

MENTOR PASSPORT

SECTION ONE

NAME..... WORK AREA.....

Please circle

MENTOR QUALIFICATION: Level 6 Level 7 998 997 (APEL)

MENTOR STAGE: 1 2 3 4

SIGN OFF MENTOR YES NO

Linked to KSF Dimensions Core: 1, 2, 4, 5 & G1

RECORD OF MENTOR TRAINING

DATE	HEI/TRUST (Face to Face/Virtual/E-learning)	FACILITATORS SIGNATURE

RECORD OF MENTOR ACTIVITY

PLACEMENT DATE	LEARNER INFORMATION (NAME;COHORT/BRANCH/STAFF GRADE)	UNIVERSITY/BASE

Section one: Requires you to record any student/learners facilitated in a three year period. You also need to record your mentor updates/training annually.

Section Two:

Requires you to complete two reflections on students you have supported in a three year period.

Section Three: Asks you to confirm and record your evidence to support the 8 Domains set out in the NMC Standards to Support Learning and Assessment in Practice (2011). Please see Appendix 1 for examples to support you. **Please refer to NMC Standards to Support Learning and Assessment in Practice (2008) document to assist you with completion.**

TRIENNIAL REVIEW

What is Triennial Review?

Triennial review is a three yearly cycle of reflection for mentors which enables you to demonstrate that you can continue to meet The NMC Standards to Support Learning and Assessment in practice.

Why do I need to complete a Triennial Review?

The NMC requires that all mentors undergo triennial review to practice as a mentor; ensuring mentors remain up to date and appropriately prepared to support and assess students in practice.

Who needs to undertake a Triennial Review?

All mentors who are supporting and assessing learners in a practice setting.

When do Mentors need to undertake a Triennial Review?

It is an on-going process and should be completed every three years.

How do I complete my Triennial Review?

Each mentor undertakes a process of self-evaluation regarding their role as a mentor. The Mentor Passport exists to assist you in this process.

How do I complete this document?

. Please note your details will be recorded on the Live Register of Mentors and Associate Mentors held on the Placement Learning Support System (PLSS). The information will be held in accordance with the Data Protection Act 1998 and will not be used for any other purpose than the administration of clinical placements

SELECTED REFLECTIONS OF LEARNER ACTIVITY

SECTION TWO

LEARNER A.....	DURATION OF ACTIVITY.....
SUMMARY OF HOW THE LEARNER PLACEMENT WENT	
WHAT YOU FEEL WENT WELL	
WHAT YOU WOULD CHANGE NEXT TIME	
ACTION PLAN TO INITIATE CHANGE	

LEARNER B.....	DURATION OF ACTIVITY.....
SUMMARY OF HOW THE LEARNERS PLACEMENT WENT	
WHAT YOU FEEL WENT WELL	
WHAT YOU WOULD CHANGE NEXT TIME	
ACTION PLAN TO INITIATE CHANGE	

SECTION THREE

EVIDENCE TO SUPPORT YOUR MENTORSHIP COMPETENCY (NMC 2008).

I CAN CONFIRM THAT I HAVE UPDATED MY KNOWLEDGE AND SKILLS IN RELATION TO MENTORSHIP AS REQUIRED BY THE NURSING AND MIDWIFERY COUNCIL. THE EVIDENCE FOR THIS WILL BE INCLUDED IN MY PROFESSIONAL PROFILE AND INCLUDES:

MANDATORY STANDARDS	ACTIVITIES UNDERTAKEN (ONGOING, ALL 8 WITHIN A 3 YEAR PERIOD)	EVIDENCE
1. Establishing effective working relationships		
2. Facilitation of learning		
3. Assessment and accountability		
4. Evaluation of learning		
5 Creating an environment for learning		
6. Context of Practice		
7. Evidence based practice		
8. Leadership		

TRIENNIAL DECLARATION

SECTION FOUR

	Circle	YEAR 1	YEAR 2	YEAR 3
Mentored at least one student over the last year.	YES: NO:	Date:	Date:	Date:
Participated in an annual mentor update inclusive of one face to face session in a three year period	YES: NO:	Circle: Face to Face Virtual E-Learning	Circle: Face to Face Virtual E-Learning	Circle: Face to Face Virtual E-Learning
Explored and participated in Informal peer review	YES:		NO:	
Reflected on practice & development needs	YES: NO:	Comments:	Comments:	Comments:
I CAN CONFIRM THAT I HAVE UPDATED MY KNOWLEDGE AND SKILLS IN RELATION TO MENTORSHIP AS REQUIRED BY THE NURSING AND MIDWIFERY COUNCIL (2008). THE EVIDENCE FOR THIS WILL BE INCLUDED IN MY PROFESSIONAL PROFILE/PORTFOLIO				
Signature:				

PLEASE INFORM YOUR PRACTICE EDUCATION FACILITATOR WHEN YOU HAVE COMPLETED YOUR TRIENNIAL REVIEW SO YOUR RECORDS CAN BE AMENDED. Contact Sonia.Anderson2@nhs.net or Emily.Chaffe@nhs.net

APPENDIX ONE

Examples of evidence for recording in your mentor passport

Mentor competencies are achieved by successful completion of an NMC approved mentor preparation programme that achieves all of the outcomes of stage 2. These outcomes are as follows;

Establishing effective working relationships

Develop effective working relationships based on mutual trust and respect.

- *Orientation to placement*
Introduction to staff/team
Student's background/knowledge/skills/needs established.
Allotted time for student/mentor contact
Initial interview/assessment completed. Anonymous examples
Location sheets/placement visit plans
Students ward guides or induction packs

Demonstrate an understanding of factors that influence how students integrate into practice settings.

- *Relationships/roles in multidisciplinary team*
Environment conducive to learning
Inclusion in team meetings
Awareness of learning styles/needs
Practice profile
SWOT analysis

Provide on-going and constructive support to facilitate transition from one learning environment to another.

- *Dates of meetings with student*
Reflection sessions
Associate mentors input
Written feedback and student evaluations
Learning contracts
Assessment reports.
Action plans for students

Facilitation of learning

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

- *Familiar with course documentation*
Learning contracts/learning opportunities written
Individualised learning strategies.
Study days/updates.

Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences.

- *Dates or evidence of reflective practice sessions*

Practice meetings

Details of learning resources in the practice

Support students in critically reflecting upon their learning experiences in order to enhance future learning.

- *Dates or evidence of reflective practice sessions*
Learning contracts
Learning opportunities
Individualised learning strategies.

Assessment and accountability

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

- *Formative and summative assessment knowledge*
Link theory to practice
Variety of assessment strategies.
PDP

Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team.

- *Formative and summative assessment*
Variety of assessment strategies

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.

- *Assessment documentation*
Reflection
Learning contracts
Clinical supervision

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.

- *As above*

Evaluation of learning

Contribute to evaluation of student learning and assessment experiences -
Proposing aspects for change as a result of such evaluation.

- *Peer group support/supervision*
Reflection
Updates

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

- *Reflection of mentoring*
Group involvement
Clinical supervision
Peer reviews

Creating an environment for learning

Support students to identify both learning needs and experiences that are appropriate to their level of learning.

- *Plans for student Education sessions Learning contracts Location sheets Student guides work books or learning packages*

Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs.

- *As above*

Identify aspects of the learning environment which could be enhanced - negotiating with others to make appropriate changes.

- *Audit group Group involvement Updates*

Act as a resource to facilitate personal and professional development of others.

- *New initiative/innovations Team meetings/supervision PDP*

Context of practice

Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.

- *New initiative/innovations Team meetings Audit*

Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care.

- *Meetings New initiatives Team meetings Literature searches*

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

- *Effective learning environment Audit New initiatives*

Evidence-based practice

Identify and apply research and evidence-based practice to their area of practice.

- *Reflection sessions/student meetings New initiatives Team meetings Literature searches*

Contribute to strategies to increase or review the evidence-base used to support practice.

- *New initiative/innovations*
Team meetings

Support students in applying an evidence base to their own practice.

- *Plans for student*
Education sessions and packs
Learning contracts
Reflective sessions

Leadership

Plan a series of learning experiences that will meet student's defined learning needs.

- *Plans for student*
Education sessions and work books
Learning contracts
Location sheet/opportunities

Be an advocate for students to support those accessing learning opportunities that meet their individual needs - involving a range of other professionals, patients, clients and carers.

- *Location sheet/opportunities*
Plans for student

Prioritise work to accommodate support of students within their practice roles.

- *Rota*
Supervision sessions
Reflective sessions

Provide feedback about the effectiveness of learning and assessment in practice.

- *Student evaluations*
Group support
Clinical supervision
Written reports
Liaison/joint working in education