

**For NMC ‘Standards to Support**

**Learning and Assessment in Practice’**

**(NMC, 2008)**

**Name:-**

**……………………………………………………………….**

**Role:-**

**………………………………………………………………**

**Base:-** ………………………………………………………………

**Mentorship Level:-**

(ie Registrants = Level 1; Mentor and sign off mentors = Level 2; Practice Teacher – Level 3; Teacher – Level 4).

**……………………………………………………………….**

**Standard 1 - 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**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-** *(NB these are examples only, each individual may also develop a range of additional evidence).*

* Attendance at Mentor updates
* Student Welcome Pack
* Attendance at Sign-off Mentor Development Programme,/ support sessions.
* Attendance at Mentor updates (or MMU Mentor sessions for Spec practice).
* Attendance at Education Link Forums/ IPL Forum.
* Multi-disciplinary meetings, team meetings, other inter-agency meetings.
* Meetings with Student/other mentors
* Evidence of reading, research regarding support for students in practice.
* Reflection on practice.

**Individual Evidence:-**

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| **Evidence** | **Evidence No:-**  | **Maps to NMC Code of Professional Conduct:-** |
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\* Remember some evidence may map to several NMC Domains, and will also map to the NMC Code of Professional Conduct.

**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 maximise individual potential**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-** *(NB these are examples only, each individual may also develop a range of additional evidence).*

* Student timetables (mapped experiences to learning outcomes and stage of training, planned experience).
* Student Welcome Packs
* Examples of different teaching strategies
* Learning styles questionnaire
* Mentor briefing sessions/mentor updates/
* Additional training or conferences

(eg DN Sign-off mentor programme and support sessions).

* Critical reflection by a student (anonymised).
* Personal reflection statement
* Curriculum documents/overview (to show understanding of stages of training).
* Student evaluations.

**Individual Evidence:-**

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| **Evidence** | **Evidence No:-**  | **Maps to NMC Code of Professional Conduct:-** |
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**Standard 3 -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**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-** *(NB these are examples only, each individual may also develop a range of additional evidence).*

* Student timetables (showing timed initial, interim, final assessments, and support provided).
* Attendance at Mentor Assessment Workshop, mentor updates.
* Mentor briefing session (the challenging student; how to complete assessment doc).
* Example development plan (anonymised).
* Example of feedback templates/ spoke feedback forms.
* Team minutes (showing team mentorship approach).
* Evidence of liaison with University, Practice Education Facilitator PEF).
* Education meetings with PEF (or regarding failing students).
* Student evaluations.
* Team and individual reflections
* For sign-off mentors:- Sign-off mentor training, sign-off mentor verification forms for new sign-off mentors.

**Individual Evidence:-**

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| **Evidence** | **Evidence No:-**  | **Maps to NMC Code of Professional Conduct:-** |
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**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**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-** *(NB these are examples only, each individual may also develop a range of additional evidence).*

* Education Link Forum minutes. (Evaluation feedback regular agenda item).
* Student evaluations
* IPL Forum Minutes
* Team meetings.
* Mentor updates.
* Team meetings, locality meetings (discussing feedback from students).
* Individual team evaluation forms (eg NMC related evaluation form).
* Meetings with PEF
* Personal and team reflections

**Individual Evidence:-**

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| **Evidence** | **Evidence No:-**  | **Maps to NMC Code of Professional Conduct:-** |
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**Standard 5 -Create an environment for learning, where practice is valued and developed, that provides appropriate professional and inter-professional learning opportunities and support for learning to maximise achievement for individuals**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-**

* Student Timetables (showing range of learning activities)
* Team learning resources; information on other agencies, local services; identified spoke opportunities (aligned to curriculum, and patient journeys); spoke feedback forms.
* Staff contact lists
* IT accounts, Welcome Packs
* Personal critical reflections
* IPL Forum (to promote IPL Learning opportunities).
* IPL Toolkit (to be launched in Summer 2011)
* Public health toolkit.
* Education Link Forum
* Mentor updates/briefing sessions

**Individual Evidence:-**

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**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;**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-**

* Practice developments/initiatives
* Education Link Meetings, IPL Forum, University/mentor updates.
* Minutes from strategic meetings, or team meetings.
* Clinical and Research articles
* Identified spoke placeme nts following patient pathways.
* Research file related to caseload
* Professional qualifications
* Attendance and reflection on recent training courses
* Attendance at clinical updates/multi-professional meetings.
* Conferences/seminars.
* Evidence of further reading, electronic learning/library resources, journals to update practice, professional websites.
* Evidence of guidelines, policies, SOPs, core care plans.

**Individual Evidence:-**

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**Standard 7 -Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence‑base**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-**

* Involvement with practice developments/initiatives
* Education Link Meetings, IPL Forum, University/mentor updates.
* Minutes from strategic meetings, or team meetings.
* Clinical and Research articles
* Research file related to caseload
* Professional qualifications
* Attendance and reflection on recent training courses
* Attendance at clinical updates/multi-professional meetings.
* Conferences/seminars.
* Evidence of further reading, electronic learning/library resources, journals to update practice, professional websites.
* Evidence of guidelines, policies, SOPs, core care plans.
* Reflections (team or individual).

**Individual Evidence:-**

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**Standard 8 -Demonstrate leadership skills for education within practice and academic settings**

*NB see full NMC Standards to Support Learning and Assessment in Practice to show detailed requirements for each mentorship level.*

**Examples of Evidence:-**

* Student timetables
* Minutes from team meetings
* Education link forums, IPL forums,
* Locality meetings.
* Leadership training, qualifications.
* Evaluations (leading on changes required following evaluation feedback).
* Meetings with PEF.
* Personal reflections on leadership styles
* Student evaluations (feedback on leadership style).
* Local questionnaires/tools on leadership styles.

**Individual Evidence:-**

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| **Evidence** | **Evidence No:-**  | **Maps to NMC Code of Professional Conduct:-** |
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For more information please contact Sarah Booth, Practice Education Facilitator, Tel- 0161 419 5820 Sarah.booth@stockport.nhs.uk