve by' date</li> <li>• Description of the dangers of signing student's competency when uncertain of their competence</li> </ul>

<p>iv. <i>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 standards of proficiency and are capable of safe and effective practice</i></p>	<ul style="list-style-type: none"> <li>• Knowledge of who different healthcare professionals are accountable to, and why</li> <li>• Demonstrate full knowledge and understanding of NMC's code of conduct, such as maintaining confidentiality</li> <li>• Evidence of having consulted practice education facilitators (PEF), link lecturer support when appropriate</li> <li>• Describe how to control assessor biases, and potential problems with assessments</li> <li>• Reflection on how valid and reliable your student assessment was, and / or reading an article or chapter on validity and reliability of assessments</li> <li>• Your conclusions after reading an article on mentor accountability</li> </ul>
---	--

<p><b>Domain:</b> <i>Evaluation of learning</i>  <b>Competence:</b> <i>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</i></p>	
Outcomes	Evidence
<p>i. <i>Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation</i></p> <p>ii. <i>Participate in self and peer evaluation to facilitate personal development and contribute to the development of others</i></p>	<ul style="list-style-type: none"> <li>• Acquiring written feedback from mentee on your effectiveness as a mentor, your teaching (and assessing), on the placement experiences</li> <li>• Written evidence of appropriate actions having been taken from student feedback</li> <li>• Minutes of discussion with other members of qualified staff, colleagues, ward team, on how good and effective student placement was</li> <li>• Evidence of provision and uptake of clinical supervision / action learning sets</li> <li>• Record identifying own and/or peers' professional development needs</li> <li>• Receiving reports on student evaluation of practice placement on returning to university</li> </ul>

<p><b>Domain:</b> <i>Creating an environment for learning</i>  <b>Competence:</b> <i>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</i></p>	
Outcomes	Evidence
<p>i. <i>Support students to identify both learning needs and experiences that are appropriate to their level of learning</i></p>	<ul style="list-style-type: none"> <li>• Checking mentee's practice competencies document, and noting specific aspects that mentee states they would like to learn during the placement</li> <li>• Evidence of determining the learner's existing knowledge, and stage / level of skill acquisition</li> </ul>

<p>ii. <i>Use a range of learning experiences, involving patients, clients, carers and the professional team to meet defined learning needs</i></p> <p>iii. <i>Identify aspects of the learning environment which could be enhanced negotiating with others to make appropriate changes</i></p> <p>iv. <i>Act as a resource to facilitate personal and professional development of others</i></p>	<ul style="list-style-type: none"> <li>• Written record showing mentee is being encouraged to gain experience caring for patient or service users with various health problems</li> <li>• Showing how new learning is being linked to practice competencies / learning objectives</li> <li>• Full record of 'spoke' experiences</li> <li>• Record of your involvement in ways in which the practice setting has improved, or can be enhanced as a learning environment</li> <li>• Mentee being encouraged to utilise learning resources that are available in the practice setting, i.e. learning packages, teaching sessions, textbooks</li> <li>• Knowledge of the trust's educational audit standards</li> <li>• Awareness of educational audit issues e.g. all formal and informal learning opportunities</li> <li>• Evidence of taking opportunities to teach skills / knowledge relevant to the placement area</li> <li>• Being available to answer mentee's questions, and colleagues' or peers' questions – to support learning for all</li> <li>• Referring mentee to gain clinical experience from other health or social care professionals</li> <li>• SWOT analysis of your practice setting as a learning environment, including students' supernumerary status</li> <li>• Your review of the practice setting's induction pack</li> <li>• Evidence of inter-professional learning in your practice setting</li> <li>• Your review of the learning opportunities that are available, and can be made available, in your practice setting</li> </ul>
---	--

<p><b>Domain:</b> <i>Context of practice</i></p> <p><b>Competence:</b> <i>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</i></p>	
Outcomes	Evidence
<p>i. <i>Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the meaning of effective practice related to patient or service user care and treatment, through e.g. evaluation of care delivered</li> <li>• Setting SMART goals for patients, and achieving them, e.g. for pain relief, and evaluating them</li> </ul>

- ii. *Set and maintain professional boundaries that are sufficiently flexible for providing inter-professional care*
- iii. *Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained*

- Being open-minded about new ways of working, new ideas to improve / enhance care in one's specialism; benchmarking
- Getting involved in implementing new ways of working appropriate to your specialism e.g. de-escalation, MEWS (modified early warning systems), cognitive behaviour therapies (CBT)
- Aware of generic new practices e.g. alcohol handrub for everyone, no lift policy, red tray / green tray for serving food to patient who are at risk of malnutrition
- Clinical development (for particular patient group) i.e. new procedure, new equipment, new health education method for more effective care
- Documentation showing knowledge of how to inform others of published new ways of improving standards of care
- A review of the practice setting's adherence to national standards, guidelines, frameworks, and policies
- Being a role model for providing the highest level of care, practising according to the trust's procedure, policies, and agreed mission statement
- Awareness of what is different about nursing (e.g. holistic assessment and care), and allied health and social care professions (AHP)
- Show knowledge of overlap in roles with AHPs, social care workers
- Working collaboratively with relevant AHPs
- Discussing how quality is assured e.g. through clinical governance, findings of recent / current audits, national service frameworks (NSF)
- Shows knowledge of systematic management of change, principles of change management
- Evidence of ability to manage change systematically e.g. overcoming organisational barriers, supporting staff who resist change, sustaining the change
- Witness mentee doing a presentation on an item of practice development related to your specialism
- Obtaining, and acting on, patient feedback of the quality of care received
- Reflection on a recent change in practice in your work setting, analyse the extent to which the change was managed systematically
- Review of actions taken following a recent audit, consumer satisfaction survey, monitoring visit to your practice setting

<b>Domain:</b> <i>Evidence-based practice</i>	
<b>Competence:</b> <i>Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence base</i>	
<b>Outcomes</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>i. <i>Identify and apply research findings and evidence-based practice to their own area of practice</i></li> <li>ii. <i>Contribute to strategies to increase or review the evidence-base used to support practice</i></li> <li>iii. <i>Support students in applying an evidence base to their own practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Testimonial of you being able to explain and answer questions on ways in which patient or service user care and treatment is evidence-based, e.g. on research and other evidence in own clinical specialism</li> <li>• Being aware / up to date with new research in own specialism, and more generic ones</li> <li>• Testimonial / reflective record of your engagement in evidence-based practice</li> <li>• Knowledge of where to find evidence / research – for EBP</li> <li>• Utilising available resources e.g. journals, internet facilities for literature search</li> <li>• Providing evidence of having conducted literature search on specific clinical interventions</li> <li>• Evidence of exploring relevant strategies for implementing research findings / new evidence in patient or service user care and treatment</li> <li>• Sharing / discussing research findings with peers / colleagues</li> <li>• Awareness of reasons why research findings are not applied / implemented</li> <li>• Discussing with mentee how research / evidence is critiqued</li> <li>• Answering mentees' questions on evidence for EBP, and implementation thereof</li> <li>• Awareness of the practice setting's/ trust's endeavour to provide evidence based care</li> <li>• Team members' knowledge of how to critique new research, of systematic reviews</li> <li>• Description of your response to your mentee's query related to the evidence base for an item of clinical intervention / care delivery</li> </ul>

<b>Domain:</b> <i>Leadership</i>	
<b>Competence:</b> <i>Demonstrate leadership skills for education within practice and academic settings</i>	
<b>Outcomes</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>i. <i>Plan a series of learning experiences that will meet students' defined learning needs</i></li> <li>ii. <i>Be an advocate for students to support them accessing learning opportunities that meet their</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having a structured plan of how mentee will spend each day during placement, including various other members of clinical team – this can be adjusted after initial interview, and emerging learning opportunities, i.e. a flexible time-table, with self-directed study, tutorial with PEF, etc.</li> <li>• Plan duty roster to ensure working with mentee for duration of time specified by the NMC</li> </ul>



<p>individual needs – involving a range of other professionals, patients, clients and carers</p> <p>iii. <i>Prioritise work to accommodate support of students within their practice roles</i></p> <p>iv. <i>Provide feedback about the effectiveness of learning and assessment in practice</i></p>	<ul style="list-style-type: none"> <li>• Identifying specific times dedicated for mentor–mentee meeting to discuss progress and issues</li> <li>• Student testimonial on you guiding student towards related ‘spoke’ areas that mentee will benefit from exploring, on-site and further afield</li> <li>• Report on having discussed issues related to assessment of pre- or post-registration students / new ways of working, at annual mentor updates</li> <li>• Informing mentee how well they are performing specific clinical skills</li> <li>• Timely assessment of mentee, and giving feedback on performance</li> <li>• Identify dates for mid-placement interview, and a schedule of assessment of practice competencies</li> <li>• Report to PEF / link lecturer on suggestions of how to improve the student’s experience on the course / during placement</li> <li>• Member of course / module planning teams</li> <li>• Role model of good time management</li> <li>• Analysis of the extent to which CPD and lifelong learning is supported in your practice setting</li> </ul>
--	---