

Portfolio of evidence



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This portfolio has been designed to help you integrate theory and practice and to provide an organised and systematic way of recording how all your practical and learning activities demonstrate that you meet the Nursing and Midwifery Council (NMC) competencies for the mentor programme as described in the NMC Standards to support learning and assessment in practice, section 2. 1. 2 (NMC, 2007).

You should consider your portfolio as a tool that will enable you to : Record reflective accounts of your learning

Provide an account of activities that you have undertaken during the programme Maintain a diary of your progress to include self evaluation and formative feedback from your designated practice supervisor Enable you to record a activity log to demonstrate that you have met the five days of practice learning and competence in assessing students on at least three occasions at progression points for pre-registration midwifery programmes

The portfolio is designed to enable you to provide evidence to your designated practice supervisor that you have met the required NMC competences and outcomes for a mentor and the requirements for a sign-off mentor as required for mentor midwives. These are presented as a series of domains, the first 8 identifying the domains for a mentor, the 9th identifying a domain for sign-off criteria. These are inter-related domains and are not mutually exclusive. It is expected that you will integrate the requirements across all domains as an iterative process. The portfolio evidence should be used during discussions with your designated practice supervisor to inform your progress and facilitate final assessment of your competence. It is

essential that you maintain your portfolio on an ongoing basis during the mentor preparation programme.

You are required to undertake the following

Teach, supervise and assess at least two students for at least four continuous weeks for each student Be directly observed by your designated practice supervisor whilst teaching, supervising and assessing students Undertake a range of activities with the students and related learning activities Demonstrate competence in assessing students on at least three occasions at progression points for pre-registration midwifery programmes

The documentation in the portfolio includes suggested activities that will help you in meeting the required competencies. It should be noted that these are only intended to facilitate your learning and the majority of activities will be undertaken whilst teaching, supervising and assessing your allocated students. In addition the suggested activities do not reflect the totality of your learning experiences.

You are required to meet with your designated practice supervisor at the beginning of the programme, and mid way to discuss your development needs and progress. Your portfolio of evidence will inform this process.

You are required to meet with your designated practice supervisor at programme completion for summative assessment of your progress. This will be informed by your portfolio of evidence and your designated practice supervisor's observation of competence in practice to determine if you have achieved the required competencies. Your designated practice supervisor is

required to complete the assessment of competencies form and sign the certificate of completion. If you have successfully completed the programme a copy of the certificate of completion will be forwarded to your line manager or professional lead for entry of your name to the local register of mentors and practice teachers. This will be accompanied by required biographical data for inclusion on the local register.

Competencies and Outcomes for a Mentor

Establishing effective working relationships

- Develop effective working relationships based on mutual trust and respect.
- 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.

Facilitation of learning

- Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs.
- Facilitate 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.

Assessment and accountability

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- Foster professional growth, personal development and accountability through support of students in practice.

- Demonstrate a breadth of understanding of assessment strategies and the 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 either 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 in practice and are capable of safe and effective practice.

Evaluation of learning

- Contribute to evaluation of student learning and assessment experiences

- proposing aspects for change as a result of such evaluation.

- Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

Creating an environment for learning

- 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.

Context of practice

- 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.

Evidence-based practice

- 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.

Leadership

- 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.

In addition, course participants must meet sign-off mentor criteria and demonstrate that they have: Clinical currency and capability in the field of practice in which the student is being assessed. A working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing. An understanding of the NMC registration requirements and the contribution they make to meeting these requirements. An in-depth understanding of their accountability to the NMC for the decision they make to pass or fail a student when assessing proficiency requirements at the end of a programme.