TRIENNIAL REVIEW

GUIDANCE DOCUMENT

FRAMEWORK OF EVIDENCE TO SUPPORT MENTORS IN MEETING THE NMC STANDARDS TO SUPPORT LEARNING & ASSESSMENT IN PRACTICE (NMC 2008)
1 Purpose of the document.

The purpose of this document is to provide guidance and support to both managers and mentors completing the triennial review process.

This document should be used in conjunction with: Framework of Evidence for Triennial Review to support Mentors in meeting the NMC Standards to Support Learning & Assessment in Practice (NMC 2008) – November 2014

2 Introduction to the NMC Standards to Support Learning and Assessment in Practice (SLAIP) (2008)

The purpose of the portfolio of evidence is to ensure that mentors meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (SLAIP) (2008).

The tool is a process of self-evaluation as required by the NMC.

The nature of the triennial review of mentors is for the placement providers to determine, but may form part of an employer-led personal development appraisal.

To be maintained on the local register the individual must have evidence of having:

1. Mentored at least two students (extenuating circumstances permitting) within the three year period. Supervisors of midwives are required to mentor at least one student undertaking a supervisor of midwives programme during the three year period relating to triennial review as outlined in NMC Circular 01/2008.
2. Participated in annual updating – to include an opportunity to meet and explore assessment and supervision issues with other mentors/practice teachers.
3. Explored as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances.
4. Mapped on-going development in their role against the current NMC mentor/practice teacher standards.
5. Been deemed to have met all requirements needed to be maintained on the local register as a mentor, sign-off mentor or practice teacher.

3 Guidance for Line Managers / Professional Leads

The local register is held by the placement provider as required within the NMC SLAIP standards (2008). It is essential that a live register is maintained and that those identified as supporting students in practice are ‘active’ on the register and compliant with the standards i.e. have attended annual update and completed their triennial review.

- The Triennial review is a collection of evidence over a three year period to evidence a mentor’s ongoing development and that they are meeting the NMC SLAIP standards.
- An ideal opportunity to monitor their progress with the triennial review is to discuss and review it during the annual PDR/Appraisal.
As a Line Manager you must:

- Read the mentor’s self-assessment documentation and the evidence they have submitted to support the eight domains.
- Hold a follow up discussion with the mentor.
- Your role is then to ensure you are satisfied that the mentor meets the NMC SLAIP (2008) and complete the verification form.

It is the responsibility of the mentor to inform the database administrator of the completion of the triennial review by sending the completed verification form.

4 Mentors

An NMC mentor is a registrant who, following successful completion of an NMC approved mentor preparation programme, has achieved the knowledge, skills and competence required to meet the defined outcomes.

Mentors must be on the same part or sub-part of the NMC register as the students they are supporting and assessing.

Mentors who support pre-registration nursing and specialist practice post-registration students must meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (SLAIP) (2008).

Mentors are responsible and accountable for:

- Organising and co-coordinating student learning in practice
- Supervising students in learning situations and providing them with constructive feedback on their achievements
- Setting and monitoring achievement of realistic learning objectives
- Assessing total performance; including skills, attitude and behavior
- Providing evidence as required by programme providers of student achievement or lack of achievement
- Liaising with others (e.g. mentors, sign-off mentors, practice teachers, link lecturers) to provide feedback, identify any concerns about the student’s performance and agree action as appropriate
- Provide evidence to sign off mentors with regard to decisions about achievement of proficiency at the end of the programme.

How to complete the triennial review process.

- The Triennial review is a collection of evidence over a three year period to evidence your ongoing development as a mentor and that you are meeting the NMC SLAIP standards.
- An ideal opportunity to monitor your progress with your triennial review is to review it at your annual PDR/Appraisal.
Once you have completed your triennial review you are required to have a discussion with your line manager or other designated person to review your collection of evidence and for them to make a recommendation for the local register.

When 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 time frame.

When a recommendation has been made, the mentor details should be updated on the mentor register by sending a copy of the verification form to the administrator for the local database.

This is YOUR document and it should form part of your PREP portfolio.

The NMC Standards to Support Learning and Assessment in Practice (SLAIP) (2008) can be looked upon as an extension of our current post registration education and practice (PREP) requirements, except the area being examined is our mentoring competencies instead of our own continuous professional development.

It is up to the individual mentor how they decide to collate this evidence, but it is advised, just like PREP, that mentors start to gather evidence in a portfolio separated by eight inserts, i.e.: 1 insert per NMC Domain.

5 Hints and tips on completing the Triennial review document.

- There are 8 NMC (2008) domains and outcomes for all mentors. Read each domain and consider examples of how your current practice meets the domains and outcomes to demonstrate your ongoing achievement and competency.
- Below are some suggestions. Where evidence is used this should also be accompanied by a reflection explaining how this meets the domain and outcomes.
- Also included within the guidance document are some reflective tools which you may wish to use. These can be used as evidence for any of the domains within the triennial review.

NMC DOMAIN 1- Establish effective working relationships

Demonstrate effective relationship building skills sufficient to support learning, as part of the wider inter-professional team, for a range of students in both practice and academic learning environments (KSF G1 C1 C2)

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

To evidence this domain discuss how you welcome students in to your practice setting? How do you support them to develop and foster good working relationships? How do you embody the fundamental principles, values and behaviors detailed within the NHS Constitution (2013) and the 6C’s (2013)? Also consider areas for development either person, professional or within your learning environment.
Examples of supplementary evidence. Student Practice documentation, Student Welcome Packs, Communication with CFP, Ward Managers, PEF, University Re Understanding of mentor’s role within orientation, Reflective writing / Self Evaluation

NMC DOMAIN 2 – Facilitation of Learning

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. (KSF G1 C2)

- Use knowledge of the student’s stage of learning to select appropriate learning opportunities to meet individual needs
- Facilitate a selection of appropriate learning strategies to integrate learning from practice and academic experiences
- Support students in critically reflecting upon their learning experiences in order to enhance future learning

Consider as a mentor how you support students in identifying their learning needs? How do you know if the student is learning effectively and benefiting from the experiences available within the placement environment? Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Student Practice documentation, Evidence of teaching sessions, Written feedback from students, Plan appropriate visits for the level of student to enhance learning, Student mid and end of placement reports, Facilitation/Teaching Methods/plans, Evidence of supporting student evaluation, Reflective writing / Self Evaluation.

NMC DOMAIN 3 Assessments and Accountability

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. (KSF G1 C2 C4)

- Foster professional growth, personal development and accountability through 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.
- 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.

Think about how you assess students within practice. What assessment methods could you use? How would you support a student who is not performing at the required level? Also consider areas for development either person, professional or within your learning environment.
Examples of supplementary evidence. Evidence of attendance at mentor update, Discussion of issues relating to student development, Reflective writing taken from PREP portfolio on aspects of accountability, Student practice documentation, written feedback, placement reports, Copies of student outcomes and action plan, Discussion around actions to take if student is underperforming, Appraisal Documentation, Reflective writing / Self Evaluation.

NMC DOMAIN 4 – Evaluation of Learning

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 registration has been met. (KSF C2 C5)

- 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

How do you as a mentor ensure that you give your student constructive feedback? How do you ensure that your student receives the feedback? Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Participation in educational audit. Evidence of participation in PDR. Copies of student’s action plans devised from end of placement feedback, Copies of reflective writing from students, Mentor evaluation forms.

NMC DOMAIN 5 – Creating an Environment for Learning

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 maximize achievement for individuals. (KSF G1 C2 C4 C5)

- 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

Consider how you support your students to achieve their learning outcomes in your area. What learning opportunities are available? How can the student use the opportunities to their maximum potential? How can you support this? Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Teaching aids used for student, Learning contracts taken from student practice documentation, Educational Audit documentation containing your input i.e. action plan.
NMC DOMAIN 6 – Context of Practice

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 may also support practice development (KSF G1 C2 C4 C5)

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

Think about your specialist area of practice. How do you contribute to the learning environment for both students and other learners both registered and bands 1-4? Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Appraisal of Line Manager-link with PDR, Demonstrate being a positive role model, Evidence of networking, sharing knowledge, participation in clinical audit, Feedback from other professionals/CPFs, Provide evidence for the aspect of inter-professional care through Mentor/supervisor witness testimony, Appraisal documentation, Produce Reflective writing on the topic of Evidence Based Practice, Contribution to Policy/Procedural Practice documentation.

NMC DOMAIN 7 – Evidenced Based Practice

Apply evidence-based practice to their own work and contribute to the further development of such a knowledge and practice evidence base. (KSF C2 C5)

- 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

Think about how do you keep up to date with the latest research and reflect how has this improved your practice? As a mentor demonstrate how you support your students in applying evidence to their practice? Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Knowledge of new guidelines/policy e.g. Trust, DOH, NICE, NSF, Dissemination of knowledge from relevant modules/study days. Participation in Link Groups. Participation in audit, guideline development, journal groups. Student testimonial. produce Reflective writing on the topic of Evidence Based Practice, Student practice documentation.
NMC DOMAIN 8 – Leadership

Demonstrate leadership skills for education within practice and academic settings. (KSF G1 G6 G7 C1 C2)

- 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

To evidence this domain explain your understanding of leadership in the context of education in your role as a mentor. Demonstrate how you have used these skills within the practice learning environment to enhance the student experience. Also consider areas for development either person, professional or within your learning environment.

Examples of supplementary evidence. Student Learning Contract, Evidence of contribution to ward teaching programme, Testimonials form CPF/PEF/HEI/Students, Evidence of Protected time (Sign Off Mentors), Evidence of time management, Examples of initial interviews, Participation in Educational Audit, Educational Link Group, mentor updates, Thank you cards/letters from students.
USEFUL RESOURCES

UCS Online mentor update can be accessed via
http://ucs.ac.uk/SchoolsAndNetwork/UCSSchools/SchoolofNursingandMidwifery/HealthPartners/MU1.aspx

UCS Information for Nursing & Midwifery Mentors can be accessed by via
http://ucs.ac.uk/SchoolsAndNetwork/UCSSchools/SchoolofNursingandMidwifery/HealthPartners/N%20M_Mentors.aspx

UCS – Link Lecturer teams can be accessed by via
http://ucs.ac.uk/SchoolsAndNetwork/UCSSchools/SchoolofNursingandMidwifery/HealthPartners/LinkTeams.aspx

UCS – Mentor Handbook can be accessed via
http://ucs.ac.uk/SchoolsAndNetwork/UCSSchools/SchoolofNursingandMidwifery/HealthPartners/Mentor%20Handbook%202009%20Index.aspx


USEFUL TELEPHONE NUMBERS

Allocations Office UCS: 01473 338475

Clinical Practice Facilitators:

Ipswich: 01473 702684 or 704377

West Suffolk: 01284 712507

Great Yarmouth: 01493 453732

Suffolk Community Healthcare: 01449 776630

Practice Education Facilitators (PEFs)

Sandra Gover NSFT & North Suffolk Mob: 07904 970334 email: sandra.gover@nhs.net

Laura Mallett Central Ipswich Mob: 07904 970383 email: laura.mallett1@nhs.net

University Campus Suffolk:

Ipswich: 01473 338450

West Suffolk Ed Centre: 01284 713397
USEFUL ARTICLES & BOOKS

**Teaching & Learning**


Fowler D (2008): Student midwives and accountability: are mentors good role models? *British Journal of Midwifery*, 16 (2) 100-104


**Assessment of Competence**


**APPENDIX 1 - Reflection Tools**

**SWOT Analysis of your role as a mentor / sign-off mentor in relation to Domain number ……..**

*(use *Specific*, *Measurable*, *Achievable*, *Realistic* and *Time specific* - SMART goals)*

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>Self assessment of learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection from mentor update and changes to curriculum

<table>
<thead>
<tr>
<th>New development/change to curriculum</th>
<th>Overview/changes</th>
<th>Key issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Critical incident reflection

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the incident</td>
<td></td>
</tr>
<tr>
<td>Why is this an important mentoring issue? (include impact on yourself, the</td>
<td></td>
</tr>
<tr>
<td>learner, the patient/client/relatives if applicable)</td>
<td></td>
</tr>
<tr>
<td>Were any issues identified as problematic and if so how did you deal</td>
<td></td>
</tr>
<tr>
<td>with them?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2 TRIENNIAL REVIEW – FREQUENTLY ASKED QUESTIONS

Who needs a Triennial Review? – All mentors and practice teachers supporting learners in a practice setting.

How do I complete my Triennial Review? - Each mentor/practice teacher undertakes a process of self evaluation in regards to their role as a mentor. Frameworks/workbooks exist to assist this process. They can be found on your Intranet.

Why do I need to have one? – The NMC requires that all mentors/practice teachers undergo triennial review to be maintained on the mentor register.

How are the NMC going to know if I have completed my triennial review or not? Each year your local university is reviewed by a team on behalf of the NMC. When the team visit the placement areas and speak to mentors/practice teachers, they also ask to see the mentor register to check whether mentors are up to date. When they visit next year, we also expect them to ask to whether mentors/practice teachers have had their triennial reviews. If they visit your placement area and speak to you, they may ask to see your evidence of meeting triennial review requirements.

Where do I go for guidance? – Each Trust has a framework that you can use to collate your evidence. You can contact you Clinical Practice Facilitator, Practice Education Facilitator or Link Lecturer for further advice/guidance.

When does it have to be completed by? – It is an on-going process and should be completed every three years.

What if I haven’t mentored 2 students over the past 3 years? If there is a reason for this i.e. you have been on maternity leave, long term sick, career break, then this counts as extenuating circumstances and so
long as you meet the other requirements then you can complete your triennial review. However, if you have not mentored 2 students because they are rarely allocated in your clinical area, then you need to discuss with your manager as to whether you are required to remain on the mentor register i.e. there may be a need for less ‘active’ mentors in your team.

**What if I’ve been on long term sick or maternity leave?** You should still complete your evidence towards the standards, but may need to identify areas for development i.e. attend mentor update or revisit student assessment documents. You should then agree with your manager when you are in a position to resume the role of mentor.

**I am a mentor in a short-placement area, do I still need to have a Triennial Review?** If you only mentor students on short non-assessed placements (less than 4 weeks), then you should still complete a Triennial Review. However, Domain 3 asks for evidence of your ability to assess students. You may be able to provide evidence towards this if you assess other learners in your workplace, if you don’t, then this domain is not applicable for you.

**What if I haven’t been to a mentor update every year for the past 3 years?** You will need to demonstrate within your evidence that you are up to date with the standards, curriculum requirements and assessment requirements for your local university. You can complete the online mentor update twice in a 3 year period.

**I completed my mentorship qualification in 2009, when do I need a Triennial Review?** You will need to complete your triennial review in 2012, ideally as part of your annual appraisal. You should be collated evidence towards it between now and then.

**I am a Sign Off Mentor, do I have to do anything extra?** To be a sign off mentor you will have demonstrated that you meet the additional requirements within the standards (2.1.3). You will need to demonstrate your skills and knowledge as a Sign off Mentor within your evidence for the triennial review.

**I am a Practice Teacher; do I need to have a different type of Triennial Review?** You need to obtain the framework of evidence for practice teachers which your Trust has developed. You should be able to find it on your Intranet.

**I have completed my triennial review, what do I do now?** Well done! Over the next 3 years you will need to continue to develop your record of evidence towards the standards.
Unable to complete requirements for NMC Triennial Review because you are

Unable to evidence that you have supported at least 2 students during the last 3 years

If this is due to maternity leave or long term sickness, then extenuating circumstances apply. If this is due to the number of students allocated, you must:

Complete Triennial Review and write an action plan to mentor at least 2 students over the next 3 years

Unable to evidence that you have attended annual mentor update during previous 3 years

If you are overdue for an update-complete the online mentor update now. If you missed an update one year, you need to demonstrate within your evidence that you are up to date now.

Complete action plan and Triennial Review within 3 months

Working in a newly established placement area or you have changed roles

You will now need to gather evidence for your Triennial Review in 3 years time. You must have attended a mentor update and been briefed on curriculum requirements before mentoring your 1st student

Complete Triennial Review in 3 years

Unable to provide evidence for Domain 3 ‘Assessment and Accountability’ as you don’t provide ‘assessed placements’

If you only mentor students on short ‘non-assessed’ placements then you may not be able to provide evidence for Domain 3. However, you may be able to demonstrate generic assessment skills if you assess other learners or staff

Complete Triennial Review

Manager to review the number of students being allocated and the number of mentors required through discussion with Link Lecturer/CPF/PEF

Remember you must complete an annual mentor update in future.

You may complete the online mentor update twice in every 3 years
## Document management

<table>
<thead>
<tr>
<th><strong>Document ratification and history</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Review date:</strong></td>
</tr>
<tr>
<td><strong>Obsolete date:</strong></td>
</tr>
<tr>
<td><strong>Owning Department:</strong></td>
</tr>
<tr>
<td><strong>File name:</strong></td>
</tr>
<tr>
<td><strong>Version number:</strong></td>
</tr>
</tbody>
</table>