A STRUCTURED PORTFOLIO FOR MENTORS AND OTHER PRACTITIONERS

LEVEL 3

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INTRODUCTION

The facilitation of learning and assessment is an essential component of practice. In the advent of the knowledge and skills framework (KSF) and the regulatory requirements laid down by the professional bodies, all practitioners have a responsibility to learn and develop as well as promote these activities in others. It is therefore essential for all practitioners to equip themselves with the skills necessary to support learners of all levels and to assess their developing proficiency and competence within their field of practice.

This structured portfolio has been developed to meet a number of purposes including the following:

- To demonstrate a range of evidence that supports the achievement of the required learning outcomes for the Mentor Preparation Programme for Nurses and Midwives. This structured portfolio forms part of the summative assessment for this module (see student handbook)
- To enable existing mentors to update and achieve triennial review requirements by mapping their existing skills against the NMC competencies within the NMC Standards to Support Learning and Assessment in Practice (2008)
- To prepare Midwives for the role of Sign-Off Mentor
- To prepare other health and social care practitioners for the role of mentor
- To enable health and social care practitioners for the role of preceptor
- To enable practitioners to support colleagues working through the NHS Knowledge and Skills Framework, 2004 (KSF)
- To enable practitioners to develop the skills needed to support any learner working within clinical practice and to meet the requirements of core dimension 2 of the KSF.
GUIDELINES ON HOW TO COMPLETE THIS STRUCTURED PORTFOLIO

If you are undertaking the mentor preparation programme.

This structured portfolio will help you to organise your practice learning and will enable you to integrate theory and practice as you undertake mentoring activities with a learner.

For Nurses and Midwives, the evidence you develop will enable you to achieve the knowledge and skills to meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (NMC 2008).

COMPLETING THE STRUCTURED PORTFOLIO

The structured portfolio is designed to follow the requirements of the NMC Standards to Support Learning and Assessment (2008). There are eight sections each addressing one of the module learning outcomes at the appropriate level. These learning outcomes have been derived from the eight NMC domains; and have been interpreted for achievement at level 2 and level 3. In each section you are required to provide evidence to support your achievement.

At the end of each section the placement mentor must confirm your achievement of competence in practice.

You MUST complete this structured portfolio whilst supporting a learner. If you wish to be admitted to or maintain your entry on the live register of mentors this learner should be a pre-registration student.

For other health and social care professionals, the mentoring requirements of your professional bodies will be fully met.
SECTION ONE

NMC Domain: Establishing Effective Working Relationships

Learning Outcome

Critically reflect and analyse how effective working relationships are developed.

Related NMC competence statements:

- demonstrate an understanding of factors that influence how students integrate into practice settings
- providing ongoing and constructive support to facilitate transition from one learning environment to another
- have effective professional and interprofessional working relationships to support learning for entry to the register.

KSF Core dimension 2: level 3 – indicator g, level 4 – indicator f

KSF Core dimension 4: level 2

KSF Core dimension 5: level 3

Students and other learners entering the clinical area need to feel welcomed and valued as team members so that they can fully utilise the learning opportunities available to them. The mentor or facilitator of learning plays a crucial role in enabling the learner to socialise into the team. New staff members will require a period of induction.

Others, especially newly qualified staff, will need to have a Preceptor to help them to adapt to their new role. The following article references address the role of the preceptor:


All learners have a settling in period during which time they develop a relationship with their mentor. Andrews (1999) alludes to the importance of this relationship in his paper entitled ‘Mentorship in nursing: a literature review’.
Level 3 Evidence

To demonstrate the achievement of the learning outcome for this section you should select ONE from the list below and provide evidence for this.

- Analyse how you developed your mentoring relationship with your learner, showing how you worked with other team members to integrate them into your practice area.
- Critically appraise the placement welcome pack and evaluate how effective it was in helping your student integrate into the practice setting.
- Critically explore the strategies used to facilitate your learner in settling into the new practice placement environment, giving your rationale.

Additional Evidence

- A copy of the record detailing the initial interview conducted with a learner.
STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

Demonstrate effective relationship building skills sufficient to support learning, as part of a wider professional team for a range of students both in practice and academic learning environments.

Written Comments

Signature: ___________________________________ Mentor

Signature: ___________________________________ Mentorship Student

Dated: ______________________________________
SECTION TWO

NMC Domain: Facilitation of Learning

Learning Outcome

Evaluate the mentor’s role in facilitating independent learning and supporting students in their personal and professional development.

Related NMC competence statements:

- use knowledge of the student’s stage of learning to select appropriate learning opportunities to meet individual learning needs
- facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experience
- support students in critically reflecting upon their learning experiences in order to enhance future learning.

KSF Core dimension 2: level 3 – indicators d and e, level 4 indicators e and f.

This section addresses the mentor’s role in facilitating learning in the workplace. As the above domain suggests, where appropriate the mentor should be encouraging the learner to become independent in managing their learning experience. This is reflective of the philosophy underpinning adult learning theory or andragogy (Knowles 1990). A number of different learning methods have emerged to fit with this andragogical approach. These include reflection or experiential learning and problem-based learning (Quinn 2000).

Below is an article related to learning theories and the role of the mentor in supporting learning.

Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Evaluate the development of a learning contract. This will include:

- identifying learning needs appropriate to the learner’s stage of learning
- selecting appropriate learning opportunities to support the learner
- detailing the methods of assessment.

Appraise the value of developing a learning programme for your student to consider meeting individual learning needs and the integration of theory and practice.

Judge the merits of encouraging learners to reflect on their learning experience to enhance future learning.

Additional Evidence

A learning contract
STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

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

Written Comments

Signature: ___________________________________ Mentor

Signature: ___________________________________ Mentorship Student

Dated: ______________________________________
## SECTION THREE

**NMC Domain: Assessment and Accountability**

### Learning Outcome

Critically discuss the importance of accountability in assessing safe and effective practice.

**Related NMC competence statements:**

- Foster professional growth, personal development and accountability through the support of students in practice
- Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team
- 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
- Be accountable for confirming that students have met or not met the NMC competencies in practice.

**KSF Core dimension 2:** level 3 – indicator f, level 4 – indicators d and h

**KSF Core dimension 5:** level 3

### Learning Outcomes for Midwives Only

As a Sign-off Mentor confirm and justify the decision that students have met, or not met the NMC Standards of Proficiency in practice and are capable of safe and effective practice.

Show an in-depth knowledge and understanding of the assessment process and its application to practice.

This is probably the most challenging domain for any mentor to achieve. The study undertaken by Duffy in 2004 indicates that mentors have difficulty in failing incompetent students. Although it is related to nursing students, the findings of the study could be transferred to other situations involving the assessment of competence.

Clearly the issue of accountability should not be ignored. Whenever a learner is deemed proficient, the individual assessing them is accountable for that decision. Over the years the preparation of mentors has shifted from a focus
on the development of teaching skills to a much greater focus on assessment and the accountability of the mentor in making assessment decisions.

Below are some useful articles related to this domain, again they can be applied to any learning context.


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**Level 3 Evidence**

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Evaluate the process of assessment and how you reached summative decisions on the learner’s practice.

Critically reflect on professional accountability and how it relates to the assessment of practice.

Critically examine how you have (or will) manage poor learner performance in practice.

Argue the value of providing constructive feedback to help the student identify future learning needs.
Additional Evidence

Copy of the intermediate interview and final interview
Documented feedback

STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

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.

Written Comments

Signature: ___________________________ Mentor

Signature: ___________________________ Mentorship Student

Dated: ___________________________
MIDWIFERY MENTORSHIP STUDENTS

From September 2007 all Midwives who undertake Mentor Preparation Programs are required to have met the additional sign-off criteria, including having been supervised on at least 3 occasions for signing-off proficiency by an existing sign-off Midwifery Mentor during the programme. Midwifery Mentorship students need to record and sign the 3 practice interviews below.

**Practice Interview 1**

Date: ____________________________________________

Student’s Signature: ________________________________

Qualified Mentor: _________________________________

**Practice Interview 2**

Date: ____________________________________________

Student’s Signature: ________________________________

Qualified Mentor: _________________________________

**Practice Interview 3**

Date: ____________________________________________

Student’s Signature: ________________________________

Qualified Mentor: _________________________________
SECTION FOUR

NMC Domain: Evaluation of Learning

Learning Outcome

Critically analyse and improve evaluation strategies related to the student learning experience and show how this can improve student learning.

Related NMC competence statements:

- contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation
- participate in self and peer evaluation to facilitate personal development and contribute to the development of others.

KSF Core dimension 2: level 3 – indicator d, level 4 – indicator g

KSF Core dimension 4: level 3

KSF Core dimension 5: level 3

Evaluation forms an integral part in promoting and maintaining a quality learning environment. Feedback from learners and other individuals involved in the learning process enables changes to be made in the delivery of the curriculum both at classroom and practice level (Quinn 2000). In addition, positive evaluations highlight those aspects of practice that should be shared across the organisation and held up as examples of excellence.

Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

- Analyse the latest educational audit and determine the value of audit in evaluating the learning experience.
- Critically determine how your mentoring activity may be evaluated.
- Critically analyse the relationship between evaluation and the assessment process.
Additional Evidence

An evaluation form you have completed.

STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

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.

Written Comments

Signature: ___________________________________ Mentor

Signature: ___________________________________ Mentorship Student

Dated: ________________________________
SECTION FIVE

NMC Domain: Create an Environment for Learning

Learning Outcome

Critically examine the complex nature of developing a positive learning environment supporting learners in the identification and achievement of learning needs.

Related NMC competence statements:

- support students to identify both learning needs and experiences that are appropriate to their level of learning
- use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs
- identify aspects of the learning environment which could be enhanced negotiating with others to make appropriate changes
- act as a resource to facilitate personal and professional development of others.

KSF Core dimension 2: level 3 – indicator g, level 4 – indicators d and f

KSF Core dimension 4: level 2

KSF Core dimension 5: level 3

This domain is related to section 2 in that the focus is very much on creating an environment and culture that is conducive to learning. Pre-registration courses consist of 50% theory and 50% practice, demonstrating that practice is a valued forum for learning.

All clinical placements have a vast range of potential learning opportunities available to learners. It is the role of the mentor to identify and capitalise on these opportunities as a means of meeting the specific learning needs of the student. At the same time the mentor needs to be mindful of the quality of the learning experience and consider how they can further develop the learning environment to enhance the learner’s experience.
Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Critically analyse the meaning of effective practice and how it is implemented maintained and evaluated. Include how you would respond to practice developments.

Critically reflect on how students may learn by shadowing other healthcare professionals.

Identify learning opportunities, which are available to learners within your clinical area. Evaluate the human and material resources that are available and their impact on the range of learning experiences learners may be exposed to.

STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

Create and 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

Written Comments

Signature: ___________________________________ Mentor

Signature: ___________________________________ Mentorship Student

Dated: ______________________________________
SECTION SIX

NMC Domain: Context of Practice

Learning Outcome

Evaluate the contribution of health and social care professionals in the delivery of safe and effective care and its relationship to the learner experience.

Related NMC competence statements:

- contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated
- set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care
- initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.

KSF Core dimension 2: level 3 – indicators f and g, level 4 – indicators f and g

Increasingly care provision involves the input of a diverse range of professionals; often working across traditional health and social care boundaries. As professional boundaries and practices develop, this provides a challenge to ensure effective inter-professional care within a positive learning environment.

Change is considered to be a normal consequence of modern living, especially within the progressive field of health and social care. However, the change process is often problematic, with a deal of resistance from those who perceive the new order as a threat. This is particularly so when attempting to change the culture of a department or organisation. However, the culture of the learning environment plays an integral part in determining the quality of the learning experience and the degree to which staff are receptive to changes and developments in practice (Handy 1999).

In preparing your evidence you will consider the role and contribution of relevant health and social care professionals in current care delivery.
Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Examine the effectiveness of the involvement of the interprofessional team in student learning within your clinical area.

Critically analyse the mentor as an effective role model within an interprofessional environment.

Submit an example of an initiative that you have undertaken that contributes to an effective interprofessional learning environment, making reference to appropriate theory and including comments from other professional colleagues/learners on this initiative.

STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

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.

Written Comments

Signature: ________________________________ Mentor

Signature: ________________________________ Mentorship Student

Dated: ________________________________
SECTION SEVEN

NMC Domain: Evidence-based Practice

Learning Outcome

Evaluates own effectiveness in facilitating evidence-based practice.

Related NMC competence statements:

- identify and apply research and evidence-based practice to their area of practice
- contribute to strategies to increase or review the evidence-base used to support practice
- support students in applying an evidence-base to their own practice.

KSF Core dimension 2: level 3 – indicators a-c, level 4 – indicators a-c

Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Evaluate the evidence-base used to support an example of a teaching or learning experience you have prepared for your learner.

Critically appraise relevant evidence used within your mentoring practice.

Provide a rationale demonstrating how you have supported learner(s) in applying an evidence-base to their own practice.
STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence-base.

Written Comments

Signature: ____________________________ Mentor

Signature: ____________________________ Mentorship Student

Dated: ____________________________
SECTION EIGHT

NMC Domain: Leadership

Learning Outcome

Critically analyse the leadership skills required in the practice environment to plan, implement and evaluate the student’s learning experience.

Related NMC competence statements:

- plan a series of learning experiences that will meet students’ defined learning needs
- 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
- prioritise work to accommodate support of students within their practice roles
- provide feedback about the effectiveness of learning and assessment in practice.

KSF Core dimension 2: level 3 – indicators d-g, level 4 – indicators c-h
KSF Core dimension 4: level 3
KSF Core dimension 5: level 3

There is a common misperception that leadership is someone else’s responsibility and that it falls into the remit of the élite. In fact, leadership should be in evidence at all levels of the organisation if the culture is to truly support the learning and development of the individuals working within it (Sashkin and Rosenbach 1993). In particular, mentors and other individuals involved in the support of learners should not only demonstrate leadership in terms of promoting a quality learning experience but also should be role modelling the leadership behaviours they wish their learners to emulate.

The preparation of your evidence will help you to think about how leadership influences the facilitation of learning and assessment in your workplace. You will see that some of the domains covered already in previous sections will have required you to use your leadership skills in some shape or form.
Level 3 Evidence

To demonstrate the achievement of the learning outcomes for this section you should select ONE from the list below and provide evidence for this.

Critically analyse your role as an advocate in supporting your learner in accessing appropriate learning opportunities with other professionals, patients, clients and carers.

Judge how your involvement in prioritising work can facilitate the development of a range of learners.

Evaluate the effectiveness of meeting learners’ needs by examining the processes and evidence you employed when negotiating with other staff in the development of a learning programme.

STATEMENT FROM QUALIFIED MENTOR

I can confirm that ____________________ has achieved practical competence in all aspects of the following NMC domain:

Demonstrate leadership skills for education within practice and academic settings.

Written Comments

Signature: ___________________________________ Mentor

Signature: ___________________________________ Mentorship Student

Dated: ______________________________________

When you have completed this structured portfolio you should submit this, together with your written assessment by the due date.
CONTINUING PROFESSIONAL DEVELOPMENT

If you are a qualified Mentor and are mapping your existing skills against the standards and to meet your KSF requirements

1. This structured portfolio will help you to identify your existing knowledge and skills as well as identify any gaps that you may need to address in order to meet the required standards (NMC, 2008). The evidence requirements in the structured portfolio will support your competence and demonstrate that you are constantly updating your skills as a Mentor.

2. This evidence will be important for both your annual professional development review (PDR) and the triennial review.

3. All NMC Mentors are required to complete regular annual updating and triennial review to maintain live registration on the local register of mentors held by your employing organisation. You need to focus on those activities associated with gathering evidence to support your competence and mapping it against the NMC competencies.

4. In addition, when your role requires you to become a sign-off mentor, there is a section to help you to develop the necessary skills for this role.

5. You will need to maintain the currency of this portfolio as part of your PDR and, if you are a mentor, your triennial review.
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<th>Education Provider</th>
<th>Level attained ie Diploma/Degree</th>
<th>Date Awarded</th>
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### Mentor Preparation/Teaching Qualification

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### Mentor Update Record (last 3 years)

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<th>Date Year 3</th>
<th>Date Triennial review</th>
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### Record of Students Mentored

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<th>Date</th>
<th>Student Initials</th>
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<th>Assessments Undertaken</th>
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**Teaching and Assessing Students**

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**Sign-off Preparation**

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GLOSSARY OF TERMS

Accreditation of Prior (Experiential) Learning (AP(E)L)

Process of awarding credit for formal or experiential learning by mapping it against defined learning outcomes of the programme offered.

Competency

A competency describes the skills and abilities to practise safely and effectively without the need for direct supervision. Competencies are achieved incrementally throughout periods of practice experience during a programme. At the end of the final period of practice experience or supervised practice it is the evidence of achievement of all competencies that enables signoff mentors or practice teachers to decide whether proficiency has been achieved.

Fitness for Practice

Requires the student to demonstrate that they are practising safely and effectively, have met the standards of proficiency and all other requirements to become registered.

Levels 2 and 3

These denote the academic level of study the student is undertaking. Level 2 is diploma level and level 3 is degree level study.

Local Register of Mentors/Practice Teachers

Placement providers hold a register of all current mentors, including sign-off mentors and practice teachers, that have met the NMC outcomes for these roles and have additionally met the NMC requirements for maintenance on the register.

Mentor

A registrant who has met the outcomes of stage 2 and who facilitates learning, and supervises and assesses students in a practice setting.

Practice Proficiency

A student is deemed proficient when they have successfully met all of the NMC standards of proficiency for nursing, midwifery or specialist community public health nursing, or the relevant outcomes of an NMC specialist practice qualification, at the end of an NMC approved programme. Practice proficiency may only be signed off by a practice teacher or a mentor who has met the NMC additional criteria.
Preceptorship

The process through which existing registrants provide support to newly qualified registrants.

Proficiencies

These are contained within the *Standards of Proficiency* for each of the three parts of the register. Fitness for practice is demonstrated by meeting all NMC proficiencies and other requirements by the end of the programme.

Registrants

Nurses, midwives and specialist community public health nurses currently entered in the NMC register.

Sign-off Mentor

Mentors are required to meet specified criteria in order to be able to sign off a student’s practice proficiency at the end of an NMC approved programme. All midwife mentors and practice teachers will have met the requirements through their preparation programme.
SUGGESTED READING

Sections One and Two


Section Three


Section Four


Section Five


Sections Six and Eight


Section Seven

REFERENCES


