

# Report of the Project to Implement NMC Standards to Support Learning & Assessment in Practice



***On behalf of the Department  
of Health, Social Services &  
Public Safety***

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## **Acknowledgement from the Chair of the Steering Group**

### **Acknowledgement**

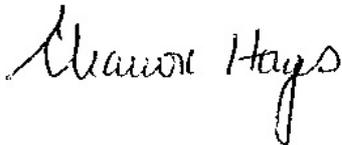
The NMC published its Standards to Support Learning and Assessment in Practice in 2006. The main purpose of the new standards is to strengthen assessment and learning in practice for students on nursing, midwifery and specialist community public health nursing programmes. The implementation of the NMC standards present significant challenges to service and education programme providers.

In January 2007, the Chief Nursing Officer, DHSSPS, requested NIPEC to project manage the implementation of the NMC Standards in Northern Ireland. As a NIPEC Council Member, I chaired the Steering Group for the Project and worked closely with the NIPEC Project Lead and Project Manager.

I have valued the support and contributions of the members of the Steering Group who kept the progress of the Project under review and ensured Project targets were achieved. The Project Group members who met monthly throughout the Project are to be commended for their commitment and significant outputs; and for the highly important work they took forward in their own organisations.

The Project was carried out through very effective collaborative working between the various stakeholders; all of whom are to be congratulated on their achievements, which took place at a time of unprecedented change in Northern Ireland as a result of the Review of Public Administration. Their contributions through all stages of the Project were essential in ensuring that the objectives were achieved and the NMC Standards were successfully implemented.

As Chair of the Steering Group, I commend the results of the Project to you. They will provide a solid foundation for the ongoing implementation of the NMC Standards in Northern Ireland and will contribute to the quality of practice learning for students.



**Eleanor Hayes**  
**Chair, Steering Group**

## Section 1

### BACKGROUND

#### Introduction

- 1.1 The Nursing and Midwifery Council (NMC), as the regulatory body for nursing, midwifery and specialist community public health nursing, sets standards for programmes for entry to or recording a qualification on its register. The main purpose of the NMC standards is to ensure protection of the public. One area that has been the subject of considerable debate and concern in recent years has been that of the competence of students who have completed NMC regulated programmes (Duffy, 2003)<sup>1</sup>. All pre and post-registration programmes comprise theory and practice, with students generally spending 50% of time in the practice setting where they are supervised, taught and assessed by experienced registrants.
- 1.2 As a response to these concerns, the NMC has been taking forward a programme of work to provide greater assurances of competence with a focus on practice learning. Part of this has involved developing new standards to support learning and assessment in practice, which the NMC has published for implementation after 1<sup>st</sup> September 2007 (NMC, 2006)<sup>2</sup>. The main purpose of the new standards is to strengthen assessment and learning in practice for students on nursing, midwifery and specialist community public health nursing programmes, thus better ensuring competency at the point of registering or recording a qualification with NMC. It was recognised that the implementation of these standards would have a considerable impact on service and education programme providers in Northern Ireland.
- 1.3 In recognition of this, the Department of Health and Social Services and Public Safety (DHSSPS) requested that the Northern Ireland Practice and Education Council (NIPEC) would project manage the implementation of the standards in Northern Ireland. A project was set up to assist education and service programme providers to implement the standards, minimise duplication of effort and provide a standardised approach to supporting students across all practice areas, both within the Health and Social Care (HSC) Trusts and the Independent Sector. This report presents an

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<sup>1</sup> Duffy, K (2003). Failing students: a qualitative study of factors that influence the decisions regarding assessment of students' competence in practice. London: NMC

<sup>2</sup> NMC (2006). Standards to support learning and assessment in practice: NMC standards for mentors, practice teachers and teachers. London: NMC

account of the project that was undertaken to manage this, which commenced in January 2007 and was completed at the end of March 2008.

### **Context**

- 1.4 At the time of the project the Health and Social Services in Northern Ireland were undergoing radical changes as a result of the Northern Ireland Review of Public Administration (RPA). This involved 18 Health and Personal Social Service Trusts being amalgamated to form 5 HSC Trusts on 1<sup>st</sup> April 2007. As would be expected, this resulted in considerable upheaval as the new Trusts established their infrastructure. The project was initiated prior to the above changes and was progressed in tandem with the setting up of the new Trusts, resulting in many changes in structures and personnel in the Trusts. This presented considerable challenge to the Trusts in implementing the new standards and establishing the necessary systems and processes to support ongoing maintenance of the standards. This also presented difficulties in progressing the project at times. It is acknowledged, however, that all those involved worked hard to overcome the difficulties and barriers and demonstrated a high level of commitment.

### **NMC Standards**

- 1.5 As indicated above, the new standards describe, in detail, the NMC requirements to support pre-registration nursing or midwifery students and post-registration nursing students commencing programmes after 1<sup>st</sup> September 2007. The students on these programmes must be supported by mentors and/or practice teachers who meet the new NMC standards, with an appropriate infrastructure established in placement areas. The implementation of the new NMC standards requires the following to be in place:
- I. Processes must be developed to ensure that mentors and practice teachers previously prepared for their role, and who will be supporting students commencing after September 2007, meet the new NMC standards.
  - II. Placement providers are required to establish and maintain an up-to-date local register of mentors and practice teachers, which can be accessed by Education Providers.

- III. Placement providers are required to develop and implement processes that ensure that mentors and practice teachers meet NMC requirements for ongoing competency and updating.
- IV. Placement providers are required to develop infrastructures that provide the necessary protected time for mentors and practice teachers to meet the specified NMC requirements for supporting and assessing students in practice.
- V. Education Providers are required to develop systems that ensure the relevant verification of students meeting NMC proficiency requirements during programmes and at programme completion.
- VI. Programmes for preparation of new mentors and practice teachers that meet new NMC standards must be developed by service and education programme providers.
- VII. New mentor and practice teacher programmes must be approved by NMC for provision by NMC approved education institutions.

## Section 2

### PROJECT PLAN AND APPROACH

#### Introduction

- 2.1 In December 2006 the DHSSPS requested that NIPEC project manage the implementation of the NMC Standards in Northern Ireland. NIPEC submitted a project plan to the DHSSPS, which was approved and updated as the project progressed; a copy is attached at *Appendix One*. It was agreed that the project would commence in January 2007 and would be completed in March 2008. NIPEC Council had overall responsibility for ensuring achievement of project outcomes. The Council approved the necessary resources and a NIPEC Senior Professional Officer was identified as the Project Lead and a Project Manager was appointed to oversee the work.

#### Project Management Structure

- 2.2 A project management approach was adopted to achieve the project objectives and a comprehensive project management structure was established. A Steering Group and Project Group were set up to take the forward the implementation and management of the project.
- 2.3 A Project Manager was appointed in June 2007 to manage the day-to-day work of the project. In addition, the NIPEC Officers worked closely with the members of the Project Group and various organisations to assist with the work streams.
- 2.4 The Steering Group was set up to oversee the management of the project. The membership was drawn from the key stakeholders including HPSS/HSC Trusts, HPSS Health Boards; DHSSPS; Independent Health Care Providers; Education Providers; Northern Ireland NMC members; lay NIPEC Council membership; and staff from NIPEC; the list of members is attached at *Appendix Two*. To bridge the gap between the old and new Trusts, representation included nurses and midwives from each of the clusters of HPSS Trusts that would form the new HSC Trusts. The Steering Group was chaired by an NMC registrant who is a NIPEC Council member and, at the time of the project being set up, was a Director of Nursing from an HPSS Trust. The Steering Group met every two months, the first meeting being held in February 2007.

- 2.5 A Project Group was set up, chaired by the Project Lead, a Senior Professional Officer from NIPEC. Membership included representation from key stakeholders including: HSC Trusts; DHSSPS; Independent Health Care Providers; Education Providers; and NIPEC. A list is attached at *Appendix Three*. As was the case for the Steering Group, the membership included representation from each of the clusters of Trusts that would form the new Trusts. The differing needs of nursing, midwifery and specialist community public health nursing were also addressed within the composition of the Project Group, which met monthly.
- 2.6 The members of the Project Group worked across the various service and Education Provider organisations to carry out the work required within individual organisations. It was agreed that the members from each of the clusters of Trusts/new Trusts would form a local working group which, together with other Trust staff, would be responsible for ensuring that the various aspects of the project were progressed.
- 2.7 As the project progressed, the Trust infrastructure was being established; this involved the appointment of a senior nurse/midwife with a responsibility for learning and development, which made provision for an education lead role. The Education Leads became the key to the ongoing implementation of the NMC Standards throughout the Trusts. NIPEC Officers met with each Education Lead on appointment to apprise them of the status of the ongoing issues and key priorities. The Executive Directors of Nursing and Education Leads were updated regularly regarding the progress of the project.
- 2.8 It was recognised that Trusts required additional support to take forward the implementation of the NMC standards. To support this, the DHSSPS provided funding to appoint a Project Officer in each Trust to facilitate the implementation of the NMC standards. Project Officers were appointed between 1<sup>st</sup> October and 19<sup>th</sup> November 2008 in four out of the five Trusts and commenced in post at different times depending on when they were appointed and thereafter released from their substantive posts. The Project Officers worked closely with their Education Lead and linked with the key contacts and working group members within the Trusts. The Project Officers joined the Project Group and liaised with NIPEC officers, who provided an induction to their role and supported the Project Officers regularly throughout the remainder of the life of the project.

- 2.9 Due to the nature of the project, the majority of the work was required to be implemented by the placement providers in both the Trusts and the Independent Health Care Sector. Much of the work required close collaboration with service and Education Providers and subsequently Information Technology support from Directorate of Information Systems (DIS).

### **Project Group Sub-Groups**

- 2.10 During initial Project Group meetings, members were organised into three sub-groups to initiate the work in the key areas: mapping, local register and mentors' programme. Members were distributed through the sub-groups to ensure that there was an equal representation from education and service provider areas. The membership and objectives of each sub-group are included in *Appendix Four*. The output from the sub-groups was presented to the main Project Group for discussion and agreement and, where required, presented to the Steering Group for final agreement.

### **The Trust Working Group**

- 2.11 The majority of the work arising from the Project was carried out through the Project Group. Representatives from the Project Group co-ordinated required activities through the Trust Working Groups. A lead contact person was identified from each Trust and provided a vital link between the Project Group and key staff in the Trusts. This arrangement worked well, with the key contacts reporting on the progress of implementation of the NMC Standards within the Trusts. Each working group was advised to expand its membership according to individual Trust needs and to share the implementation across the various Trust sites.

### **Project Plan**

- 2.12 As indicated above, a Project Plan was developed with the overall aim of facilitating service and education programme providers in meeting the *NMC Standards to Support Learning and Assessment in Practice* and to ensure that sufficient mentors and practice teachers were in place to meet NMC requirements. The objectives for the project were agreed as follows:

- I. To ensure that service providers have an infrastructure in place that enables them to meet NMC standards.

- II. To ensure that service providers have developed a system to enable current mentors and practice teachers to be mapped against NMC requirements.
- III. To ensure that service providers develop a database that can be used in each locality to maintain a register of mentors and practice teachers, annotated with the details required by NMC and accessible to Education Providers.
- IV. To ensure that service and education programme providers have arrangements in place for further development of current mentors and practice teachers who are unable to demonstrate that they meet NMC standards.
- V. To work with service and education programme providers to ensure that programmes developed for mentors and practice teachers meet service needs for a regionally developed programme, and will facilitate the development of adequate numbers of mentors and practice teachers to support the programmes commissioned by the DHSSPS.
- VI. To ensure that preparation programmes for mentors and practice teachers are approved in accordance with NMC requirements in a timely manner.
- VII. To facilitate the development, by service and education programme providers, of quality assurance systems that will monitor and evaluate the effectiveness of the structures and processes implemented to meet NMC standards.
- VIII. To explore the resource impact of meeting NMC requirements.

*The project was delivered over three phases from January 2007 to March 2008:*

- Phase one from January 2007 to March 2007 involved setting up the mechanisms and structures to deliver the project.
- Phase two from April 2007 to September 2007 addressed those aspects of the NMC standards that were required to ensure sufficient mentors and sign-off mentors are in place to meet programme needs for the academic year commencing 2007.
- Phase three from October 2007 to March 2008 addressed the completion of the project.

2.13 The Project Plan was regularly reviewed at Steering Group and Project Group meetings and amended as required. A more detailed work plan was drawn up and

amended as required to identify particular responsibilities for the Project Group members to undertake in order to meet the overall objectives.

### **Communication Strategy**

- 2.14 Due to the complexity of the project and the pressure of time, it was essential that a comprehensive communication structure was identified. Interim reports and updates were prepared for meetings of the Education Strategy Group, a sub-group of the Central Nursing Advisory Committee, to ensure that key stakeholders were kept up to date and appraised of the progress of the project.
- 2.15 Key stakeholders and staff within each organisation were also kept informed of progress and the work required to meet the new *NMC Standards to support learning and assessment in practice*. Various communication techniques were employed:
- All publications were posted on the NIPEC website for ease of access, including minutes of all meetings. The website was updated regularly with details of project activities
  - Email communication to engage key stakeholders in ongoing work and provide updates on the progress of the project
  - Telephone communication responding to queries and following up specific areas of activity
  - Attendance of the Project Manager at Trust working group meetings
  - The Project Manager providing presentations to various groups.
  - Publishing and disseminating briefing papers.
  - Publishing and circulating update bulletins following each Steering Group meeting.

## Section 3

### PROJECT PLAN PROGRESS

#### Introduction

- 3.1 As indicated previously, a Project Plan was agreed by the Steering Group to guide the work of the project. This section of the report will provide an account of the progress of the project and will present the outcomes in relation to the project objectives. The key activities will be presented relative to each objective area together with the difficulties and challenges experienced, if any, and the extent to which the objective was achieved.

#### Objective 1

**To ensure that service providers have an infrastructure in place that enables them to meet NMC standards.**

- 3.2 The new NMC Standards require service providers to have in place an infrastructure that enables them to meet the NMC Standards. Systems and processes were required to be established within each organisation. The NIPEC Project Lead and the Project Manager worked closely with the Trusts to take forward work on this infrastructure. Advice and guidance was provided at various stages of the project, with a particular focus on ensuring that mentors and practice teachers met NMC Standards and local registers of mentors and practice teachers were set up. These are discussed in more detail against the relevant objectives.
- 3.3 It was recognised that the project was principally managing the implementation of the NMC Standards and that placement and Education Providers would be required to take forward other elements of NMC requirements outside the remit of the project. To assist with this, a 'Responsibilities' paper (*Appendix Five*) was drawn up to identify key issues that were addressed through the project and those issues that remain outstanding to be addressed by the main stakeholders involved. This paper was used for discussion with the Education Leads and senior staff from Education Providers at the meetings that took place during March 2008 to apprise them regarding project progress and outstanding issues.

## ***Conclusion***

- 3.4 Work has been taken forward throughout the project in collaboration with key stakeholders from service and education sectors to ensure awareness of the ongoing requirements of the NMC Standards.
- 3.5 This objective has been fully achieved. A paper was developed and circulated to all key stakeholders to highlight areas for ongoing management. The 'Responsibilities' paper was positively received and it was agreed that this would be highly beneficial in ensuring NMC Standards would continue to be met.

## **Objective 2**

**To ensure that service providers have developed a system to enable current mentors and practice teachers to be mapped against NMC requirements.**

- 3.6 The NMC Standards recommend that all mentors and practice teachers map their current qualifications and experience against the new NMC Standards for mentors and practice teachers. It was agreed to take a regional approach to the mapping of mentors and practice teachers to ensure consistency in the application of the process. The purpose of the mapping exercise was to ensure that existing mentors and practice teachers, who support nursing, midwifery and specialist community and public health (SCPHN) students commencing programmes from September 2007 onwards, met the requirements of the NMC Standards.

## ***Development of the mapping tools and process***

- 3.7 It was agreed to develop tools that would be used to guide the mapping process (*Appendix Six*). The tools were devised to provide a standardised approach to the mapping of current mentors and practice teachers against the NMC standards. Some of the work initiated by NHS Education Scotland (NES), with their agreement, was used to guide development of the tools. Mapping tools were produced for:
- Nursing mentors/sign-off mentors
  - Midwifery mentors
  - Practice teachers.
- 3.8 The mapping tools were developed by the Project Group and signed off by the Steering Group. The tools included information about the mentor or practice teacher

required for entry of data on the local register of mentors and practice teachers. The tools were revised in response to feedback gained from the initial mapping exercise.

- 3.9 The mapping process required each individual to carry out a self-evaluation against the eight NMC domains for mentors and practice teachers. For nursing mentors an additional section was included to address sign-off mentor requirements. In addition, it was recommended that mentors and practice teachers provided a few examples from their previous experience to demonstrate how they achieved the outcomes for discussion with their line manager or professional lead. Mentors who could meet the sign-off criteria for nursing were identified in the first instance by their line manager or professional lead and mapped their experience against the sign-off mentor criteria.
- 3.10 The mentors/practice teachers were required to meet with their line manager or professional lead to discuss the extent to which they met NMC criteria. If it was agreed that the NMC criteria were met, the line manager/professional lead recommended entry to the local register. Where a recommendation could not be made, an action plan was jointly developed to identify issues and consider how these could be achieved within a mutually agreed time frame. It was agreed that mentors who were unable to demonstrate that they met the criteria for sign-off mentors would be supervised by a sign-off mentor on at least three occasions, as required by NMC. When it was confirmed that a mentor or practice teacher met NMC requirements, their details were placed on the local register of mentors and practice teachers.

#### ***Mapping mentors and practice teachers in HSC Trusts***

- 3.11 The HSC Trusts, through the local working groups and assisted by the NIPEC Project Manager, used various strategies to ensure that mentors, practice teachers and their managers were made aware of the NMC requirements and the agreed regional approach. This involved activities such as workshops; presentations; email communications; distribution of the Steering Group bulletins; and dissemination of material through the NIPEC website.
- 3.12 Mapping of mentors and practice teachers was initially targeted at placement areas identified as receiving students commencing programmes after 1<sup>st</sup> September 2007. The universities provided to the NIPEC Project Lead details regarding indicative placement areas. This information was collated and forwarded to the Trusts.
- 3.13 Guidance was developed to assist line managers/professional leads to implement the mapping process (*Appendix Seven*). The Key Contact identified for each Trust co-

ordinated activities in the Trust through the Local Trust Working Group. It was recommended that the membership of the group was expanded to include other key staff in order to raise awareness and facilitate the work required to meet the new standards. NIPEC Officers worked closely with the working groups in each Trust to troubleshoot problems discuss issues arising from the mapping exercise and clarify the requirements of the NMC Standards.

- 3.14 An initial target date for the priority areas was agreed as the end of September 2007. Due to slippage, the target date was reviewed and agreed as the end of October 2007, to ensure the required numbers of mentors would be mapped in advance of allocation of students to placement areas. The Key Contact and/or the Project Officer reported back to the Project Group at each meeting about how work was progressing in their organisation.
- 3.15 Subsequently mentors and practice teachers in all remaining placement areas were addressed to ensure that there would be sufficient mentors, sign-off mentors and practice teachers to support students on NMC approved programmes.

#### ***Mapping mentors and practice teachers in the Independent Sector***

- 3.16 The Independent Sector in Northern Ireland providing placement for students comprised a number of larger organisations such as Four Seasons Healthcare, Southern Cross, North and West Housing and NI Hospice, together with a large number of smaller private nursing homes. Representatives from the Independent Sector were included within the membership of the Steering Group and Project Group.
- 3.17 NIPEC provided information to each independent provider organisation to raise awareness of the NMC Standards and offered to meet with them. Unfortunately the response was poor. There were particular difficulties in ensuring that processes and structures were established within the organisations in the Independent Sector, not least due to the wide geographical spread.
- 3.18 In order to take the work forward, it was agreed that the NIPEC Project Manager would work with the larger organisations and Education Providers would work with the other areas used for student placement to ensure that mentors were mapped against NMC Standards. Awareness sessions in the larger organisations were organised and facilitated by the NIPEC Project Manager, who also assisted with awareness sessions hosted by Education Providers for the nursing homes.

Unfortunately these were poorly attended and awareness remained low in the Independent Sector. Those staff who did attend gave positive feedback.

### ***Current Position***

- 3.19 The mapping exercise in the Trusts has progressed well, with all placement areas addressed. Reassurances have been received from Trusts that there are sufficient mentors and practice teachers mapped to supervise students on NMC approved programmes currently commissioned in Northern Ireland.
- 3.20 Progress has been made in the Independent Sector. Current mentors and practice teachers have been mapped in the larger organisations such as NI Hospice, Four Seasons and North West Housing. The mapped mentors and practice teachers in each organisation have been placed on a local register, which is held centrally in each organisation. Systems have been established with the Education Providers and smaller private nursing homes to address each organisation, depending on priority for student placements.
- 3.21 A contingency plan was developed by Trusts to map the remaining mentors and practice teachers who were not available for the mapping exercise. Outstanding issues were addressed by the Project Officers through an action plan.
- 3.22 There is agreement within all HSC Trusts that students on NMC programmes will only be allocated to mentors or practice teachers whose details have been entered on the local register. The Education Providers will ensure students placed in the Independent Sector are allocated mentors or practice teachers who meet NMC requirements.

### ***Difficulties and challenges***

- 3.23 Significant difficulties were experienced in the mapping exercise early in the project, as no one person was initially identified to lead the implementation of the standards within the Trust. The progress of the project was also affected by the changes in structure throughout the Trusts in Northern Ireland as a result of the Review of Public Administration. This resulted in changes to the membership of the Steering Group and Project Group, affecting the smooth implementation of the work required from the project within service provider organisations. Other issues included: many interpretations of the NMC Standards requiring clarification; a number of new NMC Circulars; difficulties in engaging with staff on the ground to undertake the exercise

amidst many clinical priorities; inadequately completed mapping tools; various levels of understanding of the process of mapping; and delays in forwarding the completed documentation.

- 3.24 Once an Education Lead was appointed, the implementation of the new NMC Standards became more focused. This was assisted greatly by the appointment of a Project Officer in four of the five Trusts and significant progress was made. The Project Lead and Project Manager worked with the Educational Leads, Project Officers and Project Group members to address these issues successfully through raising awareness (formally and informally) and discussions with staff. A practical and flexible approach to completing the documentation was encouraged, providing the principles of the NMC Standards were met.

### ***Conclusion***

- 3.25 Systems were established in collaboration with key stakeholders to enable mentors and practice teachers to be mapped against the NMC standards. The project structure, using Local Working Groups, facilitated by the NIPEC Project Manager and Trust Project Officers, ensured that the systems were established within Trusts. The NIPEC Project Manager worked closely with Independent Service Providers and Education Providers to ensure that systems were established in the Independent Sector.
- 3.26 This objective has been fully achieved, as evidenced through the tools developed and systems established for mentors and practice teachers to be mapped in Trusts and Independent Sector.

### **Objective 3**

**To ensure that service providers develop a database that can be used in each locality to maintain a register of mentors and practice teachers, annotated with the details required by NMC and accessible to Education Providers.**

- 3.27 The NMC requires placement providers to hold and maintain an up-to-date local register of current mentors and practice teachers and to ensure that they have currency by regularly reviewing the register and adding or removing the names of registrants as necessary. The register must be accessible to Education Providers to enable them to confirm that there are sufficient mentors and practice teachers who

meet NMC standards, to support the number of students being placed in individual practice areas.

### ***Setting up the local registers***

- 3.28 It was agreed to take this forward using a regional approach, with the Steering Group driving the work to ensure consistency. It was agreed that Human Resources Management System (HRMS) would be used as the platform to establish electronic local registers in Trusts. This is a regional system in place in all HSC Trusts, which records personal details of staff and includes a specific section for nursing and midwifery staff. New fields required to be added to the system to accommodate the information required by the Trusts to meet NMC Standards and thereafter transferred to the Education Providers. The system is, however, used to a variable degree across and within all Trusts. Significant issues were raised in terms of using the system as the local register but it was acknowledged that there would be difficulties irrespective of the system being used.
- 3.29 DIS manages HRMS on behalf of Trusts. NIPEC staff worked closely with a senior DIS Officer to develop the local register in accordance with the agreements of the Steering Group. NIPEC Officers facilitated a number of meetings with DIS and key members of the Trusts and Education Providers to establish what systems and processes were needed to manage a regional approach.
- 3.30 The new fields required to meet the standard were drawn up by the database subgroup of the Project Group. Education Leads were consulted and the fields were agreed by the Steering Group. It was important to ensure from the outset that all requirements of the NMC Standards would be met, to reduce the likelihood of changes in the future. Once the new fields were integrated into the system, coding was required for certain fields, i.e. parts of the NMC Register and NMC Recordable Qualifications, to ensure that data could be inputted and retrieved in order to enable the placement providers to query the local register, effectively. A standardised form of reporting was set up to facilitate routine reports from the register such as numbers of trained and active mentors available.
- 3.31 Guidelines have been developed by the Project Group to help Trusts in implementing and managing local registers (*Appendix Eight*). Once agreed at the Steering Group the guidelines were distributed to the Education Leads and could be adapted for use

by the individual Trusts. There is an expectation that Trusts will write policies to manage the local register in their organisations.

#### ***Data input from the mapping exercise to the local registers in Trusts***

- 3.32 It was agreed that DIS would train one person from each HSC Trust in relation to the management of the local register. The nominated individual would be responsible for cascading training within the Trust to ensure training of the administrative support required for the ongoing maintenance of the local register.
- 3.33 Funding from DHSSPS was gained for administrative support to assist the Trusts in the setting up of the local register and initial population of the data. The funding helped to begin the process of data inputting from the initial mapping exercise. The Trusts identified suitable administrative staff to facilitate the initial inputting and ongoing management. Once the software for the local register was in place and appropriate authorisations received, the data inputting commenced.

#### ***Transfer of data to Education Providers***

- 3.34 A facility was set up, after detailed discussions with DIS and IT departments from Education Providers, for the automatic transfer of relevant data from Trusts. It was agreed at the Steering Group that information held on the local registers would be set up to provide an automatic transfer to Education Providers on a weekly basis. The Trusts were required to give authorisation for this work and for release of the data. Authorisation processes were set up and subsequently statements of intent were sought and received from the Universities and In-Service Consortia to reassure Trusts regarding the access and use of the data thereafter received. Data protection issues were identified by some Trusts and further assurances and greater detail regarding the use of the data were sought from the Education Providers.
- 3.35 The software was installed and the system for transferring the data from the Trusts to the universities was tested successfully with sample data early in January 2008. Once the data from the mapping exercise had been inputted, the Trusts notified DIS to commence the initial 'live' data transfer to the universities, which commenced in late March 2008. In order to assure Education Providers that the information they are receiving from the local register is current and 'live', the Trusts have developed systems to update the information held on the register at least weekly.

- 3.36 Interim measures for holding details of mentors and practice teachers were established until the electronic local register was operational. A paper register was available for interrogation in advance of the electronic register being set up. This was important to reassure Education Providers that information regarding mentors and practice teachers could be retrieved, as required.

#### ***Setting up and maintaining the local registers in the Independent Sector***

- 3.37 NIPEC Officers designed a simple database for use by the Independent Health Care Providers, using Excel spreadsheet. The fields on the spreadsheet reflected all the required information. This was designed to give guidance to the larger independent organisations, with the Education Providers holding details of mentors and practice teachers within the smaller independent organisations. The Four Seasons Group, North and West Housing, NI Hospice adapted the spreadsheet for their own needs and are holding local registers of mentors and practice teachers centrally in their organisations.

#### ***Difficulties and Challenges***

- 3.38 There were many difficulties in the initial data inputting of the mentors' and practice teachers' details from the mapping tool. There were significant issues to be addressed regarding allocation of resources for the collation of information from the mapping exercise and subsequent inputting of data to the electronic register. The availability of the identified administrative personnel was affected by sick leave and restructuring resulting from RPA, requiring relocation of the identified administrative support in some Trusts, slowing the data inputting further. As indicated earlier, funding was made available by the DHSSPS for the initial inputting, which was very helpful. Securing resources for the future remained a concern for Trusts in the ongoing management of the local registers. Trusts are currently looking into this. Some local technical difficulties, such as access, were also experienced, and were addressed with local Information Technology (IT) departments.

#### ***Ongoing Management of the local registers***

- 3.39 Ward and facility managers require access to the local register. This will be facilitated through downloading information from the Trust database for distribution to each ward or facility. This information can be used as a baseline register and ward/facility managers can report amendments to the administration personnel inputting the data.

This will be done through the processes and systems set up within each Trust to ensure the currency of the local registers.

### **Conclusion**

- 3.40 This objective was fully achieved as evidenced through establishment of a regional approach to the development of a local register in each Trust. Amendments were made to the HRMS system to address the NMC local register requirements and were completed by November 2007. Systems were put into place to ensure the information on the electronic register was accessible by Education Providers. The information on the local register was set up to be transferred to Education Providers on a weekly basis. Systems were also established to set up a local register within the Independent Sector organisations or by the Education Providers on their behalf.

### **Objective 4**

**To ensure that service and education programme providers have arrangements in place for further development of current mentors and practice teachers who are unable to demonstrate that they meet NMC standards.**

- 3.41 The new NMC Standards required all mentors and practice teachers to map their current qualifications and experience against the Standards and to meet any outstanding outcomes through by continuing professional development (CPD). It was recognised that not everyone undertaking the mapping exercise would meet the NMC Standards. Discussions took place during the Project Group and Steering Group meetings to discuss an appropriate approach to managing staff who do not currently meet the NMC Standards. Individual Trusts were encouraged to develop contingency plans to address these issues.
- 3.42 It was recognised that some mentors may require opportunities for updating knowledge or undertaking supervised practice to enable them to meet NMC requirements for the mapping process. This was addressed as part of the work undertaken in the mapping process. On completing the mapping tool, the individual was required to discuss with his/her line manager the extent to which his/her meets the standards to enable recommendation for entry on the local register. Where a recommendation cannot be made, an action plan is jointly developed with the line manager or professional lead to identify issues and consider how these can be achieved within a mutually agreeable time frame. Current mentors who did not meet

the criteria for sign-off mentor will require to be supervised by a sign-off mentor on at least three occasions for signing-off proficiency at the end of a final placement.

- 2.43 Following satisfactory completion of the appropriate CPD, the individual may be recommended for entry to the register by his/her line manager or professional lead (and if relevant annotated as a sign-off mentor).

### **Conclusion**

- 3.44 This objective was fully achieved through the development of mapping tools which made provision for action planning to meet deficits in skills and knowledge required.

### **Objective 5**

**To work with service and education programme providers to ensure that programmes developed for mentors and practice teachers meet service needs for a regionally developed programme and will facilitate the development of adequate numbers of mentors and practice teachers to support the programmes commissioned by the DHSSPS.**

*and*

### **Objective 6**

**To ensure that preparation programmes for mentors and practice teachers are approved in accordance with NMC requirements in a timely manner.**

- 3.45 The NMC Standards specify requirements for mentor and practice teacher preparation programmes. The mentor programme jointly developed and delivered by the local Education Providers required further development to meet NMC requirements. A new practice teacher programme had already been developed by the University of Ulster and approved by HLSP on behalf of NMC.
- 3.46 The programme sub-group of the Project Group developed a set of underpinning principles for application to the mentor and practice teacher programme, and these were endorsed by the Steering Group (*Appendix Nine*). The principles addressed issues of access and flexibility, and strongly advocated a work-based learning approach to programme structure and delivery.

### ***Mentor preparation programme***

- 3.47 It was agreed by the Steering Group that a regional mentor programme would be developed. The work was jointly undertaken by the Education Providers (University of Ulster, Queen's University of Belfast and Open University) in collaboration with representatives from the Project Group. The Project Group members acted as a reference group during the early stages of development of the programme, based on the underpinning principles, as indicated above. University representatives met with the Project Group in June 2007 to discuss programme development. Members of the Project Group and Steering Group joined the Curriculum Planning Group for further development of the programme. The first draft of the programme was circulated for comment to service provider organisations.
- 3.48 Strong partnership working between Service and Education Providers ensured the programme was fit for purpose, work-based, flexible and utilised a blended learning approach involving both face-to-face contact with university staff and web based learning. The programme structure is a predominantly work-based learning programme, with delivery being shared by University Lecturers and sign-off mentors/practice teachers.
- 3.49 The programme was presented for approval by HLSP on behalf of NMC on 1<sup>st</sup> February 2008. The curriculum planning team, comprising university staff and representatives of the Steering Group and Project Group together with current mentors and managers, met with the approval panel. The Education Lead from the Western HSC Trust co-chaired the event with a senior education representative. Some members also attended the meeting to observe events. Approval was granted and the partnership working was particularly commended. It is anticipated that the mentor preparation programme will be available for delivery after April 2008.
- 3.50 The practice teacher programme already developed by the University of Ulster was reviewed by some members from the Project Group in relation to the underpinning principles. It was reported that the programme was structured to provide a 60 credit programme at both undergraduate and postgraduate level and would be provided within two academic semesters over a full academic year. The programme met the underpinning principles of accessibility and flexibility although some issues were raised by the Steering Group regarding programme length. The Education

Commissioning Group (ECG), the regional body responsible for commissioning education programmes, is currently working with the university to consider how it meets their needs. It is anticipated that this work will be concluded in preparation for commissioning the practice teacher programme in autumn 2008.

### **Conclusion**

- 3.51 These objectives have been fully achieved in relation to the development and approval of a regional mentor preparation programme, which will be delivered to meet service provider requirements. The practice teacher programme is under review and it is anticipated that the programme will be ready for delivery by September 2008 to meet service provider requirements.

### **Objective 7**

**To facilitate the development by service and education programme providers of quality assurance systems that will monitor and evaluate the effectiveness of the structures and processes implemented to meet NMC standards.**

- 3.52 Guidance has been provided for specific aspects of the project, such as the implementation and management of the local register. This included quality assurance requirements for ongoing management and maintenance to ensure the local register of mentors and practice teachers remains accurate and up to date.
- 3.53 Ongoing monitoring by Service and Education Providers is required to ensure that all aspects of NMC Standards are met on an ongoing basis. The Responsibilities Paper (*Appendix Five*) includes an overarching section providing guidance to service and Education Providers regarding quality assurance processes to monitor regularly the extent to which each area meets the NMC requirements. Areas of responsibility have been included under mentors/practice teachers, education and placement providers and the NIPEC project itself.

### **Conclusion**

- 3.54 This objective has been fully achieved through the ongoing guidance provided throughout the project.

## **Objective 8**

### **To explore the resource impact of meeting NMC requirements**

- 3.55 The resource requirements of implementing the NMC standards remained an issue of concern for considerable debate and discussion. Generally the Trusts have significant anxieties in this regard. A short briefing paper presenting various aspects of the implementation of the NMC Standards and possible resource implications was drawn up (*Appendix Ten*). This was developed to enable Trusts to identify their specific resource requirements and areas where they consider they have difficulties. This was distributed to the Trusts to assist them to determine current resources, identify deficits, and may assist when making bids for funding, depending on their individual needs, in the ongoing management of NMC requirements.
- 3.56 In recognition of the resource implications of implementing the NMC Standards, the DHSSPS is providing funding over the next three years to enable each Trust to establish an infrastructure to support learning in practice. This funding will be made available from the autumn of 2008. An implementation group has been set up to oversee this very welcome initiative, which will have a significant impact on the quality of the practice learning environment.

### **Conclusion**

- 3.57 This objective was fully achieved and the resource impact of the NMC requirements was identified in agreement with placement providers.

## Section 4

### Project Evaluation

4.1 An evaluation was carried out near the end of the Project to determine the effectiveness of the processes employed to carry out the Project Plan. All members of the Steering Group, Project Group, Project Officers and key stakeholders in the Education and Service Provider organisations were invited to participate. Separate evaluation forms were distributed to the respective groups (*Appendix Eleven*). The majority of items on the evaluation form used a Likert scale response methodology, with the exception of a section for Steering Group and Project Group member responses; this related to the administration of the meetings and used a yes/no response.

4.2 The overall response rates are included in the table below;

	<b>Number of forms distributed</b>	<b>Number of forms returned</b>	<b>Response rate</b>
<b>Steering Group</b>	17	11	65%
<b>Project Group</b>	25	18	72%
<b>Service Providers</b>	10	6	60%
<b>Education Providers</b>	5	1	20%
<b>Project Officers</b>	4	4	100%
<b>Total</b>	61	40	66%

4.3 Separate evaluation forms were sent to each group with a 2 week period to complete and return to NIPEC. The overall response rate was 66%. Generally the responses were positive with a few items generating a single *disagree* response. A summary is provided below:

- The management of the Project Group and Steering Group was well evaluated with a high level of satisfaction. All respondents provided a yes response regarding the administration of the meetings.

- The organisation of the Project Group and Steering Group meetings was good with respondents indicating a high level of satisfaction. Of note is the fact that 70% of Steering Group and Project Group respondents *strongly agreed*, 27% *agreed* and 3% (n=1) disagreed that the groups played a significant part in shaping the implementation of the NMC standards.
- There was a good level of satisfaction regarding the discussion and debate during the Project Group and Steering Group meetings. One Project Group respondent provided a *disagree* response regarding the time available, input to and arriving at a consensus through discussion and debate at the meetings. Overall for these items 45% of respondents provided a *strongly agree* and 55% provided *agree* responses.
- One Project Group respondent *disagreed* with the statements about the extent to which the attendance ensured a regional approach to the implementation of the standards; the total responses from other group members were fairly evenly split between *strongly agree* and *agree*.
- Respondents across all categories, with the exception of one indicated a good level of satisfaction with the communications methods employed during the project. Overall, 59% of respondents *strongly agreed* with the statement regarding communications keeping them up to date with the progress of the project, with 38% providing an *agree* response and 3% (n=1) responded with a *disagree* response regarding the effectiveness of the bulletins and phone communications. Within all categories there was a generally even split between *strongly agree* and *disagree* responses across all communication methods employed within the project.
- Support during the project was very well evaluated, with a high level of satisfaction expressed by respondents as individuals and as organisations regarding the advice and guidance provided. In particular 75% of respondents provided a *strongly agree* response regarding queries and questions being responded to promptly, 25% provided an *agree* response.
- There was a favourable response to the way the project was structured in relation to using representation from each stakeholder group, project plan and outputs from the project such as guidance and mapping tools provided. The overall responses generated a fairly even split between *strongly agree* and

*agree* responses. One *disagree* response was elicited from a Project Group member regarding how effectively the Trust Working Group facilitated the implementation of the NMC Standards within the organisations. This respondent indicated in the free comment section that this was due to the difficulties experienced within his/her own organisation.

- The responses from the Project Group members regarding the extent to which the overall management of the project facilitated a regional approach generated 57% *strongly agree* responses, 40% *agree* responses and 3% *disagree* responses (n=1). Steering Group members, in contrast, provided 44% *strongly agree* and 56% *agree* responses. A number of free comment responses strongly commended the regional approach adopted.
- There was a very high level of satisfaction from the Project Officers regarding the support they received in their role, with 100% *strongly agree* responses across most areas.

4.4 Each respondent was invited to complete a free comment section in the evaluation form. A number of respondents commented on various aspects of the management and impact of the project. This provided useful information that informed the evaluation process.

4.5 A member of the Project Group identified how “the structure provided by the NIPEC project has been instrumental in driving forward the project”. This was supported by an Education Provider respondent who stated that “regular, well attended meetings allowed Education Providers to gauge the progress in the Trusts”.

4.6 Effective communication channels were acknowledged by a placement provider respondent who added that the “clear direction” and “regular updates on expectations and progress” provided support to the organisations during a challenging period of change.

4.7 As indicated earlier a number of respondents strongly commended the regional approach, with one respondent stating “I would recommend this approach for future professional issues of this magnitude”. One service provider respondent, however, felt “there would have been a regional approach anyhow as this was a national standard”.

- 4.8 An area which had presented particular issues was the setting up of the local registers of mentors and practice teachers. A Steering Group member highlighted this and stated that “the establishment of the local registers within the Trusts was particularly challenging”.
- 4.9 A number of respondents commented regarding the appointment of Project Officers within the Trusts. The appointments were received positively with a Project Group member stating that the provided “a much more coordinated and organised response” to the implementation of the NMC Standards within the Trusts. The Project Officers concurred that “appointment of the officers much earlier in the project would have been beneficial”.
- 4.10 A placement provider respondent expressed a “concern that the level of commitment and quality given to this work may be hard to maintain at a Trust level beyond April 08, without the input of Trust Project Officers and the leadership of the project given by NIPEC. It would be helpful if the DHSSPS would consider providing some form of support”. This will be addressed through the infrastructure development identified at 5.5 below.
- 4.11 As can be seen from the responses and comments provided, with a few single respondent exceptions, there was a good level of satisfaction with the management and impact of the project. The implementation of the NMC Standards took place at a time of significant change in Northern Ireland and the evaluation clearly indicated that the project assisted Trusts and education providers in meeting NMC requirements.

## Section 5

### **CONCLUSION**

- 5.1 *The NMC Standards to Support Learning and Assessment in Practice* (NMC, 2006) were published with the objective of better ensuring competency at the point of nurses or midwives registering or recording a qualification with NMC. Implementation of the standards will help secure a supportive, safe environment in which students can develop and demonstrate competence in the provision of safe and effective care. The project was established to facilitate the implementation of the NMC Standards within education and among Health and Social Care Providers in Northern Ireland, using a regional approach. This has enabled the providers to implement appropriate systems to ensure continuing monitoring of ongoing compliance.
- 5.2 The introduction of the NMC Standards has had a significant impact on the Service and Education Provider organisations. As indicated elsewhere, the project has been managed within a regional approach. Feedback from those involved in the process identified that this assisted greatly with the implementation of the NMC Standards and was of particular benefit to the HSC Trusts which were in the process of major re-organisation. Throughout the lifetime of the project, the constituent organisations have shown a high level of commitment.
- 5.3 All project objectives were achieved and much has been accomplished through the project, which will provide a solid foundation for future work. Work is ongoing in each Education and Service Provider organisation. A particular aspect of this work is the continuing development of systems to monitor compliance with all NMC Standards and ensure that all students are supported and assessed by mentors and practice teachers who meet the standards.
- 5.4 The project focused on the implementation of the NMC Standards. Stakeholder organisations will be responsible for ensuring that NMC requirements are implemented in full. Service and Education Provider organisations must ensure that key people are identified within each organisation to manage the ongoing implementation of NMC standards. NIPEC will continue to work with stakeholder organisations in the ongoing implementation and delivery of NMC standards and is committed to assisting organisations and staff following the conclusion of the project.

- 5.5 Work is still required to establish fully an infrastructure within each organisation that will support this, in particular, to provide support to mentors, practice teachers and students. In recognition of this, the Nursing and Midwifery Directorate of the DHSSPS has secured significant funding to take this forward within HSC Trusts. This is recognised as a substantive investment in nursing and midwifery in Northern Ireland and has been strongly endorsed by all stakeholders; it will facilitate the strengthening of partnership working between HSC Trusts and Education Providers. An implementation group has been set up to assist with the development of the infrastructures in each Trust.
- 5.6 A number of outstanding issues remain for the attention of stakeholder organisations to ensure that the required NMC standards are met. These are presented below.
- 5.6.1 Resources need to be secured for the ongoing administrative support to manage the local registers of mentors and practice teachers within HSC Trusts
- 5.6.2 Action plans need to be developed to ensure that all mentors and practice teachers, who are assessing and supervising students, meet NMC Standards. This can be met through mapping of competences against NMC requirements or completing an NMC approved programme of preparation
- 5.6.3 To facilitate the implementation and management of the regional mentor programme, an implementation group with representatives from Service and Education Providers should be established
- 5.6.4 Service and Education Providers should agree processes and procedures to ensure NMC standards related to annual updating, triennial review and continuous professional development of mentors and practice teachers are addressed
- 5.6.5 It is recommended that the DHSSPS reviews progress in April 2009 and thereafter on a regular basis.
- 5.7 In conclusion, project outcomes have been successfully achieved. This was facilitated through the strong collaborative working of the various partners. Major challenges were experienced throughout the project, due to the implementation of the NMC Standards coinciding with the amalgamation of the HSC Trusts resulting from the Review of Public Administration. Significant changes to the structures

influencing the normal lines of communications and accountability arrangements. Given this context, the regional approach adopted for the project was viewed as one that assisted greatly and was evaluated very positively, and is commended as an approach that could be used for other projects and initiatives, where appropriate.



**THE NORTHERN IRELAND PRACTICE AND EDUCATION  
COUNCIL FOR NURSING AND MIDWIFERY**

**PROJECT PLAN TO IMPLEMENT NMC STANDARDS TO  
SUPPORT LEARNING AND ASSESSMENT IN PRACTICE**

December 2007

## **1.0 INTRODUCTION**

- 1.1 The NMC has recently published its standards to support learning and assessment in practice.<sup>3</sup> The standards identify in detail the new requirements for the training, support and management of mentors, practice teachers and teachers of nurses, midwives and specialist community public health nurses from September 2007 onwards<sup>4</sup>. The main purpose of the new standards is to strengthen assessment and learning in practice and to ensure the protection of the public by implementing systems that ensure competency of nursing and midwifery students at the point of registering or recording a qualification with NMC. The focus of this project will be mentors and practice teachers.
- 1.2 The new NMC requirements require that pre-registration nursing or midwifery students and post-registration nursing students commencing after 1<sup>st</sup> September 2007<sup>5</sup> must be supported by mentors and/or practice teachers who meet the new NMC standard. This requires that HPSS Trusts demonstrate that they have the necessary infrastructure in place to meet NMC requirements and service and education programme providers develop mentor and practice teacher preparation programmes for approval by NMC.
- 1.3 The implementation of the new NMC standards will have a considerable impact on service and education programme providers. The DHSSPS has requested that NIPEC project manages the implementation of the NMC standards in Northern Ireland to facilitate HPSS Trusts and Higher Education Institutions to minimise duplication of effort and reduce confusion and misunderstanding.
- 1.4 The following outline Project Management Plan has been developed by NIPEC and agreed with the DHSSPS to project manage the implementation of the new NMC standards in Northern Ireland.

## **2.0 THE PROJECT**

### **2.1 Overall aim of the project**

To facilitate service and education programme providers in meeting the NMC Standards to Support Learning and Assessment in Practice and ensure that sufficient mentors and practice teachers are in place at 1<sup>st</sup> September 2007 to meet NMC requirements

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<sup>3</sup> NMC (2006) Standards to support learning and assessment in practice: NMC standards for mentors, practice teachers and teachers. London: NMC

<sup>4</sup> NMC (2006) Standard to support learning and assessment in practice – 20/2006. London: NMC

<sup>5</sup> With the exception of Specialist Practice programmes (not community), when the implementation date is 2008

## **2.2 Objectives of the project**

1. To ensure that service providers have an infrastructure in place that enables them to meet NMC standards.
2. To ensure that service providers have developed a system to enable current mentors and practice teachers to be mapped against NMC requirements.
3. To ensure that service providers develop a database that can be used in each locality to maintain a register of mentors and practice teachers, annotated with the details required by NMC and accessible to education providers.
4. To ensure that service and education programme providers have arrangements in place for further development of current mentors and practice teachers who are unable to demonstrate that they meet NMC standards.
5. To work with service and education programme providers to ensure that programmes developed for mentors and practice teachers meet service needs for a regionally developed programme and will facilitate the development of adequate numbers of mentors and practice teachers to support the programmes commissioned by the DHSSPS.
6. To ensure that preparation programmes for mentors and practice teachers are approved in accordance with NMC requirements in a timely manner.
7. To facilitate the development of quality assurance systems by service and education programme providers that will monitor and evaluate the effectiveness of the structures and processes implemented to meet NMC standards.
8. To explore the resource impact of meeting NMC requirements.

## **2.3 Project Plan**

It is intended to deliver the project over three phases, a project work programme is attached at Appendix One designed to meet the requirements agreed with DHSSPS.

Phase one will run from January 2006 to March 2007 will involve setting up the mechanisms and structures to deliver the project. Phase two will run from March 2007 to August 2007 will involve implementing those aspects of the NMC standards that require to be in place to implement the standards from September 2007, assuming that enough mentors and practice educators are currently in place in HPSS Trusts who can demonstrate that they meet NMC standards. Phase three will run from September 2007 to March 2008 and will include:

- completion and approval of programmes for new mentors and practice teachers to meet NMC standards or current mentors and practice teachers who require further development – this may run concurrent with Phase 2
- scoping of progress and development of an action plan for the future with the focus on the effectiveness of the structures and processes implemented to deliver the project objectives.

## **2.4 Methodology**

1. Convene a Steering Group comprising: representatives from: HPSS Directors of Nursing; HPSS&PS representation, Independent Health Care Providers; Education Providers; Northern Ireland NMC members; and NIPEC. The Steering Group will be chaired by a Director of Nursing.
2. Convene a Project Group who will work in their constituent organisations to take forward the work required to meet NMC standards. The Project Group will have membership from: HPSS Trusts; HPSS&PS; Independent Health Care Provider; Education Providers; and NIPEC The Project Group will be chaired by the SPO (Education), NIPEC.

The differing needs of nursing, midwifery and specialist community public health nursing will be addressed within composition of the Project Group. The Project Group will be accountable to the Steering Group.

3. Implement the Project Work Programme agreed with the DHSSPS (attached at Annexe One) and managed by the Steering Group to meet the objectives of the project.
4. The Steering Group will evaluate and monitor the on-going progress of the project. Reports will be provided to the DHSSPS as follows:
  - Interim reports at the end of June 2007 and November 2007
  - A final report at the end of March 2008

## Project Work Programme

	Target date
<b>Phase 1 January to March 2007</b>	
Agree the membership of the Steering Group, convene the first meeting and agree dates of meetings Confirm a chairperson with DHSSPS Agree reporting arrangements with DHSSPS Invite members to join the Steering Group Begin the process of recruiting the Project Manager Recruit the Project Group, convene the first meeting and agree dates of meetings	March 2007
<b>Phase 2 March to August 2007</b>	
Develop a communication plan to address consultation and regional facilitation of the implementation of the new NMC standards	April 2007
Facilitate service and education programme providers in initiating development of a regional programme for new mentors and practice teachers that will meet commissioner and service provider requirements and NMC standards	May 2007
Design a regional tool for mapping existing mentors and practice teachers	July 2007
Regionally design a database for implementation within each service provider organisation to maintain details of mentors and practice teachers who meet new NMC standards	September 2007
Ensure sufficient mentors, sign off mentors and practice teachers are on the database to meet programme needs for the academic year 2007-2008	September 2007
<b>Phase 3 September 2007 to March 2008</b>	
Facilitate the setting up of local registers for mentors and practice teachers	November 2007
Complete development of programmes for new mentors and practice teachers that will meet commissioner and service provider requirements and NMC minimum standards.	November 2007
Approval of programmes for new mentors and practice teachers that will meet commissioner and service provider requirements and NMC minimum standards to be delivered by an NMC approved education institution in partnership with service providers.	February 2008
Facilitate the HPSS Trusts and Independent Sector organisations in mapping the remaining mentors and practice teachers to new NMC standards for students commencing programmes from 1 <sup>st</sup> September 2007.	February 2008
Facilitate service and education programme providers in exploring the resource implications of implementing the new NMC standards and identify issues and action plans	March 2008
Conduct a initial scoping of the progress and agree further actions, if required	March 2008
Assist NMC Standards Project Officers in the HSC Trusts with action required to ensure the NMC Standards are met within each Trust	Ongoing
Monitor the progress of the population of the local register with mentors and practice teachers who meet the new NMC Standards	Ongoing
Keep Executive Directors of Nursing and Education Leads informed regarding progress on all aspects of the Project	Ongoing

## Appendix Two

### Steering Group Membership

Member	Organisation
Baird Hazel resigned and replaced by Elizabeth Graham - October 2007	Northern H&SC Trust
Bannon Liz	NMC Representative
Barr Teresa	Beeches Management Centre
Barrowman Lesley	NIPEC
Blaney Paddie	NIPEC
Connelly Brenda resigned and replaced by Moira Davren - October 2007	Belfast H&SC Trust
Fodey Kathy	DHSSPS
Hayes Eleanor (Chair)	NIPEC Council Member
Kane Molly	Northern H&SS Board
Leeman Isabell	Queen's University of Belfast
Mahon Phil resigned and replaced by Brendan McGrath - August 2007	Western H&SC Trust
McArdle Charlotte	South Eastern H&SC Trust
McClellan Shirley	Independent Sector
McDonagh Lin	Open University
McMahon Florence	NIPEC Council Member
McMurray Frances	Queen's University of Belfast
O'Hagan Joan resigned and replaced by Caroline Goldthorpe - June 2007	Southern H&SC Trust
Poulton Brenda	University of Ulster
Walker Nikki	NIPEC
Watkins Mary	University of Ulster

## Appendix Three

### Project Group Membership

Member	Organisation
Barrowman Lesley (Chair)	NIPEC
Bradley Barbara <i>resigned September 2007</i>	NIPEC
Devlin Margaret <i>resigned January 2008</i>	Belfast H&SC Trust
Elliott Jackie	Northern H&SC Trust
Fegan Loretto	Southern H&SC Trust
Fleming Trevor	Northern H&SC Trust
Foster Ida resigned and replaced by Bob Brown - November 2007	South Eastern H&SC Trust
Gallagher Donna	The Open University
Girvin Maeve	Belfast H&SC Trust
Gribben Bernadette <i>resigned January 2008</i>	DHSSPS
Hillick Geraldine	Western H&SC Trust
Lindsay Mary	University of Ulster
Lyons Agatha	University of Ulster
Macleod Olive resigned and replaced by Suzie O'Boyle - June 2007	Belfast H&SC Trust
Marlene Featherstone resigned and replaced by Jackie Bowen - April 2007	Independent Sector
Martin Lorna	Queen's University, Belfast
Maxwell Mary	Northern H&SC Trust
McCall Lynda	Belfast H&SC Trust
McCann Teresa	Southern H&SC Trust
McConville Julie resigned and replaced by Margaret Marshall - April 2007	Southern H&SC Trust
McDonald Elaine <i>resigned January 2008</i>	Belfast H&SC Trust
McGrath Larry resigned and replaced by Annetta Quigley - January 2008	Western H&SC Trust
McHugh Alice resigned and replaced by Annette Taylor - September 2007	Western H&SC Trust
McVey Anne	Southern H&SC Trust
Murray Karen	Queen's University, Belfast
Nesbitt Marie Educare	Educare
Nikki Walker (Project Manager)	NIPEC
Robertson Marion	South Eastern H&SC Trust
Rogan Margaret	Belfast H&SC Trust

## Project Group sub-groups

### Group 1 – Mapping Systems

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### Group 2 – Database

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Lorna Martin	lorna.martin@qub.ac.uk
Marie Nesbitt	marie.nesbitt@westerntrust.hscni.net

### Group 3- Preparation of Mentors, Sign Off Mentors (midwifery) and Practice Teachers and Records of Supervision

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Karen Murray	k.e.murray@qub.ac.uk

# **PROJECT TO IMPLEMENT NMC STANDARDS FOR LEARNING AND ASSESSEMENT IN PRACTICE**

## **PROJECT SUB-GROUP REPORT**

**Sub Group:**

**Date:**

**Present:**

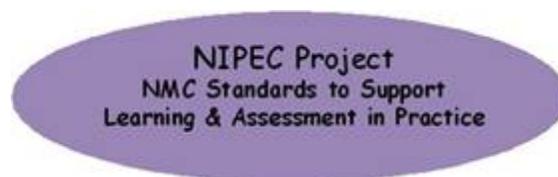
**Apologies:**

**1. Summary of Progress at Sub Group meeting**

**2. Points for clarification/discussion at main meeting**

**3. Action Points**

## Appendix Five



<b>Key</b> Green = completed Black = Still to be completed
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### Responsibilities of NIPEC, Placement and Education providers and mentors/practice teachers in meeting the NMC Standards to ensure that sufficient mentors and practice teachers are in place from 1<sup>st</sup> September 2007.

This paper has been drawn up to identify key issues from the project to implement the NMC Standards to support learning and assessment in practice. This includes scoping of the work completed as part of the project and identification of issues still to be addressed by the main stakeholders involved. Areas of responsibility have been included under mentors/practice teachers, education and placement providers and the NIPEC project.

#### Meeting the NMC Standards

##### Quality Assurance

Mentors/practice teachers	Education providers	Placement providers	NIPEC Project
Collaborate with colleagues, line manager/professional leads and education providers to ensure each mentor and practice teacher meets and maintains (if relevant to their current role) NMC standards to support learning and assessment in practice.	<p>Collaborate with service programme providers to agree and implement quality assurance systems to ensure NMC Standards are met in relation to;</p> <ul style="list-style-type: none"> <li>➤ Local registers of mentors and practice teachers</li> <li>➤ Sign-off mentor processes</li> <li>➤ Allocation of students to placement areas</li> <li>➤ Allocation of mentors/sign-off mentors /practice teachers to support students</li> <li>➤ Delivery of mentor/practice teacher programme</li> </ul>	<p>Develop processes to quality assure the effectiveness of the structures and processes implemented to meet the NMC Standards.</p> <p>Establish regular monitoring activities within placement areas in collaboration with education providers.</p> <p>Monitor the systems in place to ensure the infrastructure meets the NMC Standards to support learning and assessment in practice.</p> <p>Ensure there is an action plan for any deficits identified from monitoring audit.</p>	<p>Provide advice and guidance regarding the development of quality assurance systems by service and education providers that will monitor and evaluate the effectiveness of the structures and processes implemented to meet NMC Standards</p>

**Mapping**

Mentors/practice teachers	Education providers	Placement providers	NIPEC Project
<p>Mentors and practice teachers who have been prepared for their role should complete the appropriate mapping tool and arrange to meet with their line manager for recommendation to be placed on the local register.</p>	<p>Collaborate with Service colleagues in the mapping process.</p> <p>Where students access small practice areas such as nursing homes (NMC Circular 28/2007) ensure there are systems in place for current appropriately trained mentors to undertake a mapping process.</p>	<p>Facilitate managers and/or professional leads to implement the NMC Standards.</p> <p>Facilitate mapping of current mentors and practice teachers by February 2008.</p> <p>Set up processes to manage outstanding mapping issues e.g. staff not currently available.</p> <p>Work in partnership with education providers to facilitate further development of current mentors and practice teachers who are unable to demonstrate that they meet NMC standards.</p> <p>Ensure a network of support exists for mentors/practice teachers to undertake their role.</p> <p>Support work based learning required for mentors and supervision required for sign off mentor status.</p> <p>Student mentors will require to be supervised by a sign-off mentor/PT on 3 occasions to demonstrate competence as sign-off mentor by signing off proficiency at the end of a student's final placement.</p>	<p>Coordinate a regional approach in partnership with placement providers to ensure current mentors and practice teachers map their skills and knowledge across to the NMC Standards</p> <p>Develop a process to ensure current appropriately trained mentors are mapped to the NMC standards. Provide the necessary tools, advice and guidance for the mapping process</p> <p>Keep the Trusts and Independent sector informed of the progress of the mapping and provide active support.</p>

**Local Register of mentors and practice teachers**

<b>Mentors/practice teachers</b>	<b>Education providers</b>	<b>Placement providers</b>	<b>NIPEC Project</b>
<p>Notify line manager/ professional lead of any changes to mentor/practice teacher status.</p> <p>Maintain up to date mentor/practice teacher status (see note below re. updating).</p> <p>Arrange to meet with line manager/professional lead for triennial review.</p>	<p>Collaborate with service providers in order to confirm that there are sufficient mentors who meet NMC Standards for the number of students undertaking NMC approved programmes.</p> <p>Ensure that an up to date register of current mentors is held and maintained for the small practice areas such as nursing homes by regularly reviewing the register and amending appropriately (NMC Circular 28/2007).</p>	<p>Set up, a local register of current mentors/practice teachers.</p> <p>Maintain a local register of current mentors/practice teachers.</p> <p>Identify a key person trained in the use of the Local Register to enable further user training to be disseminated throughout the trust.</p> <p>Identify appropriate administrative support to enter data derived from the mapping exercise.</p> <p>Identify appropriate administrative support for ongoing maintenance of the register.</p> <p>Facilitate sufficient numbers of mapped mentors and practice teachers to be placed on the local register to facilitate students on NMC approved programmes.</p> <p>Identify systems where appropriate individuals who meet the 'sign off' mentor criteria, will be annotated as a 'sign off mentor' on the local register.</p>	<p>Facilitate processes for setting up local registers.</p> <p>Provide advice and guidance and in partnership, devise generic guidelines for the setting up and maintenance of a local database than can be adapted for use by placement providers.</p>

		<p>Ensure the data is transferred to local education providers weekly.</p> <p>Ensure mentors/practice teachers are aware of the local systems and processes for holding and sharing information held on the register.</p> <p>Facilitate entry to the local register for mentors and practice teachers who have had the appropriate preparation and were not available during the main mapping exercise within the Trusts and Independent Sector.</p> <p>Ensure arrangements are in place for adding and removing individuals from the local register including mentors identified as having met the criteria to be able to sign-off proficiency.</p> <p>Update register with amendments/additions as required on Trust documentation (new entrant and amendment forms).</p>	
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***Mentor/practice teacher annual updating and triennial review***

<b>Mentors/practice teachers</b>	<b>Education providers</b>	<b>Placement providers</b>	<b>NIPEC Project</b>
<p>Notify line manager when annual updating and triennial review is required.</p> <p>Provide evidence for triennial review that demonstrates the mentor/practice teacher has maintained and developed knowledge, skills and competence to include;</p> <ul style="list-style-type: none"> <li>• Mentoring at least 2 students (or 1 SCPHN or SPQ nursing student) with due regard within the 3 year period</li> <li>• Participating in annual updating - explore issues of assessment and supervision with other mentors</li> <li>• Explore as a group activity the validity and reliability of judgements made when assessing practice in challenging circumstances</li> <li>• Map ongoing development in their role against current NMC Standards</li> </ul> <p>Practice teachers should maintain and develop extended knowledge and skills gained for a practice in a specialist area.</p>	<p>Collaborate with service provider to provide annual updates.</p> <p>Gain feedback from placement providers arising from mentor/practice teacher's appraisal and triennial review on issues that require addressing at formal update sessions provided by education providers.</p> <p>Ensure arrangements are in place in small placement areas i.e. independent nursing homes, for triennial review and annual updating are in place for all mentors on the register (NMC Circular 28/2007).</p>	<p>Facilitate staff to maintain annual updating as a mentor/sign-off mentor/practice teacher including an opportunity to meet with other mentors to discuss current and relevant issues regarding mentorship.</p> <p>Ensure arrangements are in place for appraising mentor/practice teacher performance addressing concern where appropriate. Incorporate Triennial Review to verify eligibility for the local register. Consider evidence of updating as part of triennial review.</p> <p>Amend and update the local register for mentors and practice teacher when there are changes to the mentor/practice teacher status or personal information.</p> <p>Remove mentors/practice teachers who no longer meet the NMC Standards from the Local Register</p> <p>Ensure systems are in place to identify mentors and practice teachers who require annual updating.</p> <p>Gather feedback from staff appraisal and triennial reviews and communicate topics or issues that require addressing at mentorship updates to education providers.</p>	<p>Provide advice and guidance on meeting the NMC Standards in relation to annual updates and triennial review.</p>

### Allocation of mentors and practice teachers to meet NMC Standards

Mentors/practice teachers	Education providers	Placement providers	NIPEC Project
<p>Mentors will support, supervise, teach and assess students.</p> <p>Sign off mentors (and practice teachers) will supervise and assess students in their final placement (and those undertaking post registration programmes).</p> <p>Midwifery mentors who meet sign off criteria will support midwifery students throughout their pre-registration programme.</p> <p>Practice teachers will support SCPHN students.</p> <p>Mentors and practice teachers will actively engage in local support networks.</p> <p>Highlight areas of concern with line manager and/or education providers.</p> <p>Ensure pre-registration students receive 40% time with direct or indirect supervision during their placement.</p> <p>Ensure accurate mentor records are maintained. See NMC Circular 33/2007 'Ensure continuity of practice assessment through the ongoing achievement record'</p>	<p>Liaise with service providers to support mentor/practice teacher activity.</p> <p>Liaise with service providers to ensure students are allocated an identified mentor/sign off mentor/practice teacher from the register.</p> <p>Ensure appropriate documentation exists for students and mentors/practice teachers to record learning during placement activity (NMC Circular 33/2007 Ongoing achievement record).</p>	<p>Ensure students are allocated an identified mentor/sign off mentor/practice teacher from the register.</p> <p>Ensure the mentor is supported to supervise and assess students.</p> <p>Ensure practice teachers support no more than 1 SCPHN (or specialist practice) student at any time. In exceptional circumstances a 1:2 ratio may be permitted.</p> <p>Mentors should not support more than 3 students at one time (or 1 specialist practice student by a sign-off mentor. In exceptional circumstances a 1:2 ratio may be permitted).</p> <p>Ensure a network of support exists for mentors/practice teachers.</p> <p>Continually review numbers of mentors/practice teachers available in placement areas to ensure sufficient numbers of mentors and practice teacher are available for students on NMC approved programmes.</p> <p>Ensure pre-registration students receive 40% time with direct or indirect supervision during their placement with a mentor or practice teacher.</p>	<p>Facilitate service and education programmes providers in exploring the resource implications of implementing the new NMC standards and identify issues and action plans.</p>

**Requirements for supervision and assessment for final placements**

<b>Mentors/practice teachers</b>	<b>Education providers</b>	<b>Placement providers</b>	<b>NIPEC Project</b>
<p>Sign off mentors and practice teachers must spend the equivalent of 1 hour per student per week in the final period for practice learning, for reflection, providing feedback and record keeping. This is in addition to the 40% of the student's time to be supervised by a mentor (pre-registration students).</p> <p>Only sign off mentor/practice teacher (or a mentor supported by a sign-off mentor or practice teacher) confirms student's sign-off proficiency in practice for inclusion on the NMC register.</p>	<p>Identify specific programme the student is undertaking when allocating to clinical areas (pre-registration) to ensure due regard is applied.</p>	<p>Ensure sign off mentors are working in the same field of practice and registered on the same part/sub part of the NMC register as the student, with some exceptions. See NMC Circular 26/2007 – 'Applying due regard to learning and assessment in practice'</p> <p>Ensure the mentor designated to sign off proficiency is working in the same field of practice as that in which the students intends to qualify.</p> <p>Provide time for sign off mentors and practice teachers to spend with their student(s) i.e. the equivalent of 1 hour per student per week in the final period practice of practice learning, for reflection, providing feedback and record keeping. This is in addition to the 40% of the student's time to be supervised by a mentor (pre-registration students).</p> <p>Mentors who have not yet met the additional criteria should be supported by a sign-off mentor or a practice teacher if it is the student's final placement or when making final decisions on proficiency.</p>	<p>Provide advice and guidance on applying the standard to support learning and assessment in practice.</p>

### Preparation for mentors and practice teachers

Mentors	Education providers	Placement providers	NIPEC Project
<p>Undertake 10 days (5 days protected learning time) learning in both practice and academic settings (to be completed within 3 months).</p>	<p>Ensure programmes are developed for the region for mentor/practice teacher preparation in partnership with service providers and delivered where appropriate.</p> <p>Ensure the preparation programmes for mentors/practice teachers are approved in accordance with NMC requirements.</p> <p>Ensure the programmes are delivered to provide the adequate numbers of mentors required for NMC regulated programmes in collaboration with service providers.</p> <p>Collaborate with service to quality assure the mentor programme by ensuring review systems are in place.</p>	<p>Identify staff that require training as a mentor and support their application to the university.</p> <p>Support the mentor to undertake 10 days mentor preparation to include the equivalent of 5 days protected learning time.</p> <p>Ensure programmes are developed in partnership with education providers.</p> <p>Ensure adequate numbers of supervisors are available to teach, supervise and assess student mentors and that the student mentors are facilitated to work with students on placement during their mentorship preparation programme.</p> <p>Set up processes to quality assure the mentor programme through establishing systems at local and regional levels in collaboration with education providers.</p>	<p>Coordinate a regional approach to the development of programmes of preparation for mentors that will meet commissioner and service provider requirements and NMC standards.</p>

Practice teachers	Education providers	Placement providers	NIPEC Project
<p>Practice teacher students will undertake 30 days learning (completed within 6 months).</p>	<p>Ensure programmes are developed in partnership with service providers and deliver where appropriate.</p> <p>Ensure the programmes are delivered to provide the adequate numbers of practice teachers to meet commissioner requirements for practice teachers, in collaboration with service providers.</p> <p>Collaborate with service to quality assure the practice teacher programme by ensuring review systems are in place.</p>	<p>Identify staff that require training as a practice teacher and support their application to the university.</p> <p>Support the practice teacher during 30 days protected learning time.</p> <p>Ensure programmes are developed in partnership with education providers.</p> <p>Ensure adequate numbers of supervisors are available to teach, supervise and assess practice teachers in training and they are facilitated to work with students on placement during their practice teacher preparation programme.</p> <p>Set up processes to quality assure the practice teacher programme through establishing systems at local and regional levels in collaboration with education providers.</p>	<p>Provide advice and guidance to service and education programme planners.</p>

**NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice**

**NMC  
Standards to Support Learning and  
Assessment in Practice  
(NMC 2006)**

**Guidance and Mapping Tools for  
Mentors and Sign-off Mentors for  
Transfer to the Local Register**

**Health and Social Care Setting**

**NURSING**

**November 2007  
Mapping Phase 2**

## 1.0 Introduction

- 1.1 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.2 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.3 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register. The guidelines below will help you complete a simple mapping process.

## 2.0 Mentors

- 2.2 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.
- 2.3 Mentors must be on the same part and sub-part of the NMC register as the students they are supporting and assessing.
- 2.4 Mentors who support pre-registration nursing and specialist practice post-registration students commencing training from September 2007 onwards must meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006).
- 2.5 *Mentors are responsible and accountable for:*
  - Organizing and coordinating student learning activities 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 behaviour
  - 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
  - Providing evidence to sign-off mentors with regard to decisions about achievement of proficiency at the end of a programme

### 3.0 Guidance for Mentors

- 3.1 You are required to complete the mapping tool which is divided into the following sections;

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool - Mentor
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
<b>Form D</b>	Mapping Tool - Sign off mentor
<b>Form E</b>	Line Manager/Professional Lead Recommendation Sheet
Please forward <u>Form A</u> <b>and</b> <u>Form C</u> <b>and/or</b> <u>E</u> as per local policy for entry to the register on recommendation by manager/professional lead.	

- 3.2 Flow charts (**Appendix1**) are included to assist you with the mapping process for both mentors and sign off mentors.
- 3.3 The mapping process is a **once only exercise** for current mentors who demonstrate they meet the NMC Standards.
- 3.4 You must complete the biographical data sheet (**Form A**) in the mentor mapping tool and are required to permit access to your biographical details on the electronic database for information retrieval purposes. It is important that the biographical details are entered correctly as this information will be entered directly on the local register of mentors.
- 3.5 **Consider the 8 domains (Form B) with related criteria and make a determination of the extent to which you meet each one.** Indicate with a tick if you consider you meet the indicated domains and provide **examples** from your previous experience as a mentor to demonstrate how you meet the new NMC competency domains. This will help inform the discussion with your line manager/professional lead. Some examples are provided for illustration purposes only (**Appendix 2**).
- 3.6 On completion of the self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the standards to enable recommendation for entry on the local register. Where 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 timeframe.
- 3.7 When a recommendation has been made, **Form C** will accompany the mentors' details for transfer onto the local register in accordance with local policy.
- 3.8 The same process must be followed for sign-off mentor assessment and recommendation.

## 4.0 Sign-off Mentors

- 4.1 There are a large number of mentors within the system who already meet the criteria to become sign-off mentors; these should be identified in the first instance by their line manager/professional lead.
- 4.2 Sign-off mentors are experienced NMC registrants who make judgements to determine whether a student has achieved the required NMC standards of proficiency for safe and effective practice. Only sign-off mentors that are on the same part or sub-part of the NMC register and in the same field of practice may confirm to the NMC that students have met the relevant standards of proficiency for the particular programme leading to registration or a qualification recordable with the NMC. Practice teachers, by virtue of meeting NMC requirements are also recognized as sign-off mentors.
- 4.3 Sign-off mentors or practice teachers will be required to sign off a student's placement proficiency in the last practice placement of programmes for all students commencing programmes from September 2007 onwards.
- 4.4 Sign-off mentors or practice teachers will also be involved in decision making about students who are failing to demonstrate progress during clinical placements at any stage of the programme.
- 4.5 Mentors with experience of signing off students for entry to the NMC register and who can demonstrate they meet the NMC additional criteria required by the NMC are recognised as sign-off mentors. Line managers will decide, in the first instance who may be considered as a sign-off mentor and annotate those mentors accordingly.
- 4.6 *Sign-off mentors must meet the following criteria:*
- Be experienced mentors/practice teachers who have completed mentor/practice teacher preparation
  - Have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing
  - Understand their professional accountability when assessing students' proficiency at the end of a programme and determining a pass or fail.
  - Have clinical currency and capability in the field of practice in which the student is being assessed
  - Have an understanding of the NMC registration requirements and the contribution they make to meeting these requirements

## 5.0 **Sign off Mentor Guidance**

- 5.1 If you consider you meet the sign off criteria complete **Form D** and arrange to meet with your line manager/professional lead to discuss the extent to which you meet the criteria to enable recommendation for entry on the local register as a sign off mentor. Where a recommendation cannot be made, an action plan is jointly developed by the manager/professional lead and mentor to identify issues and consider how these can be achieved within a mutually agreed timeframe.
- 5.2 **Current mentors who do not meet the criteria for sign-off mentors, will require to be supervised by a sign-off mentor on at least three occasions for signing-off proficiency at the end of a final placement.**
- 5.3 In accordance with local policy, following line manager recommendation, sign-off mentors' details are annotated on the local register of mentors (**Form E**).

**BIOGRAPHICAL DETAILS OF MENTORS/SIGN OFF MENTORS FOR  
PRE-REGISTRATION AND SPECIALIST PRACTICE NURSING PROGRAMMES**

				<b>Guidance</b>	
Name					
Staff Number					
Trust					
Location					
Directorate / Division					
Ward / Team		Type of Placement		Type of placement e.g. Medical, surgical, older adult, community	
NMC Registration Pin No.		Expiry Date			
Part(s) of the NMC Register		Sub-Part		<i>NMC Recordable Qualification</i>	Active Parts of the Register only Example Part - Nursing, Sub part – Mental Health
Other Professional Qualifications					
Date Mentorship Programme completed					
Date mapped to NMC Mentor Standards		Recommended by			
Date met NMC 'sign-off mentor' criteria		Recommended by			

***I give permission for this information to be held on the Trust's electronic database for retrieval by authorised personnel for the purposes of meeting NMC requirements for placement learning and assessment.***

**Signed**

**Date**

## DOMAINS

Domain 1: The mentor should demonstrate how they orientate students to the learning environment and how they establish effective working relationships with students			Domain 2: The mentor should demonstrate how they keep up to date with students' learning objectives, facilitate students' integration of learning in theory and practice and help students critically reflect on their learning experience		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
<b>1. Establishing effective working relationships</b>	1.1 Developing effective working relationships based on mutual trust and respect	<input type="checkbox"/>	<b>2. Facilitation of Learning</b>	2.1 Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs	<input type="checkbox"/>
	1.2 Demonstrate an understanding of factors that influence how students integrate into practice settings	<input type="checkbox"/>		2.2 Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences	<input type="checkbox"/>
	1.3 Provide ongoing and constructive support to facilitate transition from one learning environment to another	<input type="checkbox"/>		2.3 Support students in critically reflecting upon their learning experience in order to enhance future learning	<input type="checkbox"/>
Domain 3: The mentor should demonstrate how they have worked with students to assess the student's development and progress throughout the placement.			Domain 4: The Mentor should demonstrate how they have assisted students to reflect on and illustrate how they have contributed to the professional development of others		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
<b>3. Assessment and accountability</b>	3.1 Foster professional growth, personal development and accountability through support of students in practice	<input type="checkbox"/>	<b>4. Evaluation of learning</b>	4.1 Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation	<input type="checkbox"/>
	3.2 Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team	<input type="checkbox"/>		4.2 Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	<input type="checkbox"/>
	3.3 Provide constructive feedback to students and assist them in identifying future learning needs and actions	<input type="checkbox"/>			
	3.4 Be accountable for confirming that students have met or not met the NMC competencies in practice i.e. at the end of the Common Foundation Programme (Nursing).	<input type="checkbox"/>			

<b>Domain 5:</b> <b>The mentor should demonstrate how they have contributed to the creation of a learning environment in the clinical area</b>			<b>Domain 6:</b> <b>The mentor should demonstrate the strategies used to ensure the delivery of safe and effective care, involvement with inter-professional working and their involvement with practice developments to promote learning</b>		
	<b>Mentor</b>	<b>Please tick if achieved</b>		<b>Mentor</b>	<b>Please tick if achieved</b>
<b>5. Creating an environment for learning</b>	5.1 Support students to identify both learning needs and experiences that are appropriate to their level of learning	<input type="checkbox"/>	<b>6. Context of practice</b>	6.1 Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated	<input type="checkbox"/>
	5.2 Use a range of learning experience, involving patients, clients, carers and the professional team to meet defined learning needs	<input type="checkbox"/>		6.2 Set and maintain professional boundaries that are sufficiently flexible for providing inter-professional care	<input type="checkbox"/>
	5.3 Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes	<input type="checkbox"/>		6.3 Initiate and respond to practice development to ensure safe and effective care is achieved and an effective learning environment is maintained	<input type="checkbox"/>
	5.4 Act as a resource to facilitate personal and professional development of others	<input type="checkbox"/>	<b>Domain 8:</b> <b>The Mentor should demonstrate their leadership abilities in managing the practice placement and providing learning opportunities for students</b>		
<b>Domain 7:</b> <b>The Mentor should demonstrate strategies used to support students in the use of evidence-based practice</b>				<b>Mentor</b>	<b>Please tick if achieved</b>
	<b>Mentor</b>	<b>Please tick if achieved</b>	<b>8. Leadership</b>	8.1 Plan a series of learning experiences that will meet students defined learning needs	<input type="checkbox"/>
<b>7. Evidence based</b>	7.1 Identify research and evidence-based practice relating to their area of practice	<input type="checkbox"/>		8.2 Be an advocate for students to support them accessing learning opportunities that meet their individual needs, involving a range of other professional, patients, clients and carers	<input type="checkbox"/>
	7.2 Contribute to strategies to increase or review the evidence base used to support practice	<input type="checkbox"/>		8.3 Prioritise work to accommodate support of students within their practice roles	<input type="checkbox"/>
	7.3 Support students in applying an evidence base to their own practice	<input type="checkbox"/>		8.4 Provide feedback about the effectiveness of learning and assessment in practice	<input type="checkbox"/>

**Provide a few examples from previous experience as a mentor to demonstrate how you have achieved the required domains and outcomes (see Appendix 2)**

## Mentor self-verification

On completing the mapping self-assessment, mentors should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice.

**I declare that I meet the NMC mentor requirements**                      **Yes**                      **No**                      **(please circle)**

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the mentor has identified competency domains which still require to be developed these should be identified in the Action Plan below and more fully discussed with the line manager at the verification meeting.

**Mentor's Action Plan (Please identify which mentor competency domains require further development)**

## Line Manager/Professional Lead Recommendation

Form C

I have read the mentor's self-assessment documentation and held a follow -up discussion with the mentor.

As the mentor's line manager/professional lead, I confirm that **I am/am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to support students on placement, including relevant updating within the last year.

**I am recommending/not recommending** (*please delete, as relevant*) the mentor for entry on the local register of mentors.

**Signature of Line Manager:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

Where a recommendation cannot be given please identify which mentor criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met.

### Mapping as a Sign-off Mentor

In addition to being verified as meeting the NMC standards as a mentor, if you consider you meet the NMC criteria as a sign off mentor, the following self evaluation form must be completed and verified by your line manager.

Criteria	Please tick if Achieved	Provide examples from previous experience as a Mentor to demonstrate HOW you have achieved these. (See guidance notes).
1. I am an experienced mentor and have mentored at least 2 students within the last 3 years.	<input type="checkbox"/>	
2. I have knowledge and understanding of the specific programme relating to the student and have clinical currency and capability in my field of practice.	<input type="checkbox"/>	
3. I have experience of working with student nurses or post registration students and currently confirm their capability for safe and effective practice.	<input type="checkbox"/>	
4. I have the ability to manage students with competency difficulties to enable them to improve their performance and capabilities for safe and effective practice.	<input type="checkbox"/>	
5. I have had relevant on-going professional development needs relevant to my role as a sign-off mentor and incorporated into my PDP.	<input type="checkbox"/>	
6. I understand the NMC registration requirements and the contribution made by me as a mentor to meet these requirements.	<input type="checkbox"/>	
7. I fully understand my professional accountability in relation to the decision to pass, defer or fail a student when assessing proficiency requirements at the end of a programme.	<input type="checkbox"/>	
8. I have knowledge and understanding of the support available for sign off mentors in making these decisions.	<input type="checkbox"/>	
9. I have knowledge of the support available to students in relation to decisions made around their proficiency.	<input type="checkbox"/>	

Document amended by permission of NHS Education Scotland from their document *Transitional Guidance for Sign-Off Mentors (2007)*

### Sign-off mentor self-verification

On completing the mapping self-assessment, sign-off mentors should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice.

**I declare that I meet the NMC sign-off mentor requirements**                      **Yes**                      **No**                      **(please circle)**

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the sign-off mentor has identified requirements which still require to be developed these should be identified in the Action Plan below and more fully discussed when meeting with the line manager

**Sign-off Mentor Action Plan (Please identify which mentor competency domains require further development)**

### Line Manager/Professional Lead Recommendation of Sign-off Mentor

I have read the sign-off mentor's self-assessment documentation and held a follow -up discussion with the mentor.

As the mentor's line manager/professional lead I confirm that **I am/am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to be annotated in the local register as a **sign-off mentor**.

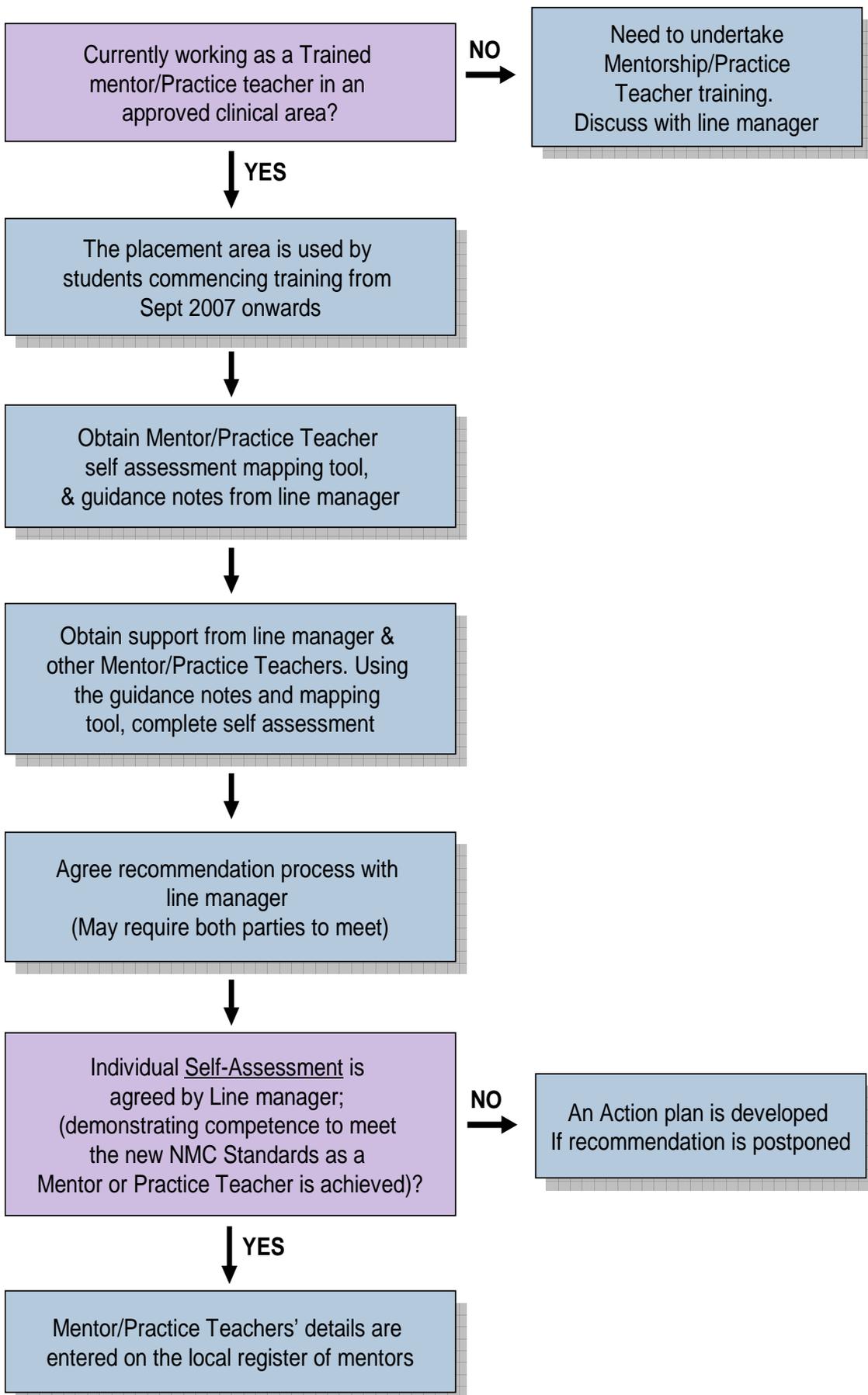
**I am recommending / not recommending** (*please delete, as relevant*) the mentor for entry on the local register of mentors as a **sign-off mentor**.

**Signature of Line Manager:** \_\_\_\_\_ **Position:** \_\_\_\_\_

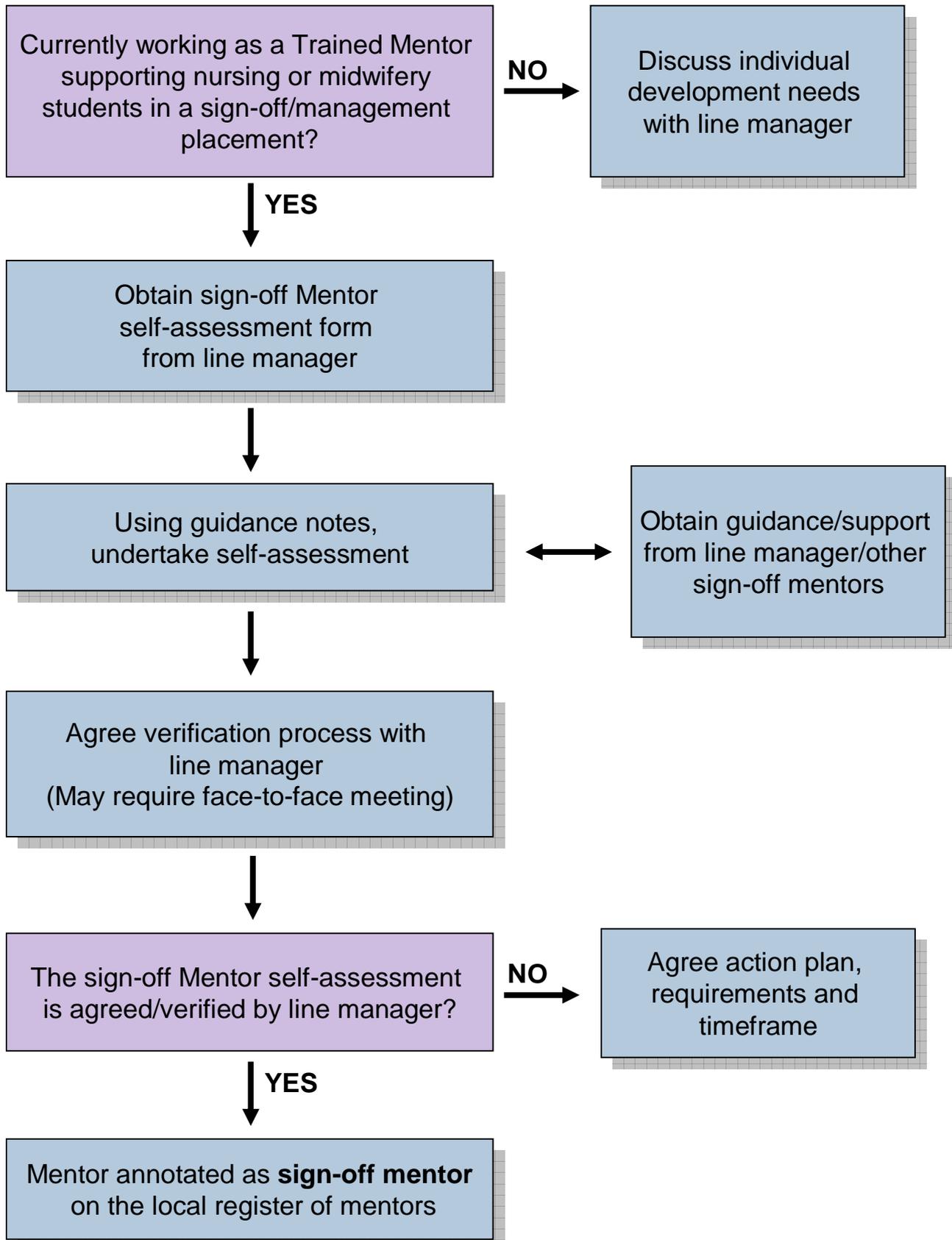
**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met and arrangements made for supervision on three occasions by a sign-off mentor.**

**Flowchart to assist with mapping of existing mentors and practice teachers' entry on the local register of mentors**



**Flowchart to assist with mapping of existing mentors/annotation on the local register as sign-off mentors**



## EXAMPLES OF EXPERIENCE AS A MENTOR

**Domain 1 Example: Establishing effective working relationships** you could write something like

*I treat students with the same respect I show my patients and colleagues. I expect students to show courtesy and regard to everyone they have contact with while on placement*

**Domain 2 Example: Facilitation of Learning**

*I facilitate learning by helping students to connect the theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis*

**Domain 3 Example: Assessment and Accountability**

*I am aware of the importance of giving students on-going feedback about their progress while on placement. If I have concerns about a student I discuss these with the student and my other mentor colleagues. I also involve the link lecturer for advice and additional information about the student*

**Domain 4 Example: Evaluation of Learning**

*I contribute to the ongoing evaluation of the student's programme by liaising on a regular basis with the link lecturer and by providing more detailed evaluations to programme providers and my managers as required*

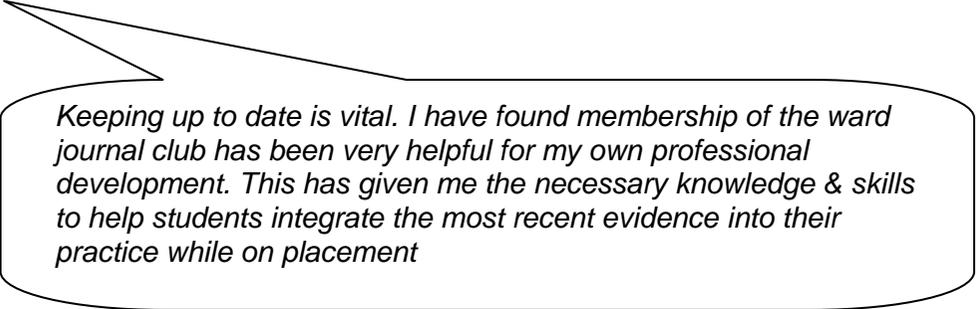
**Domain 5 Example: Creating an Environment for Learning**

*I support students by trying to match what they need to know with what is currently going on in the unit. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities an availing of the wide range of learning available in this area*

**Domain 6 Example: Context of Practice**

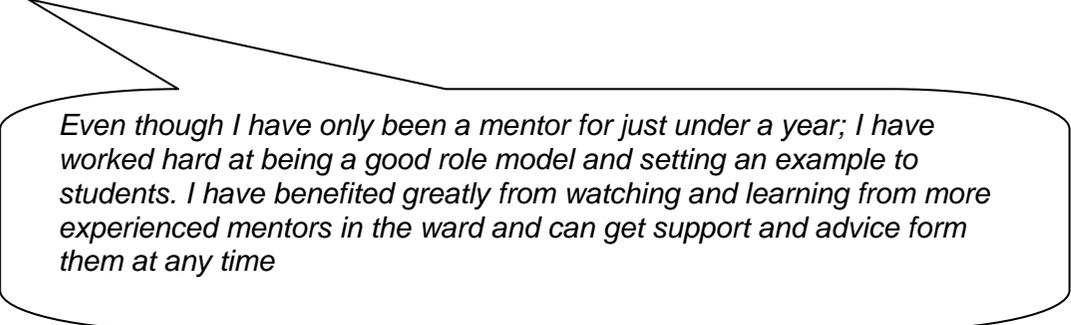
*I am very much involved in practice learning in this ward and use every opportunity to explain to students the importance of safe and effective practice when caring for this vulnerable client group*

**Domain 7 Example: Evidence based-practice**



*Keeping up to date is vital. I have found membership of the ward journal club has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement*

**Domain 8 Example: Leadership**



*Even though I have only been a mentor for just under a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced mentors in the ward and can get support and advice from them at any time*

**NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice**

**NMC  
Standards to Support Learning and  
Assessment in Practice  
(NMC 2006)**

**Guidance and Mapping Tools for  
Midwife Mentors Transferring to the Local  
Register**

**MIDWIFERY**

**November 2007  
Mapping Phase 2**

## 1.0 Introduction

- 1.4 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.5 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.6 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register. The guidelines below will help you complete a simple mapping process.

## 2.0 Midwifery mentors

- 2.1 An NMC mentor for pre-registration midwifery programmes is a registrant who has successfully completed an NMC approved mentor preparation programme and has achieved the knowledge, skills and competence required to meet the defined mentor outcomes and in addition meets sign-off mentor criteria.
- 2.2 Mentors must be on the midwifery part of the NMC register.
- 2.3 Mentors who support pre-registration midwifery and specialist practice post-registration students commencing training from September 2007 onwards must meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006).
- 2.4 *Mentors are responsible and accountable for:*
- Organizing and coordinating student learning activities 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 behaviour
  - 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
  - Providing evidence to sign-off mentors with regard to decisions about achievement of proficiency at the end of a programme
- 2.4 In addition Midwife mentors are required by the NMC to meet sign-off mentor criteria;
- Be experienced mentors who have completed mentor preparation
  - Have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing

- Understand their professional accountability when assessing students' proficiency at the end of a programme and determining a pass or fail.
- Have clinical currency and capability in the field of practice in which the student is being assessed
- Have an understanding of the NMC registration requirements and the contribution they make to meeting these requirements

### 3.0 Guidance for Midwifery Mentors

3.1 You are required to complete the mapping tool which is divided into the following sections;

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool – Midwifery Mentor
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
Please forward <u>Form A and Form C</u> as per local policy for entry to the register on recommendation by manager/professional lead.	

3.4 A Flow chart (**Appendix1**) is included to assist you with the mapping process.

3.5 The mapping process is a **once only exercise** for current mentors who demonstrate they meet the NMC Standards.

3.4 You must complete the biographical data sheet (**Form A**) in the mentor mapping tool and are required to permit access to your biographical details on the Trust electronic database for information retrieval purposes. It is important that the biographical details are entered correctly as this information will be entered directly on the local register of mentors.

3.5 **Consider the 8 domains (Form B) with related criteria and make a determination of the extent to which you meet each one.** Indicate with a tick if you consider you meet the indicated domains and provide **examples** from your previous experience as a mentor to demonstrate how you meet the new NMC competency domains. This will help inform the discussion with your line manager/professional lead. Some examples are provided for illustration purposes only (**Appendix 2**).

3.6 On completion of the self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the standards to enable recommendation for entry on the local register. Where 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 timeframe.

3.7 When a recommendation has been made **Form C** will accompany the mentors' details for transfer onto the local register in accordance with local policy.

- 3.8 **Current mentors who do not meet the criteria for sign-off mentor, will require to be supervised by a midwifery mentor on at least three occasions where a summative judgement about safe and effective practice of a student midwife is being made for the purposes of progression.**

**BIOGRAPHICAL DETAILS OF SIGN OFF MENTORS FOR  
PRE-REGISTRATION MIDWIFERY PROGRAMMES**

				<b>Guidance</b>
Name				
Staff Number				
Trust				
Location				<i>This is site specific e.g. Mater Hospital, Community</i>
Directorate / Division				
Ward / Team		Type of Placement		<i>Type e.g. Community, antenatal, labour ward.</i>
NMC Registration Pin No.		Expiry Date		
Part(s) of the NMC Register		<b>NMC Recordable Qualification</b>		<i>Active Parts of the Register only Example- Teacher qualification</i>
Other Professional Qualifications				<i>Please list any other professional qualifications you have.</i>
Date Mentorship Programme completed				Please enter date of programme completed
Date mapped to NMC 'mentor/sign-off mentor' criteria		Recommended by		

***I give permission for this information to be held on the Trust's electronic database for retrieval by authorised personnel for the purposes of meeting NMC requirements for placement learning and assessment***

**Signed**

**Date**

## DOMAINS

<b>Domain 1:</b> The mentor should demonstrate how they orientate students to the learning environment and how they establish effective working relationships with students			<b>Domain 2:</b> The mentor should demonstrate how they keep up to date with students' learning objectives, facilitate students' integration of learning in theory and practice and help students critically reflect on their learning experience		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
<b>1. Establishing effective working relationships</b>	1.1 Developing effective working relationships based on mutual trust and respect	<input type="checkbox"/>	<b>2. Facilitation of Learning</b>	2.1 Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs	<input type="checkbox"/>
	1.2 Demonstrate an understanding of factors that influence how students integrate into practice settings	<input type="checkbox"/>		2.2 Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences	<input type="checkbox"/>
	1.3 Provide ongoing and constructive support to facilitate transition from one learning environment to another	<input type="checkbox"/>		2.3 Support students in critically reflecting upon their learning experience in order to enhance future learning	<input type="checkbox"/>
<b>Domain 3:</b> The mentor should demonstrate how they have worked with students to assess the student's development and progress throughout the placement.			<b>Domain 4:</b> The Mentor should demonstrate how they have assisted students to reflect on and illustrate how they have contributed to the professional development of others		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
<b>3. Assessment and accountability</b>	3.1 Foster professional growth, personal development and accountability through support of students in practice	<input type="checkbox"/>	<b>4. Evaluation of learning</b>	4.1 Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation	<input type="checkbox"/>
	3.2 Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team	<input type="checkbox"/>		4.2 Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	<input type="checkbox"/>
	3.3 Provide constructive feedback to students and assist them in identifying future learning needs and actions.	<input type="checkbox"/>			
	3.4 Be accountable for confirming that students have met or not met the NMC competencies in practice and 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	<input type="checkbox"/>			

<b>Domain 5:</b> The mentor should demonstrate how they have contributed to the creation of a learning environment in the clinical area			<b>Domain 6:</b> The mentor should demonstrate the strategies used to ensure the delivery of safe and effective care, involvement with inter-professional working and their involvement with practice developments to promote learning		
	<b>Mentor</b>	<b>Please tick if achieved</b>		<b>Mentor</b>	<b>Please tick if achieved</b>
<b>5. Creating an environment for learning</b>	5.1 Support students to identify both learning needs and experiences that are appropriate to their level of learning	<input type="checkbox"/>	<b>6. Context of practice</b>	6.1 Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated	<input type="checkbox"/>
	5.2 Use a range of learning experience, involving patients, clients, carers and the professional team to, meet defined learning needs	<input type="checkbox"/>		6.2 Set and maintain professional boundaries that are sufficiently flexible for providing inter-professional care	<input type="checkbox"/>
	5.3 Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes	<input type="checkbox"/>		6.3 Initiate and respond to practice development to ensure safe and effective care is achieved and an effective learning environment is maintained	<input type="checkbox"/>
	5.4 Act as a resource to facilitate personal and professional development of others	<input type="checkbox"/>	<b>Domain 8:</b> The Mentor should demonstrate their leadership abilities in managing the practice placement and providing learning opportunities for students		
<b>Domain 7:</b> The Mentor should demonstrate strategies used to support students in the use of evidence-based practice				<b>Mentor</b>	<b>Please tick if achieved</b>
	<b>Mentor</b>	<b>Please tick if achieved</b>	<b>8. Leadership</b>		
<b>7. Evidence based</b>	7.1 Identify research and evidence-based practice relating to their area of practice	<input type="checkbox"/>	8.1 Plan a series of learning experiences that will meet students defined learning needs		<input type="checkbox"/>
	7.2 Contribute to strategies to increase or review the evidence base used to support practice	<input type="checkbox"/>		8.2 Be an advocate for students to support them accessing learning opportunities that meet their individual needs, involving a range of other professional, patients, clients and carers	<input type="checkbox"/>
	7.3 Support students in applying an evidence base to their own practice	<input type="checkbox"/>		8.3 Prioritise work to accommodate support of students within their practice roles	<input type="checkbox"/>
				8.4 Provide feedback about the effectiveness of learning and assessment in practice	<input type="checkbox"/>

**Provide a few examples from previous experience as a Midwifery mentor to demonstrate how you have achieved the required domains and outcomes (see Appendix 2)**

### Mapping as a Sign-off Mentor

In addition to being verified as meeting the NMC standards as a mentor, **the NMC require midwife mentors to meet criteria as a sign off mentor**, the following self evaluation form must be completed by midwife mentors.

Criteria	Please tick if Achieved	Provide examples from previous experience as a Mentor to demonstrate HOW you have achieved these
1. I am an experienced mentor and have mentored at least 2 students within the last 3 years.	<input type="checkbox"/>	
2. I have knowledge and understanding of the specific midwifery programme for students and have clinical currency and capability in the Midwifery field of practice	<input type="checkbox"/>	
3. I have experience of working with midwifery students for the purpose of making summative judgements about safe and effective practice that would enable the student midwife to progress.	<input type="checkbox"/>	
4. I have the ability to manage students with competency difficulties to enable them to improve their performance and capabilities for safe and effective practice.	<input type="checkbox"/>	
5. I have had relevant on-going professional development needs relevant to my role as a sign-off mentor and incorporated into my PDP.	<input type="checkbox"/>	
6. I understand the NMC registration requirements and the contribution made by me as a mentor to meet these requirements.	<input type="checkbox"/>	
7. I fully understand my professional accountability in relation to the decision to pass, defer or fail a student when assessing proficiency requirements at the end of a programme.	<input type="checkbox"/>	
8. I have knowledge and understanding of the support available for midwifery mentors in making these decisions.	<input type="checkbox"/>	
9. I have knowledge of the support available to students in relation to decisions made around their proficiency.	<input type="checkbox"/>	

Document amended by permission of NHS Education Scotland from their document *Transitional Guidance for Sign-Off Mentors (2007)*

### Midwife Mentor Self-verification

On completing the mapping self-assessment, mentors should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice.

**I declare that I meet the NMC mentor requirements and Sign-off Mentor criteria**      **Yes**      **No (please circle)**

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the midwife mentor has identified competency domains which still require to be developed these should be identified in the Action Plan below and more fully discussed when meeting with the line manager.

**Mentor's Action Plan (Please identify which mentor competency domains require further development)**

### Midwife Line Manager/Professional Lead Recommendation

I have read the midwife mentor's self-assessment documentation and held a follow -up discussion with the individual.

As the midwife mentor's line manager/professional lead I confirm that **I am / am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required (including sign-off mentor criteria) to support students on placement, including relevant updating within the last year.

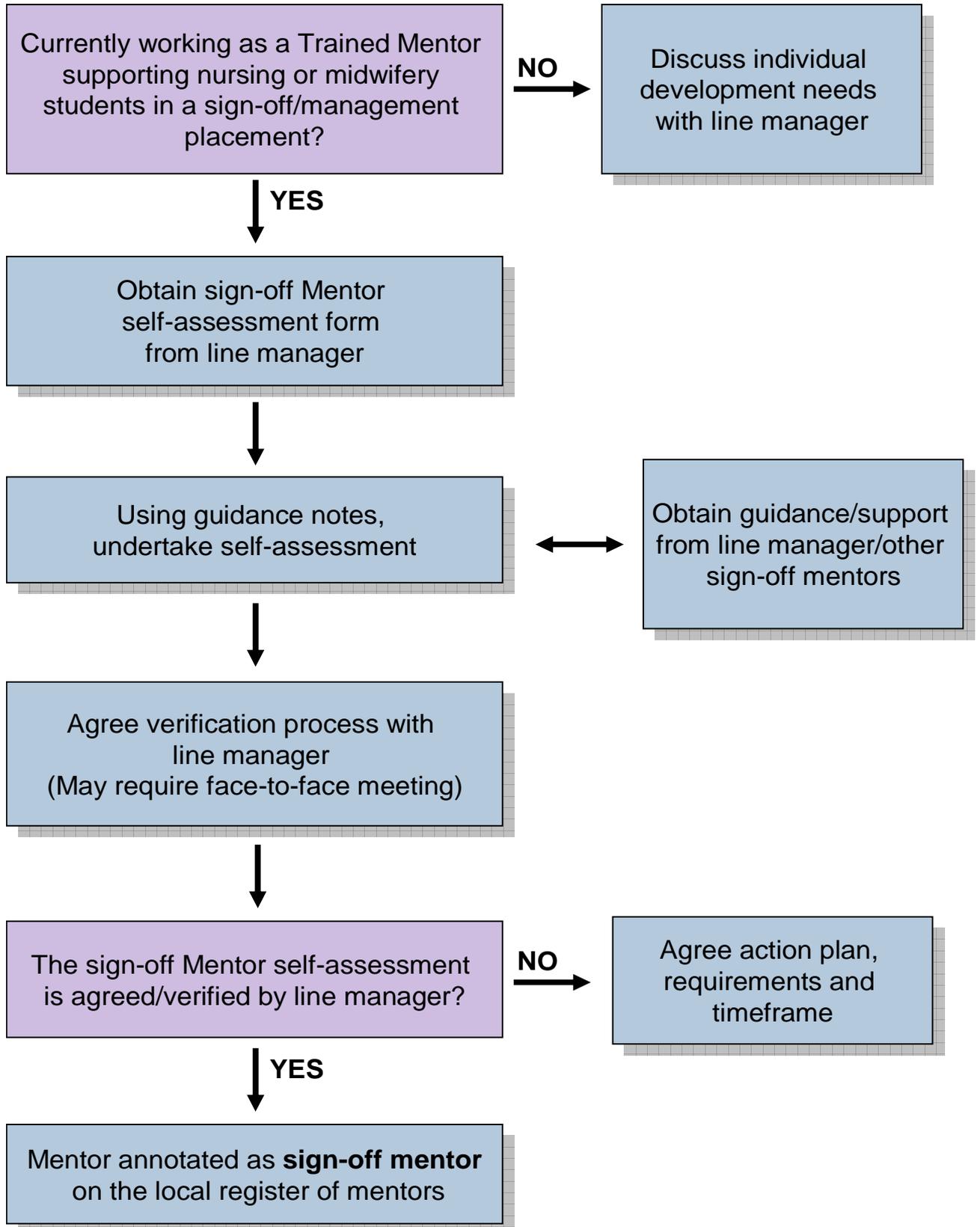
I **am recommending / not recommending** (*please delete, as relevant*) the midwife mentor for entry on the local register of mentors.

**Signature of line manager/professional lead:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which mentor criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met.**

**Flowchart to assist with mapping of existing mentors/annotation on the local register as sign-off mentors**



## EXAMPLES OF EXPERIENCE AS A MENTOR

**Domain 1 Example: Establishing effective working relationships** you could write something like

*I treat students with the same respect I show my patients and colleagues. I expect students to show courtesy and regard to everyone they have contact with while on placement*

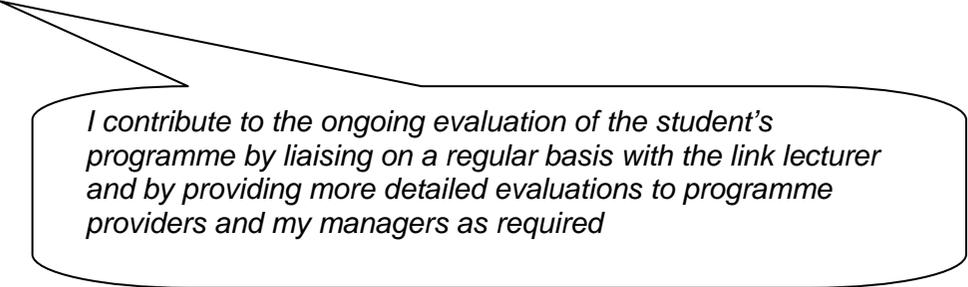
**Domain 2 Example: Facilitation of Learning**

*I facilitate learning by helping students to connect the theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis*

**Domain 3 Example: Assessment and Accountability**

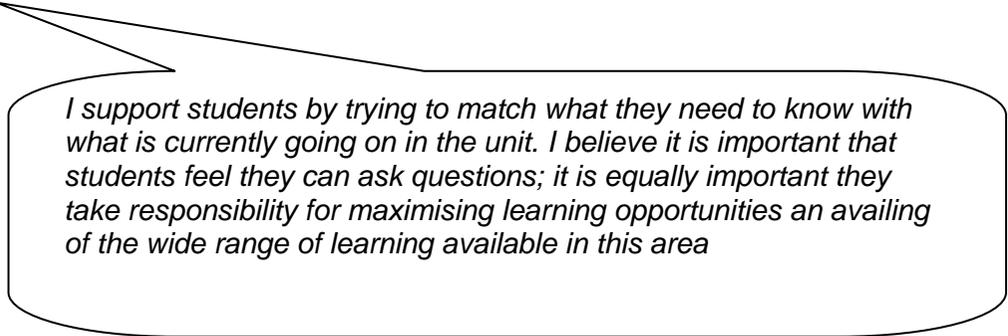
*I am aware of the importance of giving students on-going feedback about their progress while on placement. If I have concerns about a student I discuss these with the student and my other mentor colleagues. I also involve the link lecturer for advice and additional information about the student*

**Domain 4 Example: Evaluation of Learning**



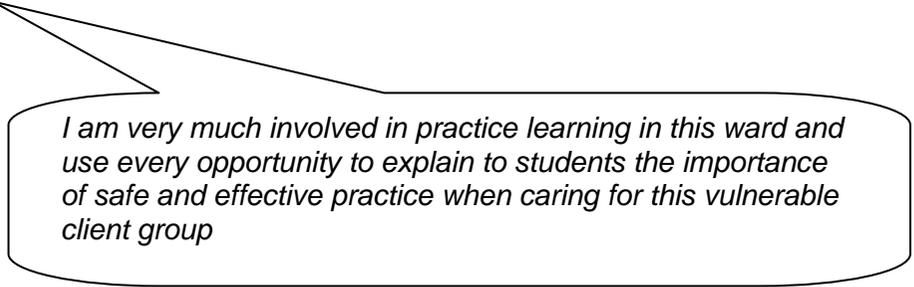
*I contribute to the ongoing evaluation of the student's programme by liaising on a regular basis with the link lecturer and by providing more detailed evaluations to programme providers and my managers as required*

**Domain 5 Example: Creating an Environment for Learning**



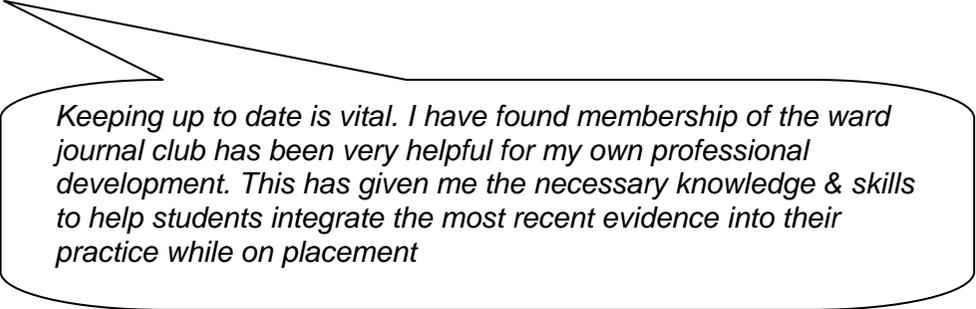
*I support students by trying to match what they need to know with what is currently going on in the unit. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities and availing of the wide range of learning available in this area*

**Domain 6 Example: Context of Practice**



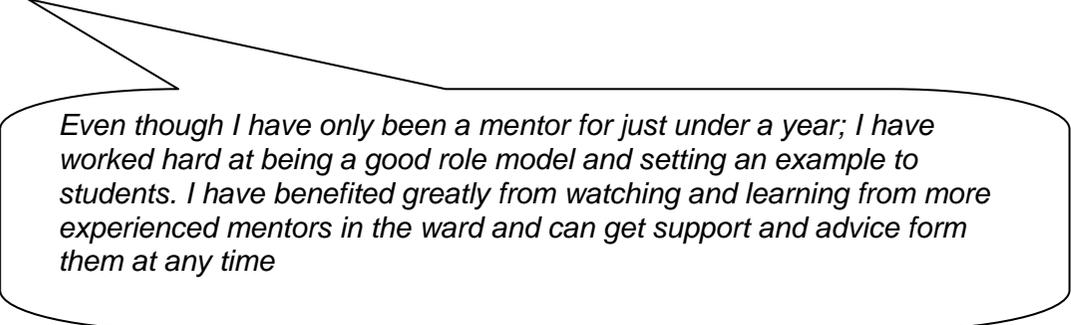
*I am very much involved in practice learning in this ward and use every opportunity to explain to students the importance of safe and effective practice when caring for this vulnerable client group*

**Domain 7 Example: Evidence based-practice**



*Keeping up to date is vital. I have found membership of the ward journal club has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement*

**Domain 8 Example: Leadership**



*Even though I have only been a mentor for just under a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced mentors in the ward and can get support and advice from them at any time*

**NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice**

**NMC  
Standards to Support Learning and  
Assessment in Practice  
(NMC 2006)**

**Guidance and Mapping Tools for Practice  
Teachers Transferring to the Local Register**

**PRACTICE TEACHER**

**November 2007  
Mapping Phase 2**

## 1.0 Introduction

- 1.7 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.8 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.9 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register. The guidelines below will help you complete a simple mapping process.

## 2.0 Practice Teachers Supporting Specialist Community Public Health Nursing (SCPHN) students

- 2.1 An NMC practice teacher is a registrant who following successful completion of an NMC approved practice teacher programme has achieved the knowledge, skills and competence required to meet the defined outcomes and sign-off criteria.
- 3.2 The practice teacher standard is mandatory for practice teachers supporting Specialist Community Public Health Nursing (SCPHN) students commencing from September 2007.
- 3.3 The NMC requires that registrants already holding a practice teacher qualification recognised by programme-providers **map their current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 3.3 Practice Teachers must be registered specialist community public health nurses on the same sub-part of the NMC register as the students they are supporting and assessing.
- 3.4 *Practice teachers are responsible and accountable for:*
- Organizing and coordinating student learning activities 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 behaviour
  - Providing evidence as required by programme providers of student achievement or lack of achievement
  - Liaising with others (e.g. other practice teachers, link lecturers and managers) to provide feedback, identify any concerns about the student's performance and agree action as appropriate
  - Providing evidence to with regard to decisions about achievement of proficiency at the end of a programme

### 3.0 Guidance for Practice Teachers

- 3.1 You are required to complete the mapping tool which is divided into the following sections;

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool – Practice Teacher
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
Please forward <u>Form A and Form C</u> as per local policy for entry to the register on recommendation by manager/professional lead.	

- 3.6 A flow chart (**Appendix1**) is included to assist you with the mapping process for practice teachers.
- 3.7 The mapping process is a **once only exercise** for current practice teachers who demonstrate they meet the NMC Standards.
- 3.4 You must complete the biographical data sheet (**Form A**) in the mapping tool and are required to permit access to your biographical details on the electronic database for information retrieval purposes. It is important that the biographical details are entered correctly as this information will be entered directly on the local register of mentors and practice teachers.
- 3.5 **Consider the 8 domains (Form B) with related criteria and make a determination of the extent to which you meet each one.** Indicate with a tick if you consider you meet the indicated domains and provide **examples** from your previous experience as a mentor to demonstrate how you meet the new NMC competency domains. This will help inform the discussion with your line manager/professional lead. Some examples are provided for illustration purposes only (**Appendix 2**).
- 3.6 On completion of the self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the standards to enable recommendation for entry on the local register. Where 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 timeframe.
- 3.7 When a recommendation has been made the practice teachers details are transferred onto the local register in accordance with local policy (**Form C**).

BIOGRAPHICAL DETAILS OF PRACTICE TEACHERS FOR SCPHN

**Appendix 1**

					<b>Guidance</b>
Name					
Staff Number					
Trust					
Location					<i>This is site specific e.g. Mater Hospital, Dunluce Health Centre</i>
Directorate / Division					
Team					<i>Example Health Visiting, School, Occupational Health</i>
NMC Registration Pin No.		Expiry Date			
Part(s) of the NMC Register		Sub-Part		<b>NMC Recordable Qualification</b>	<i>Active Parts of the Register only Example Part - SCPHN, Sub part – Health Visiting</i>
Other Professional Qualifications					<i>Please list any other professional qualifications you have.</i>
Date Practice Teacher Programme successfully completed					
Date mapped to NMC Practice Teacher Standards		Recommended by			

***I give permission for this information to be held on the Trust's electronic database for retrieval by authorised personnel for the purposes of meeting NMC requirements for placement learning and assessment***

Signed

Date

DOMAINS

<b>Domain 1:</b> The practice teacher should demonstrate how they orientate students to the learning environment and how they establish effective working relationships with students.			<b>Domain 2:</b> The practice teacher should demonstrate how they keep up to date with students' learning objectives, facilitate students' integration of learning in theory and practice and help them critically reflect on their learning experience		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>1. Establishing effective working relationships</b>	1.1 Have effective professional and inter-professional working relationships to support learning for entry to the register and education at a level beyond registration	<input type="checkbox"/>	<b>2. Facilitation of Learning</b>	2.1 Enable students to relate theory to practice whilst developing critically reflective skills	<input type="checkbox"/>
	1.2 Be able to support students moving into specific areas of practice, or a level of practice beyond registration, identifying their individual needs in moving to a different level of practice	<input type="checkbox"/>		2.2 Use effective communication and facilitation skills to foster professional growth and personal development	<input type="checkbox"/>
	1.3 Support mentors and other professionals in their roles to support learning across practice and academic learning environments	<input type="checkbox"/>		2.3 Facilitate and develop the ethos of inter-professional learning and development	<input type="checkbox"/>
<b>Domain 3:</b> The practice teacher should demonstrate HOW they have developed appropriate assessing skills and strategies and show that they are aware of their professional accountability when assessing students			<b>Domain 4:</b> The Practice Teacher should demonstrate how they have assisted students to reflect on and illustrate how they have contributed to the professional development of others		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>3. Assessment and accountability</b>	3.1 Set effective professional boundaries whilst creating a dynamic and constructive teacher-student relationship	<input type="checkbox"/>	<b>4. Evaluation of learning</b>	4.1 Design evaluation strategies to determine the effectiveness of practice an academic experience accessed by students at both registration level and those in education at a level beyond initial registration	<input type="checkbox"/>
	3.2 In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks	<input type="checkbox"/>		4.2 Collaborate with other members of the teaching team to judge and develop learning and assessment and to support appropriate practice and levels of education	<input type="checkbox"/>
	3.3 Be able to assess practice for registration and also at a level beyond that of initial registration	<input type="checkbox"/>		4.3 Collect evidence on the quality of education in practice and determine how well NMC requirements for standards of proficiency are being achieved	<input type="checkbox"/>
	3.4 Provide constructive feedback to students and help them to identify 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 implication of this for their future	<input type="checkbox"/>			
	3.5 Be accountable for confirming that students have met or not met the NMC standards of proficiency in practice for registration and at a level beyond initial registration and are capable of safe and	<input type="checkbox"/>			

	effective practice				
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<b>Domain 5:</b> <b>The Practice Teacher should demonstrate how they have contributed to the creation of a learning environment in the clinical area</b>			<b>Domain 6:</b> <b>The Practice Teacher should demonstrate the strategies used to ensure the delivery of safe and effective care, involvement with inter-professional working and their involvement with practice developments to promote learning</b>		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>5. Creating an environment for learning</b>	5.1 Enable students to access opportunities to learn and work within inter-professional teams	<input type="checkbox"/>	<b>6. Context of practice</b>	6.1 Recognize the unique needs of practice and contribute to development of an environment that supports achievement so NMC standards of proficiency	<input type="checkbox"/>
	5.2 Initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration	<input type="checkbox"/>		6.2 Set and maintain professional boundaries, whilst at the same time recognizing the contribution of the wider inter-professional team and the context of care delivery	<input type="checkbox"/>
	5.3 Work closely with other involved in education; in practice and academic settings to adapt, to change and inform curriculum development	<input type="checkbox"/>		6.3 Support student in exploring new ways of working and the impact this may have on established professional roles	<input type="checkbox"/>
<b>Domain 7:</b> <b>Practice Teachers should demonstrate strategies used to support students in the use of evidence-based practice.</b>			<b>Domain 8:</b> <b>Practice Teachers should demonstrate their leadership abilities in managing the practice placement and providing learning opportunities for students.</b>		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>7. Evidence based practice</b>	7.1 Identify areas for research and practice development based on interpretation of existing evidence	<input type="checkbox"/>	<b>8. Leadership</b>	8.1 Provide practice leadership and expertise in the application of knowledge and skills based on evidence	<input type="checkbox"/>
	7.2 Use local and national health frameworks to review and identify development need	<input type="checkbox"/>		8.2 Demonstrate the ability to lead education in practice, working across practice and academic settings	<input type="checkbox"/>
	7.3 Advance their own knowledge and practice in order to develop new practitioners at both registration level and at a level beyond initial registration, to be able to meet changes in practice roles and care delivery	<input type="checkbox"/>		8.3 Manage competing demands of practice and education related to supporting different practice levels of students	<input type="checkbox"/>
	7.4 Disseminate findings from research and practice development to enhance practice and the quality of learning experiences	<input type="checkbox"/>		8.4 Lead and contribute to evaluation of the effectiveness of learning and assessment in practice	<input type="checkbox"/>

**Provide a few examples from previous experience as a Practice Teacher to demonstrate how you have achieved the required domains and outcomes (see Appendix 2).**

## Practice Teacher Self-verification

On completing the mapping self-assessment, practice teachers should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements and sign-off criteria of the NMC standards to support learning and assessment in practice.

**I confirm that I have supported and assessed at least 1 student\* in the previous 3 years and declare that I meet the NMC Practice Teacher requirements**      Yes       No  (please tick)

**Practice Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the practice teacher has identified competency domains which still require to be developed these should be identified in the Action Plan below and more fully discussed when meeting with the line manager.

**Practice Teacher's Action Plan (Please identify which mentor competency domains require further development)**

\*This would be a student intending to enter the SCPHN part of the register, or record an SPQ on the nurses' part of the register.

## Practice Teacher Line Manager/Professional Lead Recommendation

I have read the practice teacher's self-assessment documentation and held a follow -up discussion with the individual.

As the practice teachers line manager/professional lead I confirm that **I am / am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to support students on placement.

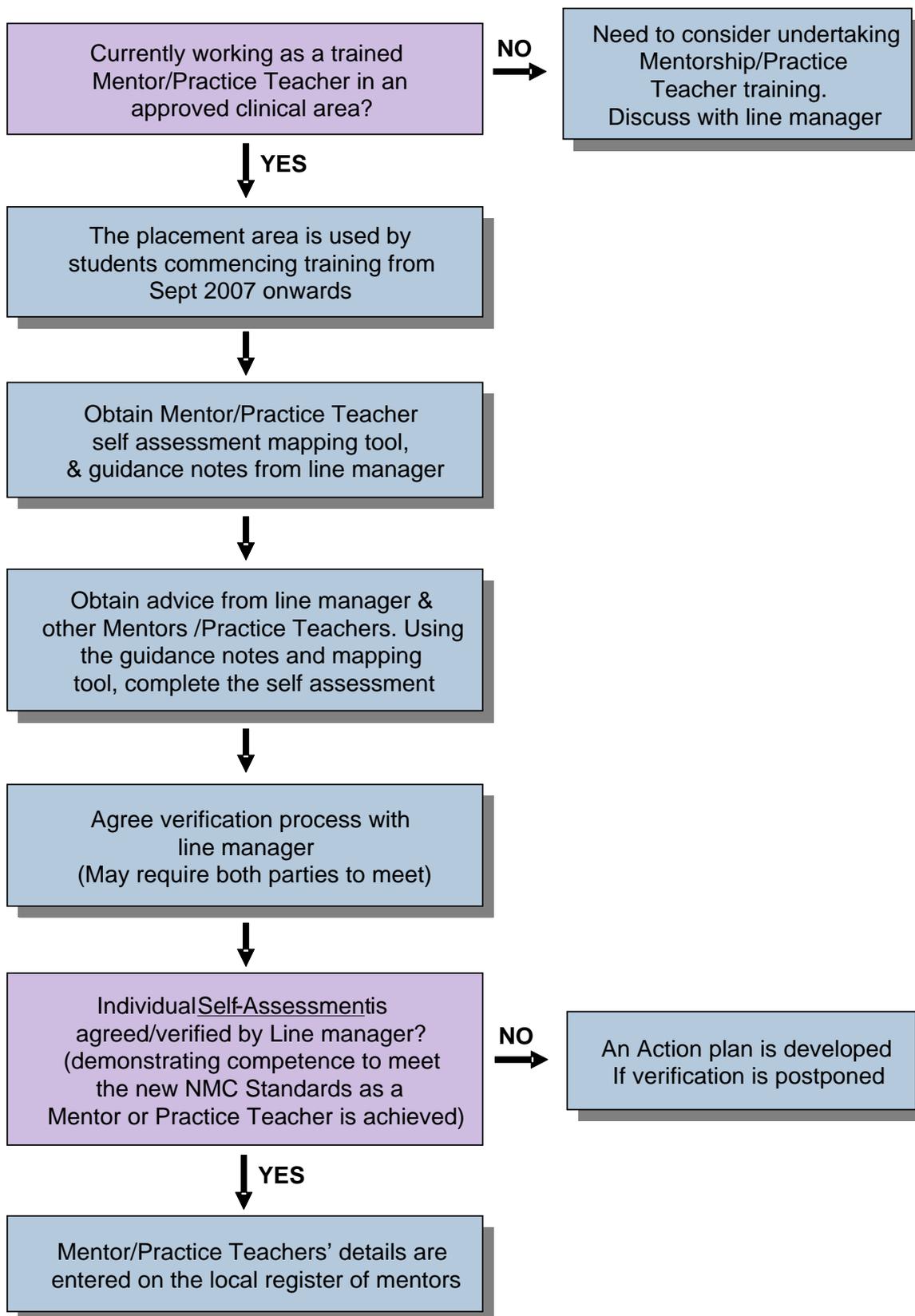
**I am recommending / not recommending** (*please delete, as relevant*) the practice teacher for entry on the local register.

**Signature of line manager/professional lead:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which mentor criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met.**

## Flowchart to assist with Mapping of existing Mentors and Practice Teachers' prior to entry on the Local Register of Mentors



## EXAMPLES OF EXPERIENCE AS A PRACTICE TEACHER

**Domain 1 Example: Establishing effective working relationships** you could write something like

*I treat students with the same respect I show my clients and colleagues. I expect students to show courtesy and regard to everyone they have contact with while on placement*

**Domain 2 Example: Facilitation of Learning**

*I facilitate learning by helping students to connect the theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis*

**Domain 3 Example: Assessment and Accountability**

*I am aware of the importance of giving students on-going feedback about their progress while on placement. If I have concerns about a student I discuss these with the student and my other practice colleagues. I also involve the link lecturer for advice and additional information about the student*

**Domain 4 Example: Evaluation of Learning**

*I contribute to the ongoing evaluation of the student's programme by liaising on a regular basis with the link lecturer and by providing more detailed evaluations to programme providers and my managers as required*

**Domain 5 Example: Creating an Environment for Learning**

*I support students by trying to match what they need to know with what is currently going on in the clinical area. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities and availing of the wide range of learning available.*

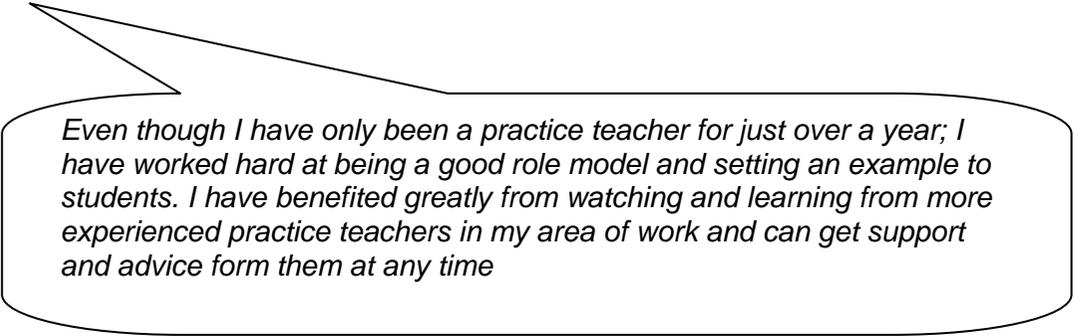
**Domain 6 Example: Context of Practice**

*I am very much involved in practice learning in this area and use every opportunity to explain to students the importance of safe and effective practice when caring for this vulnerable client group*

**Domain 7 Example: Evidence based-practice**

*Keeping up to date is vital. I have found membership of the local practice development group has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement*

**Domain 8 Example: Leadership**



*Even though I have only been a practice teacher for just over a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced practice teachers in my area of work and can get support and advice from them at any time*

**NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice**

**NMC  
Standards to Support Learning and  
Assessment in Practice  
(NMC 2006)**

**Guidance and Mapping Tools for  
Mentors and Sign-off Mentors for  
Transfer to the Local Register**

**Independent Health Care Setting**

**NURSING**

**November 2007  
Mapping Phase 2**

## 1.0 Introduction

- 1.10 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.11 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.12 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register. The guidelines below will help you complete a simple mapping process.

## 2.0 Mentors

- 2.2 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.
- 2.3 Mentors must be on the same part and sub-part of the NMC register as the students they are supporting and assessing.
- 2.4 Mentors who support pre-registration nursing and specialist practice post-registration students commencing training from September 2007 onwards must meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006).
- 2.5 *Mentors are responsible and accountable for:*
- Organizing and coordinating student learning activities 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 behaviour
  - 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
  - Providing evidence to sign-off mentors with regard to decisions about achievement of proficiency at the end of a programme

## 3.0 Guidance for Mentors

- 3.1 You are required to complete the mapping tool which is divided into the following sections;

<b>Form A</b>	Biographical Details
---------------	----------------------

<b>Form B</b>	Mapping Tool - Mentor
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
<b>Form D</b>	Mapping Tool - Sign off mentor
<b>Form E</b>	Line Manager/Professional Lead Recommendation Sheet
Please forward <u>Form A and Form C and/or E</u> as per local policy for entry to the register on recommendation by manager/professional lead.	

- 3.8 Flow charts (**Appendix1**) are included to assist you with the mapping process for both mentors and sign off mentors.
- 3.9 The mapping process is a **once only exercise** for current mentors who demonstrate they meet the NMC Standards.
- 3.4 You must complete the biographical data sheet (**Form A**) in the mentor mapping tool and are required to permit access to your biographical details on the electronic database for information retrieval purposes. It is important that the biographical details are entered correctly as this information will be entered directly on the local register of mentors.
- 3.5 **Consider the 8 domains (Form B) with related criteria and make a determination of the extent to which you meet each one.** Indicate with a tick if you consider you meet the indicated domains and provide **examples** from your previous experience as a mentor to demonstrate how you meet the new NMC competency domains. This will help inform the discussion with your line manager/professional lead. Some examples are provided for illustration purposes only (**Appendix 2**).
- 3.6 On completion of the self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the standards to enable recommendation for entry on the local register. Where 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 timeframe.
- 3.7 When a recommendation has been made, **Form C** will accompany the mentors' details for transfer onto the local register in accordance with local policy.
- 3.8 The same process must be followed for sign-off mentor assessment and recommendation.

## 4.0 Sign-off Mentors

- 4.1 There are a large number of mentors within the system who already meet the criteria to become sign-off mentors; these should be identified in the first instance by their line manager/professional lead.
- 4.2 Sign-off mentors are experienced NMC registrants who make judgements to determine whether a student has achieved the required NMC standards of proficiency for safe and effective practice. Only sign-off mentors that are on the same part or sub-part of the NMC register and in the same field of practice may confirm to the NMC that students have met the relevant standards of proficiency for the particular programme leading to registration or a qualification recordable with the NMC. Practice teachers, by virtue of meeting NMC requirements are also recognized as sign-off mentors.
- 4.3 Sign-off mentors or practice teachers will be required to sign off a student's placement proficiency in the last practice placement of programmes for all students commencing programmes from September 2007 onwards.
- 4.4 Sign-off mentors or practice teachers will also be involved in decision making about students who are failing to demonstrate progress during clinical placements at any stage of the programme.
- 4.5 Mentors with experience of signing off students for entry to the NMC register and who can demonstrate they meet the NMC additional criteria required by the NMC are recognised as sign-off mentors. Line managers will decide, in the first instance who may be considered as a sign-off mentor and annotate those mentors accordingly.
- 4.6 *Sign-off mentors must meet the following criteria:*
- Be experienced mentors/practice teachers who have completed mentor/practice teacher preparation
  - Have a working knowledge of current programme requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing
  - Understand their professional accountability when assessing students' proficiency at the end of a programme and determining a pass or fail.
  - Have clinical currency and capability in the field of practice in which the student is being assessed
  - Have an understanding of the NMC registration requirements and the contribution they make to meeting these requirements

## 5.0 **Sign off Mentor Guidance**

- 5.1 If you consider you meet the sign off criteria complete **Form D** and arrange to meet with your line manager/professional lead to discuss the extent to which you meet the criteria to enable recommendation for entry on the local register as a sign off mentor. Where a recommendation cannot be made, an action plan is jointly developed by the manager/professional lead and mentor to identify issues and consider how these can be achieved within a mutually agreed timeframe.
- 5.2 **Current mentors who do not meet the criteria for sign-off mentors, will require to be supervised by a sign-off mentor on at least three occasions for signing-off proficiency at the end of a final placement.**
- 5.3 In accordance with local policy, following line manager recommendation, sign-off mentors' details are annotated on the local register of mentors (**Form E**).

**BIOGRAPHICAL DETAILS OF MENTORS/SIGN OFF MENTORS FOR  
PRE-REGISTRATION AND SPECIALIST PRACTICE NURSING PROGRAMMES**

					<b>Guidance</b>
Name					
Organisation					
Location					
NMC Registration Pin No.		Expiry Date			
Part(s) of the NMC Register		Sub-Part		<i>NMC Recordable Qualification</i>	<i>Active Parts of the Register only Example Part - Nursing, Sub part – Mental Health</i>
Other Professional Qualifications					<i>Please list any other professional qualifications you have.</i>
Date Mentorship Programme completed					Please enter date of programme completed
Date mapped to NMC Mentor Standards		Recommended by			
Date met NMC 'sign-off mentor' criteria		Recommended by			

***I give permission for this information to be held on the Trust's electronic database for retrieval by authorised personnel for the purposes of meeting NMC requirements for placement learning and assessment.***

**Signed**

**Date**

## DOMAINS

Domain 1: The mentor should demonstrate how they orientate students to the learning environment and how they establish effective working relationships with students			Domain 2: The mentor should demonstrate how they keep up to date with students' learning objectives, facilitate students' integration of learning in theory and practice and help students critically reflect on their learning experience		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
1. Establishing effective working relationships	1.1 Developing effective working relationships based on mutual trust and respect	<input type="checkbox"/>	2. Facilitation of Learning	2.1 Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet their individual needs	<input type="checkbox"/>
	1.2 Demonstrate an understanding of factors that influence how students integrate into practice settings	<input type="checkbox"/>		2.2 Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences	<input type="checkbox"/>
	1.3 Provide ongoing and constructive support to facilitate transition from one learning environment to another	<input type="checkbox"/>		2.3 Support students in critically reflecting upon their learning experience in order to enhance future learning	<input type="checkbox"/>
Domain 3: The mentor should demonstrate how they have worked with students to assess the student's development and progress throughout the placement.			Domain 4: The Mentor should demonstrate how they have assisted students to reflect on and illustrate how they have contributed to the professional development of others		
	Mentor	Please tick if achieved		Mentor	Please tick if achieved
3. Assessment and accountability	3.1 Foster professional growth, personal development and accountability through support of students in practice	<input type="checkbox"/>	4. Evaluation of learning	4.1 Contribute to evaluation of student learning and assessment experiences, proposing aspects for change resulting from such evaluation	<input type="checkbox"/>
	3.2 Demonstrate a breadth of understanding of assessment strategies and ability to contribute to the total assessment process as part of the teaching team	<input type="checkbox"/>		4.2 Participate in self and peer evaluation to facilitate personal development and contribute to the development of others	<input type="checkbox"/>
	3.3 Provide constructive feedback to students and assist them in identifying future learning needs and actions	<input type="checkbox"/>			
	3.4 Be accountable for confirming that students have met or not met the NMC competencies in practice i.e. at the end of the Common	<input type="checkbox"/>			

<b>Domain 5:</b> The mentor should demonstrate how they have contributed to the creation of a learning environment in the clinical area			<b>Domain 6:</b> The mentor should demonstrate the strategies used to ensure the delivery of safe and effective care, involvement with inter-professional working and their involvement with practice developments to promote learning		
	<b>Mentor</b>	<b>Please tick if achieved</b>		<b>Mentor</b>	<b>Please tick if achieved</b>
<b>5. Creating an environment for learning</b>	5.1 Support students to identify both learning needs and experiences that are appropriate to their level of learning	<input type="checkbox"/>	<b>6. Context of practice</b>	6.1 Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated	<input type="checkbox"/>
	5.2 Use a range of learning experience, involving patients, clients, carers and the professional team to meet defined learning needs	<input type="checkbox"/>		6.2 Set and maintain professional boundaries that are sufficiently flexible for providing inter-professional care	<input type="checkbox"/>
	5.3 Identify aspects of the learning environment which could be enhanced, negotiating with others to make appropriate changes	<input type="checkbox"/>		6.3 Initiate and respond to practice development to ensure safe and effective care is achieved and an effective learning environment is maintained	<input type="checkbox"/>
	5.4 Act as a resource to facilitate personal and professional development of others	<input type="checkbox"/>		<b>Domain 8:</b> The Mentor should demonstrate their leadership abilities in managing the practice placement and providing learning opportunities for students	
<b>Domain 7:</b> The Mentor should demonstrate strategies used to support students in the use of evidence-based practice				<b>Mentor</b>	<b>Please tick if achieved</b>
	<b>Mentor</b>	<b>Please tick if achieved</b>	<b>8. Leadership</b>	8.1 Plan a series of learning experiences that will meet students defined learning needs	<input type="checkbox"/>
<b>7. Evidence based</b>	7.1 Identify research and evidence-based practice relating to their area of practice	<input type="checkbox"/>		8.2 Be an advocate for students to support them accessing learning opportunities that meet their individual needs, involving a range of other professional, patients, clients and carers	<input type="checkbox"/>
	7.2 Contribute to strategies to increase or review the evidence base used to support practice	<input type="checkbox"/>		8.3 Prioritise work to accommodate support of students within their practice roles	<input type="checkbox"/>
	7.3 Support students in applying an evidence base to their own practice	<input type="checkbox"/>		8.4 Provide feedback about the effectiveness of learning and assessment in practice	<input type="checkbox"/>

**Provide a few examples from previous experience as a mentor to demonstrate how you have achieved the required domains and outcomes (see Appendix 2)**

## Mentor self-verification

On completing the mapping self-assessment, mentors should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice.

**I declare that I meet the NMC mentor requirements**                      **Yes**                      **No**                      **(please circle)**

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the mentor has identified competency domains which still require to be developed these should be identified in the Action Plan below and more fully discussed with the line manager at the verification meeting.

**Mentor's Action Plan (Please identify which mentor competency domains require further development)**

## Line Manager/Professional Lead Recommendation

Form C

I have read the mentor's self-assessment documentation and held a follow -up discussion with the mentor.

As the mentor's line manager/professional lead, I confirm that **I am/am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to support students on placement, including relevant updating within the last year.

**I am recommending/not recommending** (*please delete, as relevant*) the mentor for entry on the local register of mentors.

**Signature of Line Manager:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which mentor criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met.**

### Mapping as a Sign-off Mentor

In addition to being verified as meeting the NMC standards as a mentor, if you consider you meet the NMC criteria as a sign off mentor, the following self evaluation form must be completed and verified by your line manager.

Criteria	Please tick if Achieved	Provide examples from previous experience as a Mentor to demonstrate HOW you have achieved these. (See guidance notes).
1. I am an experienced mentor and have mentored at least 2 students within the last 3 years.	<input type="checkbox"/>	
2. I have knowledge and understanding of the specific programme relating to the student and have clinical currency and capability in my field of practice.	<input type="checkbox"/>	
3. I have experience of working with student nurses or post registration students and currently confirm their capability for safe and effective practice.	<input type="checkbox"/>	
4. I have the ability to manage students with competency difficulties to enable them to improve their performance and capabilities for safe and effective practice.	<input type="checkbox"/>	
5. I have had relevant on-going professional development needs relevant to my role as a sign-off mentor and incorporated into my PDP.	<input type="checkbox"/>	
6. I understand the NMC registration requirements and the contribution made by me as a mentor to meet these requirements.	<input type="checkbox"/>	
7. I fully understand my professional accountability in relation to the decision to pass, defer or fail a student when assessing proficiency requirements at the end of a programme.	<input type="checkbox"/>	
8. I have knowledge and understanding of the support available for sign off mentors in making these decisions.	<input type="checkbox"/>	
9. I have knowledge of the support available to students in relation to decisions made around their proficiency.	<input type="checkbox"/>	

Document amended by permission of NHS Education Scotland from their document *Transitional Guidance for Sign-Off Mentors (2007)*

## Sign-off mentor self-verification

On completing the mapping self-assessment, sign-off mentors should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements of the NMC standards to support learning and assessment in practice.

**I declare that I meet the NMC sign-off mentor requirements**                      **Yes**                      **No**                      **(please circle)**

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the sign-off mentor has identified requirements which still require to be developed these should be identified in the Action Plan below and more fully discussed when meeting with the line manager

**Sign-off Mentor Action Plan (Please identify which mentor competency domains require further development)**

### Line Manager/Professional Lead Recommendation of Sign-off Mentor

I have read the sign-off mentor's self-assessment documentation and held a follow -up discussion with the mentor.

As the mentor's line manager/professional lead I confirm that **I am/am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to be annotated in the local register as a **sign-off mentor**.

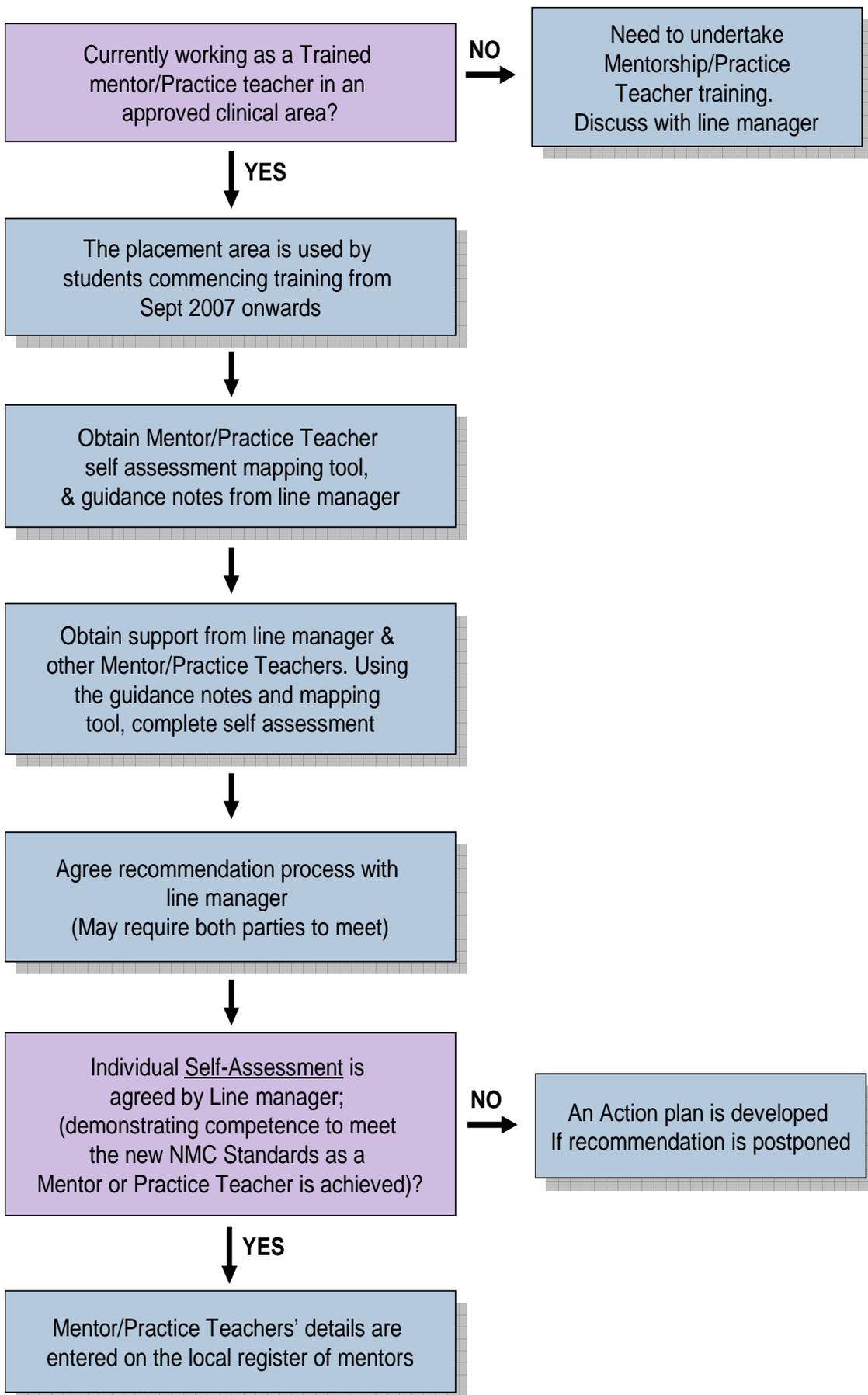
**I am recommending / not recommending** (*please delete, as relevant*) the mentor for entry on the local register of mentors as a **sign-off mentor**.

**Signature of Line Manager:** \_\_\_\_\_ **Position:** \_\_\_\_\_

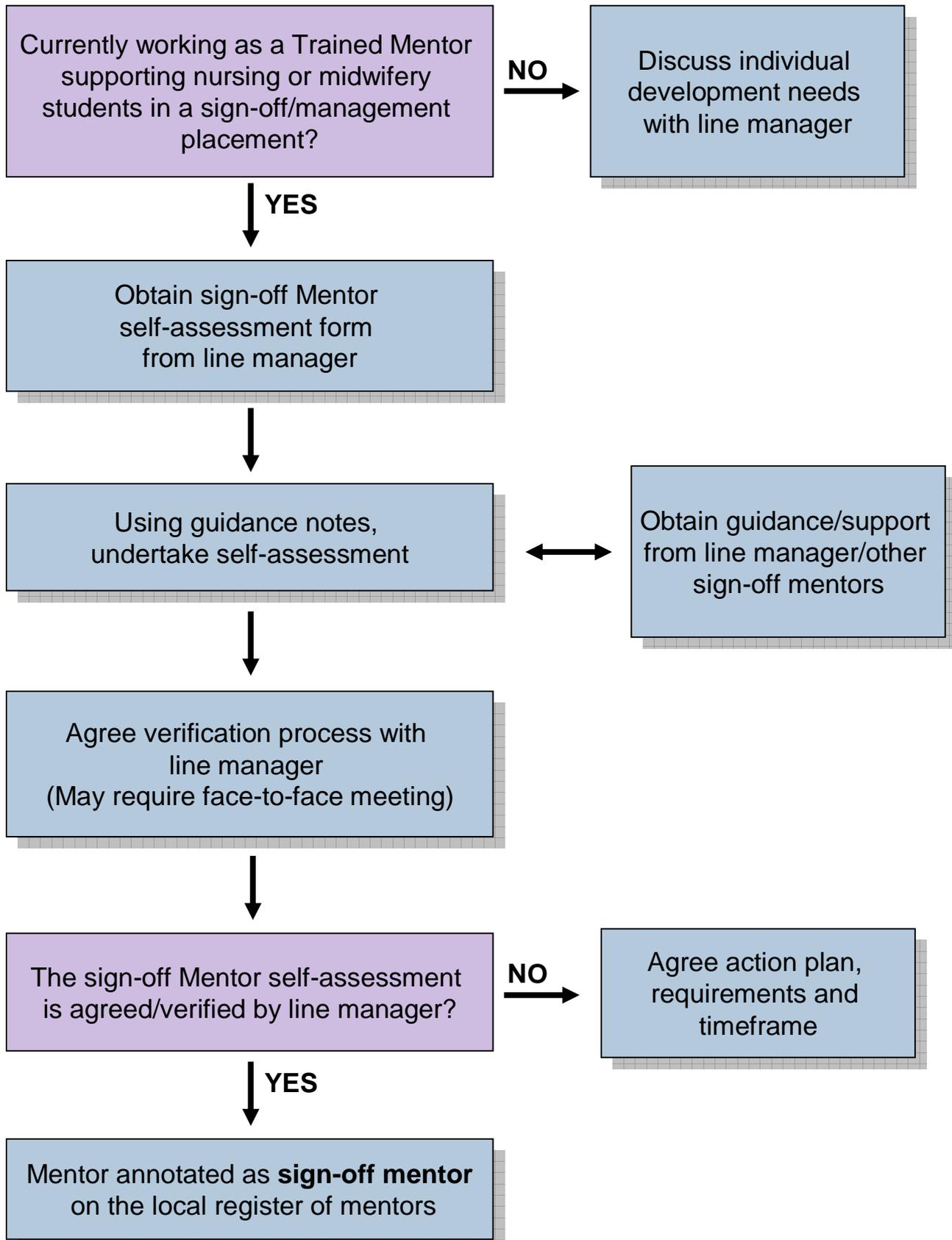
**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met and arrangements made for supervision on three occasions by a sign-off mentor.**

**Flowchart to assist with mapping of existing mentors and practice teachers' entry on the local register of mentors**



**Flowchart to assist with mapping of existing mentors/annotation on the local register as sign-off mentors**



## EXAMPLES OF EXPERIENCE AS A MENTOR

**Domain 1 Example: Establishing effective working relationships** you could write something like

*I treat students with the same respect I show my patients and colleagues. I expect students to show courtesy and regard to everyone they have contact with while on placement*

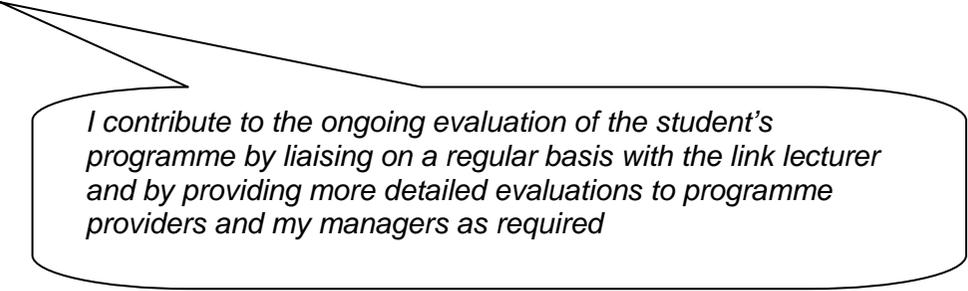
**Domain 2 Example: Facilitation of Learning**

*I facilitate learning by helping students to connect the theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis*

**Domain 3 Example: Assessment and Accountability**

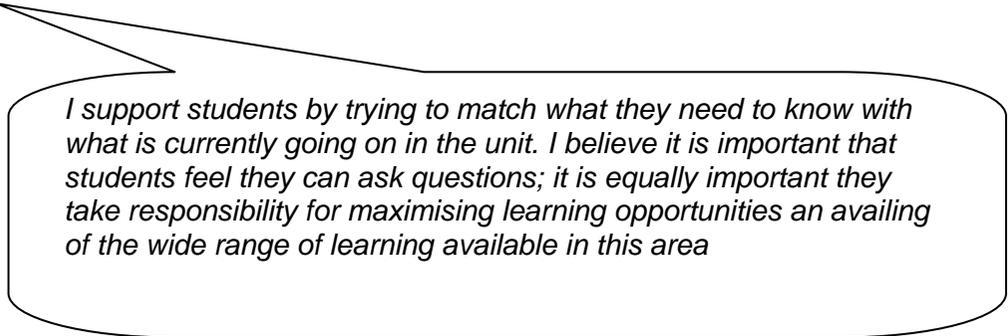
*I am aware of the importance of giving students on-going feedback about their progress while on placement. If I have concerns about a student I discuss these with the student and my other mentor colleagues. I also involve the link lecturer for advice and additional information about the student*

**Domain 4 Example: Evaluation of Learning**



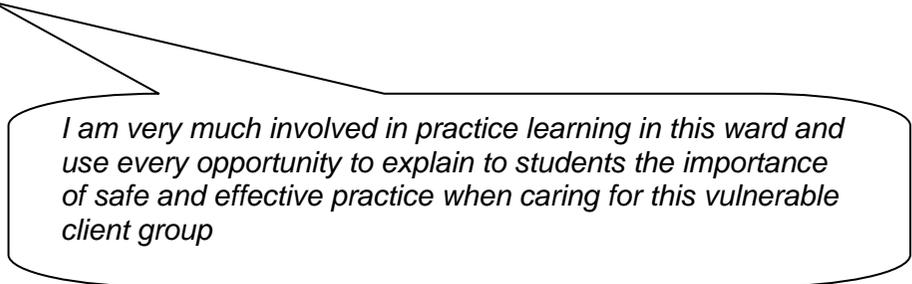
*I contribute to the ongoing evaluation of the student's programme by liaising on a regular basis with the link lecturer and by providing more detailed evaluations to programme providers and my managers as required*

**Domain 5 Example: Creating an Environment for Learning**



*I support students by trying to match what they need to know with what is currently going on in the unit. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities an availing of the wide range of learning available in this area*

**Domain 6 Example: Context of Practice**



*I am very much involved in practice learning in this ward and use every opportunity to explain to students the importance of safe and effective practice when caring for this vulnerable client group*

**Domain 7 Example: Evidence based-practice**

*Keeping up to date is vital. I have found membership of the ward journal club has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement*

**Domain 8 Example: Leadership**

*Even though I have only been a mentor for just under a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced mentors in the ward and can get support and advice from them at any time*

**NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice**

**NMC  
Standards to Support Learning and  
Assessment in Practice  
(NMC 2006)**

**Guidance and Mapping Tools for Practice  
Teachers Transferring to the Local Register**

**PRACTICE TEACHER**

**Independent Health Care Setting**

**November 2007  
Mapping Phase 2**

## 1.0 Introduction

- 1.13 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.14 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.15 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register. The guidelines below will help you complete a simple mapping process.

## 2.0 Practice Teachers Supporting Specialist Community Public Health Nursing (SCPHN) students

- 2.1 An NMC practice teacher is a registrant who following successful completion of an NMC approved practice teacher programme has achieved the knowledge, skills and competence required to meet the defined outcomes and sign-off criteria.
- 3.2 The practice teacher standard is mandatory for practice teachers supporting Specialist Community Public Health Nursing (SCPHN) students commencing from September 2007.
- 3.3 The NMC requires that registrants already holding a practice teacher qualification recognised by programme-providers **map their current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 3.3 Practice Teachers must be registered specialist community public health nurses on the same sub-part of the NMC register as the students they are supporting and assessing.
- 3.4 *Practice teachers are responsible and accountable for:*
- Organizing and coordinating student learning activities 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 behaviour
  - Providing evidence as required by programme providers of student achievement or lack of achievement
  - Liaising with others (e.g. other practice teachers, link lecturers and managers) to provide feedback, identify any concerns about the student's performance and agree action as appropriate
  - Providing evidence to with regard to decisions about achievement of proficiency at the end of a programme

### 3.0 Guidance for Practice Teachers

- 3.1 You are required to complete the mapping tool which is divided into the following sections;

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool – Practice Teacher
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
Please forward <u>Form A and Form C</u> as per local policy for entry to the register on recommendation by manager/professional lead.	

- 3.10 A flow chart (**Appendix1**) is included to assist you with the mapping process for practice teachers.
- 3.11 The mapping process is a **once only exercise** for current practice teachers who demonstrate they meet the NMC Standards.
- 3.4 You must complete the biographical data sheet (**Form A**) in the mapping tool and are required to permit access to your biographical details on the electronic database for information retrieval purposes. It is important that the biographical details are entered correctly as this information will be entered directly on the local register of mentors and practice teachers.
- 3.5 **Consider the 8 domains (Form B) with related criteria and make a determination of the extent to which you meet each one.** Indicate with a tick if you consider you meet the indicated domains and provide **examples** from your previous experience as a mentor to demonstrate how you meet the new NMC competency domains. This will help inform the discussion with your line manager/professional lead. Some examples are provided for illustration purposes only (**Appendix 2**).
- 3.6 On completion of the self-assessment form, you must meet with your line manager or professional lead to discuss the extent to which you meet the standards to enable recommendation for entry on the local register. Where 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 timeframe.
- 3.7 When a recommendation has been made the practice teachers details are transferred onto the local register in accordance with local policy (**Form C**).

BIOGRAPHICAL DETAILS OF PRACTICE TEACHERS FOR SCPHN

**Appendix 1**

					<b>Guidance</b>
Name					
Organisation					
Location					
NMC Registration Pin No.			Expiry Date		
Part(s) of the NMC Register		Sub-Part		<i>NMC Recordable Qualification</i>	<i>Active Parts of the Register only Example Part - Nursing, Sub part – Mental Health</i>
Other Professional Qualifications					<i>Please list any other professional qualifications you have.</i>
Date Mentorship Programme completed					Please enter date of programme completed
Date mapped to NMC Mentor Standards			Recommended by		
Date met NMC 'sign-off mentor' criteria			Recommended by		

***I give permission for this information to be held on the Trust's electronic database for retrieval by authorised personnel for the purposes of meeting NMC requirements for placement learning and assessment***

Signed

Date

DOMAINS

<b>Domain 1:</b> The practice teacher should demonstrate how they orientate students to the learning environment and how they establish effective working relationships with students.			<b>Domain 2:</b> The practice teacher should demonstrate how they keep up to date with students' learning objectives, facilitate students' integration of learning in theory and practice and help them critically reflect on their learning experience		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>1. Establishing effective working relationships</b>	1.1 Have effective professional and inter-professional working relationships to support learning for entry to the register and education at a level beyond registration	<input type="checkbox"/>	<b>2. Facilitation of Learning</b>	2.1 Enable students to relate theory to practice whilst developing critically reflective skills	<input type="checkbox"/>
	1.2 Be able to support students moving into specific areas of practice, or a level of practice beyond registration, identifying their individual needs in moving to a different level of practice	<input type="checkbox"/>		2.2 Use effective communication and facilitation skills to foster professional growth and personal development	<input type="checkbox"/>
	1.3 Support mentors and other professionals in their roles to support learning across practice and academic learning environments	<input type="checkbox"/>		2.3 Facilitate and develop the ethos of inter-professional learning and development	<input type="checkbox"/>
<b>Domain 3:</b> The practice teacher should demonstrate HOW they have developed appropriate assessing skills and strategies and show that they are aware of their professional accountability when assessing students			<b>Domain 4:</b> The Practice Teacher should demonstrate how they have assisted students to reflect on and illustrate how they have contributed to the professional development of others		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>3. Assessment and accountability</b>	3.1 Set effective professional boundaries whilst creating a dynamic and constructive teacher-student relationship	<input type="checkbox"/>	<b>4. Evaluation of learning</b>	4.1 Design evaluation strategies to determine the effectiveness of practice an academic experience accessed by students at both registration level and those in education at a level beyond initial registration	<input type="checkbox"/>
	3.2 In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks	<input type="checkbox"/>		4.2 Collaborate with other members of the teaching team to judge and develop learning and assessment and to support appropriate practice and levels of education	<input type="checkbox"/>
	3.3 Be able to assess practice for registration and also at a level beyond that of initial registration	<input type="checkbox"/>		4.3 Collect evidence on the quality of education in practice and determine how well NMC requirements for standards of proficiency are being achieved	<input type="checkbox"/>
	3.4 Provide constructive feedback to students and help them to identify 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 implication of this for their future	<input type="checkbox"/>			
	3.5 Be accountable for confirming that students have met or not met the NMC standards of proficiency in practice for registration and at a level beyond	<input type="checkbox"/>			

	initial registration and are capable of safe and effective practice				
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<b>Domain 5:</b> <b>The Practice Teacher should demonstrate how they have contributed to the creation of a learning environment in the clinical area</b>			<b>Domain 6:</b> <b>The Practice Teacher should demonstrate the strategies used to ensure the delivery of safe and effective care, involvement with inter-professional working and their involvement with practice developments to promote learning</b>		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>5. Creating an environment for learning</b>	5.2 Enable students to access opportunities to learn and work within inter-professional teams	<input type="checkbox"/>	<b>6. Context of practice</b>	6.1 Recognize the unique needs of practice and contribute to development of an environment that supports achievement so NMC standards of proficiency	<input type="checkbox"/>
	5.2 Initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration	<input type="checkbox"/>		6.2 Set and maintain professional boundaries, whilst at the same time recognizing the contribution of the wider inter-professional team and the context of care delivery	<input type="checkbox"/>
	5.3 Work closely with other involved in education; in practice and academic settings to adapt, to change and inform curriculum development	<input type="checkbox"/>		6.3 Support student in exploring new ways of working and the impact this may have on established professional roles	<input type="checkbox"/>
<b>Domain 7:</b> <b>Practice Teachers should demonstrate strategies used to support students in the use of evidence-based practice.</b>			<b>Domain 8:</b> <b>Practice Teachers should demonstrate their leadership abilities in managing the practice placement and providing learning opportunities for students.</b>		
	Practice Teacher	Please tick if achieved		Practice Teacher	Please tick if achieved
<b>7. Evidence based practice</b>	7.2 Identify areas for research and practice development based on interpretation of existing evidence	<input type="checkbox"/>	<b>8. Leadership</b>	8.1 Provide practice leadership and expertise in the application of knowledge and skills based on evidence	<input type="checkbox"/>
	7.2 Use local and national health frameworks to review and identify development need	<input type="checkbox"/>		8.2 Demonstrate the ability to lead education in practice, working across practice and academic settings	<input type="checkbox"/>
	7.3 Advance their own knowledge and practice in order to develop new practitioners at both registration level and at a level beyond initial registration, to be able to meet changes in practice roles and care delivery	<input type="checkbox"/>		8.3 Manage competing demands of practice and education related to supporting different practice levels of students	<input type="checkbox"/>
	7.4 Disseminate findings from research and practice development to enhance practice and the quality of learning experiences	<input type="checkbox"/>		8.4 Lead and contribute to evaluation of the effectiveness of learning and assessment in practice	<input type="checkbox"/>

**Provide a few examples from previous experience as a Practice Teacher to demonstrate how you have achieved the required domains and outcomes (see Appendix 2).**

## Practice Teacher Self-verification

On completing the mapping self-assessment, practice teachers should confirm they have demonstrated achievement of all the NMC domains and meet the competency requirements and sign-off criteria of the NMC standards to support learning and assessment in practice.

**I confirm that I have supported and assessed at least 1 student\* in the previous 3 years and declare that I meet the NMC Practice Teacher requirements**      Yes       No  (please tick)

**Practice Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the practice teacher has identified competency domains which still require to be developed these should be identified in the Action Plan below and more fully discussed when meeting with the line manager.

**Practice Teacher's Action Plan (Please identify which mentor competency domains require further development)**

\*This would be a student intending to enter the SCPHN part of the register, or record an SPQ on the nurses' part of the register.

## Practice Teacher Line Manager/Professional Lead Recommendation

I have read the practice teacher's self-assessment documentation and held a follow -up discussion with the individual.

As the practice teachers line manager/professional lead I confirm that **I am / am not** (*please delete, as relevant*) satisfied that he / she meets the NMC competence domains required to support students on placement.

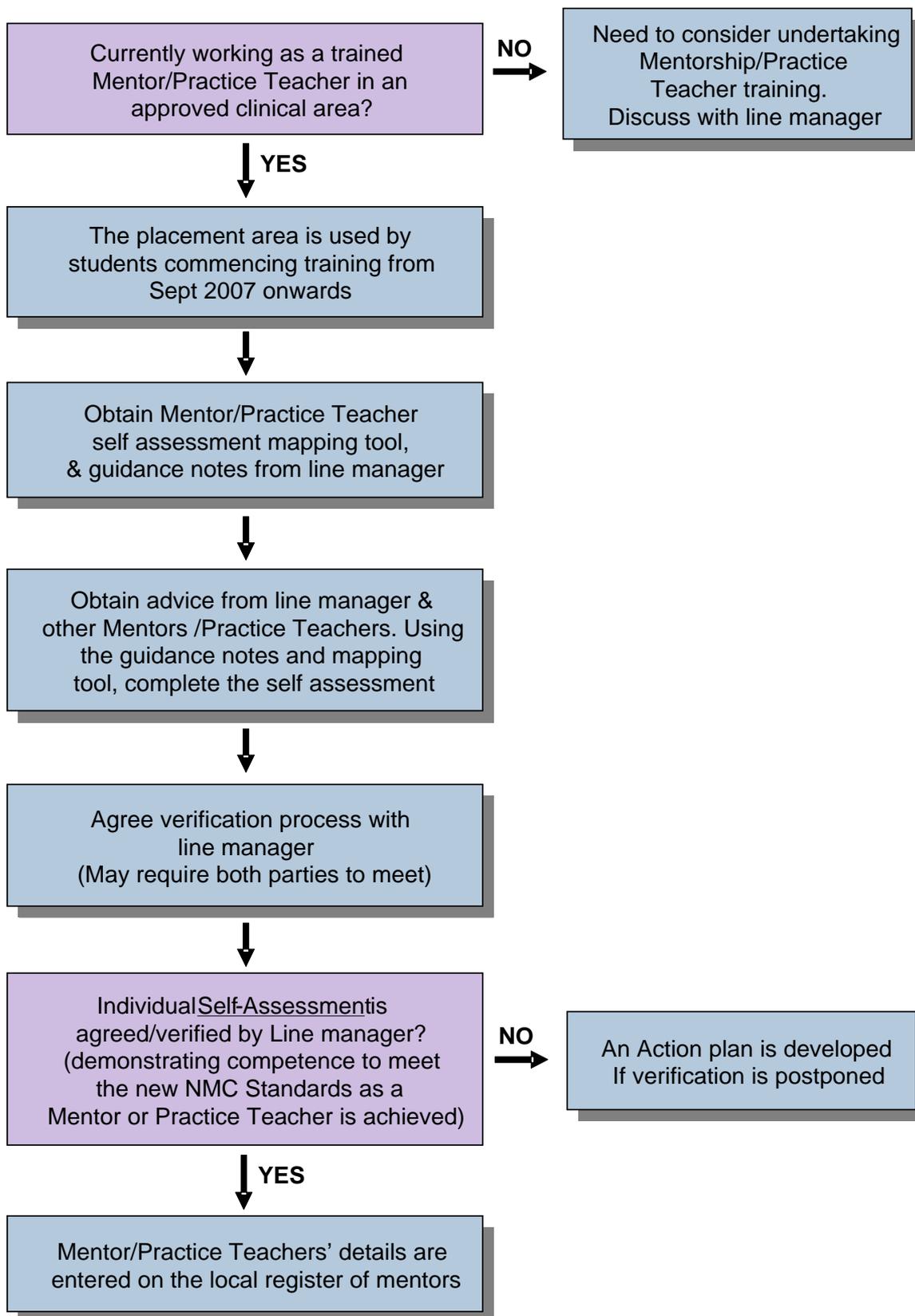
**I am recommending / not recommending** (*please delete, as relevant*) the practice teacher for entry on the local register.

**Signature of line manager/professional lead:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Where a recommendation cannot be given please identify which mentor criteria have not been met and indicate the actions and timeframe agreed with the mentor to enable the criteria to be met.**

## Flowchart to assist with Mapping of existing Mentors and Practice Teachers' prior to entry on the Local Register of Mentors



## EXAMPLES OF EXPERIENCE AS A PRACTICE TEACHER

**Domain 1 Example: Establishing effective working relationships** you could write something like

*I treat students with the same respect I show my clients and colleagues. I expect students to show courtesy and regard to everyone they have contact with while on placement*

**Domain 2 Example: Facilitation of Learning**

*I facilitate learning by helping students to connect the theory they have learned with the actual experience available to them in my clinical area as we work together on a day-to-day basis*

**Domain 3 Example: Assessment and Accountability**

*I am aware of the importance of giving students on-going feedback about their progress while on placement. If I have concerns about a student I discuss these with the student and my other practice colleagues. I also involve the link lecturer for advice and additional information about the student*

**Domain 4 Example: Evaluation of Learning**

*I contribute to the ongoing evaluation of the student's programme by liaising on a regular basis with the link lecturer and by providing more detailed evaluations to programme providers and my managers as required*

**Domain 5 Example: Creating an Environment for Learning**

*I support students by trying to match what they need to know with what is currently going on in the clinical area. I believe it is important that students feel they can ask questions; it is equally important they take responsibility for maximising learning opportunities and availing of the wide range of learning available.*

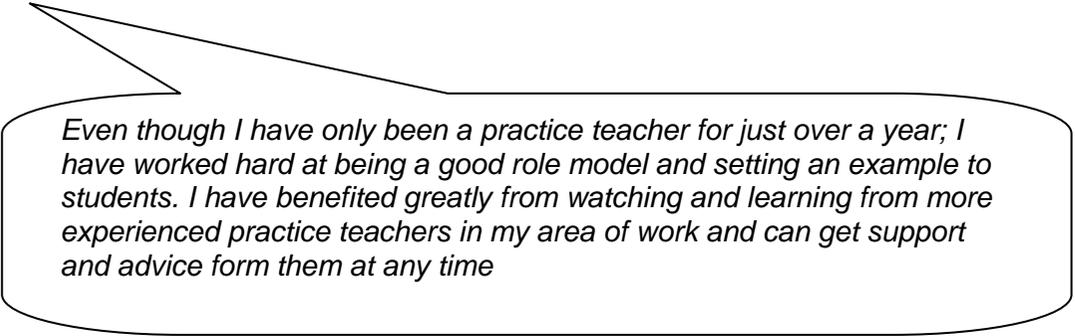
**Domain 6 Example: Context of Practice**

*I am very much involved in practice learning in this area and use every opportunity to explain to students the importance of safe and effective practice when caring for this vulnerable client group*

**Domain 7 Example: Evidence based-practice**

*Keeping up to date is vital. I have found membership of the local practice development group has been very helpful for my own professional development. This has given me the necessary knowledge & skills to help students integrate the most recent evidence into their practice while on placement*

**Domain 8 Example: Leadership**



*Even though I have only been a practice teacher for just over a year; I have worked hard at being a good role model and setting an example to students. I have benefited greatly from watching and learning from more experienced practice teachers in my area of work and can get support and advice from them at any time*

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## Guidance for Line Manager/Professional Lead

### The Mapping Process

#### 1.0 Introduction

- 1.1 There are a large number of experienced mentors and practice teachers currently in service. The NMC Standards require all mentors and practice teachers to map their **current qualifications and experience against the new NMC standards** and any outstanding outcomes should be met by continuing professional development (CPD).
- 1.2 The purpose of this mapping exercise is to ensure that existing mentors and practice teachers who support nursing and midwifery students commencing from September 2007 onwards, meet the requirements of the NMC Standards to Support Learning and Assessment in Practice (2006). The NMC does not expect mentors and practice teachers who have already undertaken an approved preparation programme to repeat it.
- 1.3 The tools use a process of self-evaluation by practitioners, as required by NMC. It has also been agreed in Northern Ireland that the line manager/professional lead will recommend mentors/sign-off mentors/practice teachers for entry on the local register.

#### 2.0 Mentors

- 2.2 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.
- 2.3 Mentors must be on the same part and sub-part of the NMC register as the students they are supporting and assessing.
- 2.4 Mentors who support pre-registration nursing and specialist practice post-registration students commencing training from September 2007 onwards must meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006).

#### 3.0 Midwife Mentors

- 3.1 An NMC mentor for pre-registration midwifery programmes is a registrant who has successfully completed an NMC approved mentor preparation programme and has achieved the knowledge, skills and competence required to meet the defined mentor outcomes and in addition meets sign-off mentor criteria.
- 3.3 Mentors must be on the midwifery part of the NMC register.
- 3.2 Midwife mentors who support midwifery students commencing from September 2007 onwards, must meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006). **The NMC require that all midwife mentors meet sign-off mentor criteria.**

## **4.0 Sign-off Mentors**

- 4.1 There are a large number of mentors within the system who already meet the criteria to become sign-off mentors; these should be identified by their line manager/professional lead in consultation with mentors.
- 4.2 Mentors are required to fill in the sign-off mentor self assessment to determine to what extent the mentor meets the additional criteria required by the NMC to allow recommendation for entry on to the local register as a sign off mentor. Line manager/professional leads will decide in the first instance who may be considered as a sign off mentor and annotate those mentors accordingly.
- 4.3 Placement providers and line managers/professional leads must ensure that a registrant designated to sign-off proficiency for a particular student at the end of a programme is;
- Identified on the local register as a sign-off mentor or a practice teacher
  - Registered on the same part of the NMC register as the student they are assessing
  - Working in the same field of practice as that in which the student intends to qualify.
- 4.4 **Current mentors who do not meet the criteria for sign-off mentors, will require to be supervised by a sign-off mentor on at least three occasions for signing-off proficiency at the end of a final placement.**

## **5.0 Practice Teachers**

- 5.1 An NMC practice teacher is a registrant who following successful completion of an NMC approved practice teacher programme has achieved the knowledge, skills and competence required to meet the defined outcomes and sign-off criteria.
- 5.2 The practice teacher standard is mandatory for practice teachers supporting Specialist Community Public Health Nursing (SCPHN) students commencing from September 2007.
- 5.3 Practice teachers must be registered specialist community public health nurses on the same sub-part of the NMC register as the students they are supporting and assessing.

## 6.0 Guidance for Line Manager/Professional Lead

6.1 This guide is to help the line manager/professional lead facilitate the mapping process. These guidelines should be read in conjunction with the mapping tools for;

- Mentors and sign off mentors for nursing
- Sign off mentors for midwifery
- Practice teachers

6.2 The mapping tools are divided into the following sections;

### Nursing

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool - Mentor
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet
<b>Form D</b>	Mapping Tool - Sign off mentor
<b>Form E</b>	Line Manager/Professional Lead Recommendation Sheet

### Midwifery

<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool – Sign off mentor
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet

### Practice Teachers

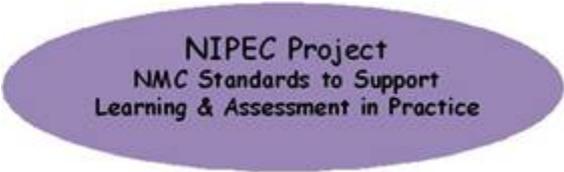
<b>Form A</b>	Biographical Details
<b>Form B</b>	Mapping Tool – Practice Teacher
<b>Form C</b>	Line Manager/Professional Lead Recommendation Sheet

#### 6.4 **Line managers/professional leads are responsible for;**

- Identifying who may be considered/required as a mentor/sign-off mentor/practice teacher
- Providing the necessary mapping documentation containing guidance on how to complete the forms
- Following completion of the self-assessment mapping exercise by mentors and practice teachers, the manager/professional lead will meet with individual to consider the extent to which mentor/practice teacher meets the NMC Standards.
- When satisfied that an individual meets the NMC competency requirements for mentors/sign-off mentors/practice teacher, the manager/professional lead will complete the documentation to recommend the individual for entry on the local register of mentors and practice teachers.
- The ward manager or professional lead is responsible for forwarding the relevant documentation i.e. Biographical Details - Form A and Recommendation Form C (and/or E for sign off mentors for Nursing) from the mapping tool to the designated administrative officer for entry on the local register of mentors and practice teachers. Both sheets are required to place the registrant on the local register.
- Where a recommendation cannot be given, the manager/professional lead will in association with the individual concerned develop an action plan to remedy deficits and enable the registrant to meet the required standards.

6.5 This process is a **once only exercise** for current mentors and practice teachers who have demonstrated they meet the NMC Standards.

6.6 New programmes are currently being developed for registrants who require mentorship or practice teacher preparation in the future.



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### **Guidance for internal reporting and amending the local register of mentors and practice teachers**

The attached provides guidance to help Trusts maintain the local register of mentors, sign off mentors and practice teachers. Trusts can use the attached forms and guidance when formulating their own policies and/or procedures. Placement providers are responsible for ensuring;

- An up to date local register of current mentors, sign-off mentors and practice teachers who meet the NMC standards is held and maintained
- Keeping the information accurate and up to date by regularly reviewing the register and adding or removing names of registrants as necessary

This information should be provided from each placement area to the data collection point for updating the Trust's local register of mentors and practice teachers on a weekly basis. This will ensure accuracy and currency of information on the local register. The information from the local register will then be automatically transferred to the education providers weekly, which will then be downloaded for appropriate allocation of students to placement areas. This document gives guidance for the internal reporting systems only.

It is anticipated that a report on an Excel worksheet will be developed by DIS to be downloaded and made available for ward and facility managers for verification.

It is the responsibility of the ward/facility manager to review their mentors/practice teachers records contained on the local register on a weekly basis, ensuring the accuracy of information by adding & removing names of registrants as necessary. Administrative person(s) identified for data inputting should be notified on-line or by paper (*as agreed in each Trust*), the changes required through the forms attached.

#### **New mentors/practice teachers**

Only NMC registrants who have successfully completed a mapping process or previously completed an NMC approved preparation programme for mentors or practice teachers can be entered on to the local register. Details of new mentor, sign off mentor or practice teacher should be completed on the New Entrant **Form A**. New mentors/practice teachers will complete relevant forms from their course documentation at the end of their programme and forwarded to their ward manager for submission to the data inputter for inclusion on the register.

#### **Mentors/practice teachers currently on register**

Amendments to mentor/practice teacher must be included on **Form B**.

This includes checking currency of;

- NMC Registration
- NMC Recordable qualifications
- Mentor/Practice Teacher availability
- Sign off mentor status (nursing programmes)
- Annual update
- Triennial review requirements
- Area of practice/location

**Forms A** and/or **B** should be submitted to the named administrative support for the Local Register for your area weekly (*destination as agreed within each Trust*).

## New entrant to the NMC Standards Local Register for Mentors and Practice Teachers

					Guidance
Name					
Staff Number					
Trust					
Location					<i>This is site specific e.g. Mater Hospital, Dunluce Health Centre.</i>
Service Group					<i>E.g. Surgical, Operating Department</i>
Ward / Team			Type of Placement		<i>Type of placement e.g. Medical, surgical, older adult, community</i>
NMC Registration Pin No.			Expiry Date		
Part(s) of the NMC Register		Sub-Part		<b>NMC Recordable Qualification</b>	<i>Active Parts of the Register only Example Part - Nursing, Sub part – Mental Health</i>
Other Professional Qualifications					<i>Please list any other professional qualifications you have.</i>
Date Preparation Programme completed		<i>Mentorship preparation programme</i>		<i>Practice teacher preparation programme</i>	Please enter date of programme completed
Date mapped to NMC Mentor Standards <i>(if applicable)</i>			Recommended by (signature required)		
Date met NMC 'sign-off mentor' criteria <i>(if applicable)</i>			Recommended by (signature required)		

Date mapped to NMC Practice Teacher Standard <i>(if applicable)</i>		Recommended by (signature required)		
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***I give permission for this information to be held on the local register for mentor/practice teacher and made available to approved education providers for the purposes of meeting NMC requirements for supporting learning and assessment in practice.***

Signed

Date

**Form B**

**Amendment Form for Local Register - Mentors / Sign off Mentors / Practice Teachers**

Location			
Service Group			
Ward/Team			
Date			
Name of Ward manager/Team Leader		<b>Contact number</b>	
Name of Person completing form		<b>Contact number</b>	
Change to current Data?	<b>No change</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <i>(see below for details)</i>		
	<i>New Staff Member 1</i>	<i>New Staff Member 2</i>	<i>New Staff Member 3</i>
<b>Name of new Staff member transferring in/appointed to placement area;</b>			

NMC PIN			
Appointment date (if new start)			
Transferring from (ward/team)			

Name	NMC Registration Number	New NMC Registration Expiry date	Available as mentor/ practice teacher (yes / no*)	Triennial review requirements met (insert date)	No longer meets NMC requirements as mentor/practice teacher – date lapsed** from:	Intention to leave employment (insert date)	Annual update*** (insert date completed)	New NMC Recordable Qualifications e.g. nurse prescribing, SPQ.	Date met 'sign-off' criteria (nursing programmes)
			Yes <input type="checkbox"/> No <input type="checkbox"/>						
			Yes <input type="checkbox"/> No <input type="checkbox"/>						
			Yes <input type="checkbox"/> No <input type="checkbox"/>						
			Yes <input type="checkbox"/> No <input type="checkbox"/>						
			Yes <input type="checkbox"/> No <input type="checkbox"/>						

*Tick 'no' if mentor/ practice teacher on e.g. long term sick leave, maternity leave etc.	**e.g. mentored < 2 pre-registration students or <1 SCPHN/ SPQ student.
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***Locally determined e.g. attending formal curriculum update by education provider, on line learning, recording participation in discussions with link lecturers etc.
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## **NMC STANDARDS PROJECT GROUP**

### **MENTOR AND PRACTICE TEACHER PROGRAMME DEVELOPMENT**

#### **Introduction**

- 1.0 The Project Group convened as part of the above project and comprising education and service representatives has been considering underpinning principles for consideration by the curriculum development groups developing the above programmes.
- 2.0 The discussions of the Project Group have mostly concerned the structure and delivery of the programmes to ensure co-ownership by service and education programme providers and deliverability within the current resource constraints of health care sector and education providers. These have been set within the context of meeting NMC requirements and the need to provide a high quality learning experience for student mentors and student practice teachers.

#### **Underpinning principles**

- 3.0 The mentor and practice teachers programmes should be developed within a process that ensures co-ownership by service and education programme providers and demonstrate the following:
  - There is evidence of strong partnership working between service and education programme providers in the planning, development and delivery of the programmes.
  - The programme is based on a work-based learning approach underpinned by the relevant theory and incorporating supervised and assessed practice.
  - The programme must be flexible and accessible and make maximum use of distance learning methodologies, including web-enhanced learning.
  - The programme enables students to gain understanding and experience in relation to their own role and the wider context of programme delivery in service and education settings.
  - An auditable record is maintained by each student of all learning activities to ensure NMC requirements are met in terms of required theory and practice, protected learning time, and overall programme length.
  - Clear assessment criteria are established using robust assessment tools and methodologies, with a clear focus on assessment of competence in the practice setting.
  - Clear criteria are established for the selection of supervisors and assessors of the student mentors and practice teachers.
  - Processes are developed to prepare the supervisors and assessors of student mentors and practice teachers for their role.
  - Selection criteria are established for entry to the programme based on an equitable approach and demonstrates that programme participants have developed their own skills and competence beyond registration.



## RESOURCE IMPLICATIONS

### SUMMARY OF ISSUES FOR CONSIDERATION

#### 1.0 Introduction

Exploration of the resource impact for Health and Social Care (HSC) Trusts in Northern Ireland in meeting the requirements of implementing NMC Standards for Learning and Assessment in Practice was agreed as objective 8 of the project plan of the NIPEC Project to implement NMC Standards ([www.nipec.n-i.nhs.uk](http://www.nipec.n-i.nhs.uk)). This paper has been agreed by the Steering Group for the Project to assist HSC Trusts in determining their specific resource requirements.

Section 2.0 of the paper presents various aspects of the implementation of the NMC Standards and possible resource implications. Please refer to NMC Standards for Learning and Assessment in Practice (NMC, 2006) for further details of specific NMC requirements.

#### 2.0 Resource Impact

Each Trust has already developed various strategies for supporting learning and assessment in practice for students on NMC regulated programmes and, as a consequence, will have differing resource needs. This section identifies some of the areas for consideration by Trusts to help with determining current resources, identifying deficits, and may assist with developing required business cases.

##### 2.1 Local registers of mentors and practice teachers

Local registers will require to be set up in each Trust and it has been agreed with the Trusts that they will use the platform of the Human Resources Management System (HRMS) for the register. Information will need to be provided for staff responsible for maintaining HRMS in relation to the new elements and training to facilitate using the HRMS as the local register

Depending on the current use of the HRMS within Trusts, there may be implications for initial training of new staff to use the system, which could have resource implications. Staff with expertise in using the system will also require to be informed about the new data fields, it is anticipated that this will have minimal resource implications.

This will have implications for the various groups of staff who input to various parts of HRMS, and will include inputs to the HR section, the nursing section (NIMS) and the new fields. This will consequently impact on staff providing administrative support for HR services and nursing and midwifery services. This will have implications for some Trusts in relation to the current policies regarding frequency of updates and availability of staff who have been trained in inputting to HRMS.

The setting up and maintenance of local registers will involve:

- Inputting initial data sets to set up the register. The amount of data requiring to be inputted will be dependant on the current use of the HRMS within Trusts – for some Trusts this may be more of an issue if the nursing section (NIMS) of HRMS has not previously used. The data fields specific to NMC requirements will require to be entered for every mentor and practice teacher who has been recommended for entry to the register through the agreed regional mapping process. All data field requirements will be annotated on the mapping documents completed by current mentors and practice teachers. Please find attached at Appendix 1 a table of the agreed data fields.

- It will be necessary to keep the register up to date across all the identified fields to ensure that NMC requirements are met on an on-going basis. Arrangements require to be made for maintenance of the register for current and new mentors and practice teachers.

Education providers require access to accurate and up-to-date information to enable them to place students in areas where mentor and practice teacher availability can be confirmed. It is anticipated that the data identified in the attached data fields will be transferred to local education providers within agreements yet to be concluded, and is likely to be as frequent as weekly to enable them to make effective use of the register. Data will, therefore, require to be inputted on a regular basis.

The data fields that will require to be addressed on an on-going basis include:

- Changes in work location
- Annotation as Sign-off mentor
- Entries re new mentors and practice teachers following preparation for their role
- Entries re annual updates and triennial review
- Entries re lapses i.e. no longer meeting NMC requirements
- Entries re non-availability e.g. long-term sick leave, maternity leave etc

## **2.2 Mentor and practice teacher training**

Mentors and practice teachers require to be prepared for their role. The new NMC Standards for Learning and Assessment in Practice (NMC, 2006) clearly state the requirements in this regard. The delivery of the programmes of preparation will have implications for education and service programme providers.

For the HSC Trusts this will have a number of areas that require consideration:

- Release of staff who are required to undertake preparation for the role of mentors and practice teachers will be required to ensure that adequate numbers are available to supervise students to meet a minimum ratio of 1 mentor to 3 students (from any discipline) for pre-registration students and 1 sign-off mentor/practice teacher for each student on post-registration programmes.

Mentor and practice teacher training will have resource implications in terms of the time required for each programme, which includes 10 days for mentor preparation (at least 5 days of which must be protected learning time) and 30 days for practice teacher preparation (all of which is protected learning time). NMC requires that practice teachers supervise and assess all students on Specialist Community Public Health Nursing Programmes. Pre-registration students and all other post-registration students must, as a minimum, be supervised by mentors throughout their programme and by sign-off mentors in their final placement.

There is an intent to structure programmes that are flexible and accessible and predominantly work-based, which will have implications for ensuring students have the required time for independent study and practice learning, together with time for formal education activities.

- The time required for supervision and assessment of students on mentor and practice teacher programmes will require careful consideration. There will be a requirement for mentor and practice teacher students to be supervised and assessed in their practice base, which will have implications for providing time for supervisors to be prepared for their role and carry out teaching, supervision and assessment duties. This is a new responsibility for Trusts and is in keeping with ensuring a work-based and competency focus for the new programmes, with the student mentors/practice teachers being assessed as competent to undertake all aspects of their role.

- There will also be a requirement for Trusts to ensure systems are put into place for evaluating sign-off mentor competencies for mentors who will be acting as sign-off mentors for pre-registration nursing programmes. Sign-off competencies are incorporated into midwifery mentor programmes and practice teacher programmes. This is also a new responsibility for Trusts.
- Arrangements will also require to be made for Trusts, in collaboration with education providers, to quality assure programmes preparing mentors and practice teachers. This will require implementing processes for ensuring consistency of assessment of programme outcomes for each student and protocols for recommendation for entries on local registers.

### **2.3 Mentor/sign-off mentor/practice teacher role**

Students on NMC regulated programmes require to be provided with teaching, supervision and assessment throughout all practice placement experience. The role of the mentor and practice teacher is to plan and co-ordinate the student's learning experience to enable them to meet programme outcomes. This will include working with other experienced practitioners and ensuring that students have access to a wide range of learning opportunities. Mentors and practice teachers must be in a position to be able to commit themselves to supporting learning and assessment in practice, including opportunities for discussion of on-going progress. Sign-off mentors and practice teachers are required to determine competency at the end of programmes and to provide additional support to mentors who are supporting students who have competency problems or are failing to meet required standards.

The following aspects require consideration and have resource implications for Trusts:

- Provision for mentors and practice teachers to provide supervision and teaching of students on an on-going basis is required. NMC has indicated that, whilst giving direct care in a practice setting, pre-registration students should be supervised directly or indirectly by a mentor or practice teacher for at least 40% of their practice time. In addition to this, pre-registration students are required to have one hour protected time per week with a sign-off mentor in the final period of practice learning each (normally the last 12 weeks of their programme). NMC has indicated that practice teacher/sign-off mentors should support only one specialist practice/SCPHN student at one time and be able to commit themselves to supporting learning and assessment in practice and are also required to have the equivalent of one hour protected time per week with their student in the student's final period of practice learning.

Mentors and practice teachers are also required to assess students throughout their programme. Practice teachers and sign-off mentors will be responsible for signing-off students as meeting NMC competence requirements at the end of programmes and to provide additional support to mentors who are supporting students with competency problems or failing to meet required standards.

- Mentors/sign-off mentors and practice teachers are required to demonstrate on an on-going basis that they maintain their competency. NMC has indicated that arrangements should be made by Trusts to provide networking opportunities for mentors and practice teachers to meet and share ideas and issues.

Education and service providers are also required to provide annual updates to ensure mentors/sign-off mentors and practice teachers are up to date with the on-going requirements of their role and any programme changes that have been made.

In addition, NMC requires that systems are put into place to ensure competencies are reviewed (to include evidence of updating) on an on-going basis and formally reviewed every three years, it is expected that this will be part of appraisal processes.

- The mentor and practice teacher role also requires that on-going communication is made with education providers in relation to individual student needs, which in Northern Ireland is normally through link lecturers.

### **3.0 The role of the Steering Group**

The Steering Group is committed to working with HSC Trusts in helping them explore the resource implications of the implementation of the NMC Standards for Learning and Assessment in Practice in their Trusts. It is envisaged that this paper will assist in beginning the work and the Steering Group would be happy to receive comment and feedback in relation to any further activities that would be of assistance.

L M Barrowman

Project Lead

18<sup>th</sup>

September

2007

NIPEC Project  
NMC Standards to Support  
Learning & Assessment in Practice

## Project Evaluation

### Education Providers Feedback Sheet

As part of the evaluation of the NMC Standards project we are seeking feedback from key people in the stakeholder organisations.

I would be grateful if you would complete this feedback sheet and return it to [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) via e-mail by **29<sup>th</sup> February 2008**. Please tick the relevant boxes below where the abbreviations represent the following comments;

**SA = Strong agree; A = Agree; D = Disagree; SD = Strongly disagree N/A = Non applicable**

Additional comments are welcome if you feel that the tick box does not adequately reflect your views.

<b>1. Communications during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Communications from NIPEC ensured I kept up to date with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The communications I received were relevant for my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented in NIPEC project communications was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The following methods were effective in keep me and my staff updated;				
• Bulletins distributed after each Steering Group meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Email communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NMC Standards information on the NIPEC website is;				
• Easy to access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Current and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2. Support during the implementation of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
NIPEC officers provided sufficient support to my organisation during the implementation of the NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice and guidance provided by the NIPEC officers was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any queries or questions were responded to promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3. Structure of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The Structure of the Project i.e. using representation from each education and placement provider, helped to take the work forward within each organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This organisation has had sufficient input to the project through the structures of the Steering Group and Project group representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall management of the Project facilitated a regional approach to the implementation of the NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The outputs of the project helped education and service providers meet the NMC Standards in relation to the following areas;				
<ul style="list-style-type: none"> <li>• Guidance for line managers/professional lead for mapping*</li> <li>• Mapping Tools (to help current mentors and practice teacher map against the NMC Standards)*</li> <li>• Presentations (NMC Standards and Mapping)*</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
*documents currently available on the website <a href="http://www.nipec.n-i.nhs.uk">www.nipec.n-i.nhs.uk</a>				

Please include any other comments from the preceding sections and any suggestions that would have improved the outcomes from the project.

Thank you for taking the time to complete this feedback sheet. Please return this form via e-mail to: [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by 29<sup>th</sup> February 2008

Should you wish to clarify any of the above statements please feel free to contact Nikki Walker on Tel: 028 9023 8152

## Project Evaluation

### Project Group (Excluding Project Officers) - Feedback Sheet

As part of the evaluation of the NMC Standards project we are seeking feedback from the members of the Project Group on the operation and management of the Project Group meetings and the project itself.

I would be grateful if you would complete this feedback sheet and return it via e-mail by **29<sup>th</sup> February 2008** to [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk). Please tick the relevant boxes below where the abbreviations represent the following comments;

**SA = Strong agree; A = Agree; D = Disagree; SD = Strongly disagree N/A = Not applicable**

Additional comments are welcome if you feel that the tick box does not adequately reflect your views.

1. Organisation of the meetings.	Yes	No
I always received agenda and minutes 7 days before the date of the meetings	<input type="checkbox"/>	<input type="checkbox"/>
The circulated and tabled papers were relevant for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The information presented in the papers was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>
The briefings on agenda items were adequate for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The frequency of meetings (monthly) were appropriate	<input type="checkbox"/>	<input type="checkbox"/>
The schedule of dates for Project Group meetings was helpful in planning my attendance	<input type="checkbox"/>	<input type="checkbox"/>

2. Discussion/debate at the meetings.	SA	A	D	SD
The duration of the meetings was adequate for the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was sufficient time for discussion of items at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general a consensus of views was arrived at during discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attendance at Project Group meetings had enabled me to adequately represent my stakeholder group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members input to discussion at meetings was encouraged and valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of the Project Group meetings enabled members to make a positive contribution to the outcomes of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Project Group has played a significant part in shaping the implementation of the NMC standards through stakeholder group representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My membership of the Project Group enabled me to ensure that a regional approach to the implementation of the NMC Standards was achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attendance at Project Group meetings has enabled me to adequately represent my stakeholder group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3. Overall management of the Project Group</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The initial sub-group work during the Project Group meetings helped to take the work forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Trust Working Groups facilitated the implementation of the NMC Standards within the Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall management of the Project Group facilitated a regional approach to the implementation of the NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Support during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
NIPEC officers provided sufficient support to enable me to take forward the work required to meet the NMC Standards in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice and guidance provided by the NIPEC officers was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queries and questions were responded to promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>5. Structure of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The overall structure of the project i.e. using representation from each education and placement provider, helped to take the work forward within my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The project plan and work programme ensured the project objectives were achieved in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The outputs of the project helped my organisation meet the NMC Standards; <ul style="list-style-type: none"> <li>• Guidance for line managers/professional lead for mapping*</li> <li>• Mapping Tools*</li> <li>• Presentations (NMC Standards and Mapping)*</li> <li>• Resource paper*</li> <li>• Guidelines for setting up and maintaining the local register*</li> </ul> *documents available on the NIPEC website <a href="http://www.nipec.n-i.nhs.uk">www.nipec.n-i.nhs.uk</a>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

<b>6. Communications during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Communications from NIPEC ensured I kept up to date with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The following methods were effective in keeping me updated; <ul style="list-style-type: none"> <li>• Bulletins distributed after each Steering Group meeting</li> <li>• Email communication</li> <li>• Phone</li> <li>• Face to face meetings</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
The NMC Standards pages on the website were; <ul style="list-style-type: none"> <li>• Easy to access</li> <li>• Current and up to date</li> <li>• Useful</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Please include any other comments from the preceding sections and any suggestions that would have improved the outcomes from the project.

Thank you for taking the time to complete this feedback sheet. Please return this form via e-mail to: [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by 29<sup>th</sup> February 2008

Should you wish to clarify any of the above statements please feel free to contact Nikki Walker on Tel: 028 9023 8152

## Project Evaluation

### Placement Providers Feedback Sheet

As part of the evaluation of the NMC Standards project we are seeking feedback from key people in the stakeholder organisations.

I would be grateful if you would complete this feedback sheet and return it to me via e-mail by 29<sup>th</sup> February 2008. Please tick the relevant boxes below where the abbreviations represent the following comments;

**SA = Strong agree; A = Agree; D = Disagree; SD = Strongly disagree.**

Additional comments are welcome if you feel that the tick box does not adequately reflect your views.

<b>1. Communications during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Communications from NIPEC ensured I kept up to date with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The communications I received were relevant for my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented in NIPEC project communications was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The following methods were effective in keeping me and my staff updated;				
• Bulletins distributed after each Steering Group meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Face to face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NMC Standards information on the NIPEC website is;				
• Easy to access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Current and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2. Support during the implementation of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
NIPEC officers provided sufficient support to the organisation during the implementation of the NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice and guidance provided by the NIPEC officers was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any queries or questions were responded to promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3. Structure of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The Structure of the Project i.e. using representation from each Trust helped to take the work forward within each organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This organisation has had sufficient input to the project through the structures of the Steering Group and Project Group representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Trust Working Groups facilitated the implementation of the NMC Standards within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall management of the Project facilitated a regional approach to the implementation of the NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The outputs of the project helped education and service providers meet the NMC Standards in relation to the following areas;				
<ul style="list-style-type: none"> <li>• Guidance for line managers/professional lead for mapping*</li> <li>• Mapping Tools (to help current mentors and practice teacher map against the NMC Standards)*</li> <li>• Presentations (NMC Standards and Mapping)*</li> <li>• Resource paper*</li> <li>• Guidelines for setting up and maintaining the local register*</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
*documents currently available on the website <a href="http://www.nipec.n-i.nhs.uk">www.nipec.n-i.nhs.uk</a>				

Please include any other comments from the preceding sections and any suggestions that would have improved the outcomes from the project.

Thank you for taking the time to complete this feedback sheet. Please return this form via e-mail to: [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by **29<sup>th</sup> February 2008**

Should you wish to clarify any of the above statements please feel free to contact Nikki Walker on Tel: 028 9023 8152

## Project Evaluation

### Project Officers - Feedback Sheet

As part of the evaluation of the NMC Standards project we are seeking feedback from the Project Officers. Since commencing your role as a Project Officer we would like your feedback in relation to your role, the Project Group meetings and the project itself. Please insert your date of appointment to your post -

I would be grateful if you would complete this feedback sheet and return via e-mail to [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by **29<sup>th</sup> February 2008**. Please tick the relevant boxes below where the abbreviations represent the following comments.

**SA = Strong agree; A = Agree; D = Disagree; SD = Strongly disagree N/A = Non applicable**

Additional comments are welcome if you feel that the tick box does not adequately reflect your views.

<b>1. Support in Project Officer Role</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I received sufficient support from NIPEC officers while undertaking the Project Officer role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support I received was appropriate to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NIPEC officers briefed me adequately for my role as Project Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice and guidance received from the NIPEC officers was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any queries or questions were responded to promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Project Officer role was a good networking opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Project Officer meetings were useful in taking the work forward within my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2. Organisation of the meetings</b>	<b>Yes</b>	<b>No</b>
I always received agenda and minutes 7 days before the date of the meetings	<input type="checkbox"/>	<input type="checkbox"/>
The circulated and tabled papers were relevant for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The information presented in the papers was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>
The briefings on agenda items were adequate for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The frequency of meetings (monthly) were appropriate	<input type="checkbox"/>	<input type="checkbox"/>
The schedule of dates for Project Group meetings was helpful in planning my attendance	<input type="checkbox"/>	<input type="checkbox"/>

<b>3. Overall management of the Project Group</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The initial sub-group work during the Project Group meetings helped to take the work forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Trust Working Groups facilitated the implementation of the NMC Standards within the Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Discussion/debate at the meetings</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The duration of the meetings was adequate for the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was sufficient time for discussion of items at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general a consensus of views was arrived at during discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attendance at Project Group meetings had enabled me to adequately represent my stakeholder group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members input to discussion at meetings was encouraged and valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt confident enough to contribute to the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Project Group has played a significant part in shaping the implementation of the NMC standards through stakeholder group representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>5. Support during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
NIPEC officers provided sufficient support to enable me to take forward the work required to meet the NMC Standards in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice and guidance provided by the NIPEC officers was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queries and questions were responded to promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>6. Structure of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The overall structure of the project i.e. using representation from each education and placement provider, helped to take the work forward within my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The project plan and work programme ensured the project objectives were achieved in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The outputs of the project helped my organisation meet the NMC Standards; <ul style="list-style-type: none"> <li>• Guidance for line managers/professional lead for mapping*</li> <li>• Mapping Tools*</li> <li>• Presentations (NMC Standards and Mapping)*</li> <li>• Resource paper*</li> <li>• Guidelines for setting up and maintaining the local register*</li> </ul> *documents available on the NIPEC website <a href="http://www.nipec.n-i.nhs.uk">www.nipec.n-i.nhs.uk</a>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

<b>6. Communications during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Communications from NIPEC ensured I kept up to date with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The following methods were effective in keeping me updated; <ul style="list-style-type: none"> <li>• Bulletins distributed after each Steering Group meeting</li> <li>• Email communication</li> <li>• Phone</li> <li>• Face to face meetings</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
The NMC Standards pages on the website were; <ul style="list-style-type: none"> <li>• Easy to access</li> <li>• Current and up to date</li> <li>• Useful</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Please include any other comments from the preceding sections and any suggestions that would have improved the outcomes from the project.

Thank you for taking the time to complete this feedback sheet. Please return this form via e-mail to: [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by 29<sup>th</sup> February 2008  
Should you wish to clarify any of the above statements please feel free to contact Nikki Walker on  
Tel: 028 9023 8152

## Project Evaluation Steering Group - Feedback Sheet

As part of the evaluation of the NMC Standards project we are seeking feedback from the members of the Steering Group on the operation and management of the Steering Group meetings and the project itself. I would be grateful if you would complete this feedback sheet and return it via e-mail by **29<sup>th</sup> February 2008** to [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk). Please tick the relevant boxes below where the abbreviations represent the following comments;

**SA = Strong agree; A = Agree; D = Disagree; SD = Strongly disagree N/A = Non applicable**

Additional comments are welcome if you feel that the tick box does not adequately reflect your views.

1. Organisation of the meetings	Yes	No
I always received agenda and minutes 7days before the date of the meetings	<input type="checkbox"/>	<input type="checkbox"/>
The circulated and tabled papers were relevant for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The information presented in the papers was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>
The briefings on agenda items were adequate for my needs	<input type="checkbox"/>	<input type="checkbox"/>
The frequency of meetings (2 monthly) were appropriate	<input type="checkbox"/>	<input type="checkbox"/>
The schedule of dates for Steering Group meetings was helpful in planning my attendance	<input type="checkbox"/>	<input type="checkbox"/>

2. Discussion/Debate at the meetings	SA	A	D	SD
The duration of the meetings was adequate for the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was sufficient time for discussion of items at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general a consensus of views was arrived at during discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members input to discussion at meetings was encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of the Steering Group meetings enabled members to make a positive contribution to the outcomes of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Steering Group has played a significant part in shaping the implementation of the NMC standards throughout the stakeholder organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My membership of the Steering Group enabled me to ensure that a regional approach to the implementation of the NMC Standards was achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attendance at Steering Group meetings has enabled me to adequately represent my stakeholder group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3. Structure of the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The overall structure of the project i.e. using representation from each education and placement provider, helped to take the work forward within my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The project plan and work programme ensured the project objectives were achieved in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The outputs of the project helped each organisation meet the NMC Standards; <ul style="list-style-type: none"> <li>Guidance for line managers/professional lead for mapping*</li> <li>Mapping Tools (to current mentors and practice teachers map against the NMC Standards)*</li> <li>Presentations (NMC Standards and Mapping)*</li> <li>Resource paper*</li> <li>Guidelines for setting up and maintaining the local register*</li> </ul> <p>*documents currently available on the website <a href="http://www.nipec.n-i.nhs.uk">www.nipec.n-i.nhs.uk</a></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
NIPEC officers provided sufficient support to key stakeholder organisations to enable them to take forward the work required to implement NMC Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

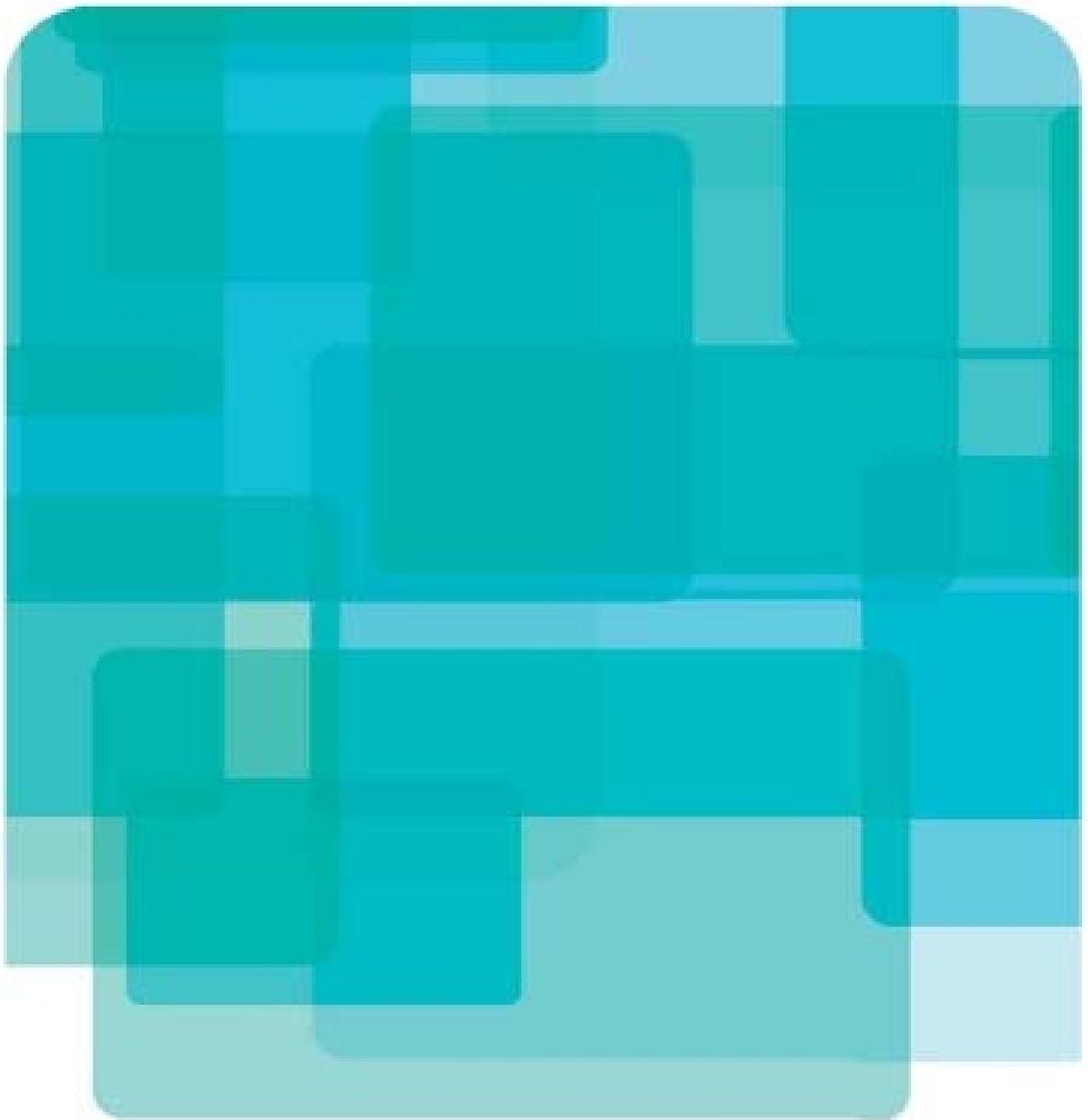
<b>6. Communications during the project</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Communications from NIPEC ensured I kept up to date with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The bulletins published following the Steering Group meetings were useful in keeping key stakeholders updated with the progress of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The NMC Standards pages on the NIPEC website were; <ul style="list-style-type: none"> <li>Easy to access</li> <li>Current and up to date</li> <li>Useful</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Please include any other comments from the preceding sections and any suggestions that would have improved the outcomes from the project.

Thank you for taking the time to complete this feedback sheet. Please return this form via e-mail to: [julie.edgar@nipec.n-i.nhs.uk](mailto:julie.edgar@nipec.n-i.nhs.uk) by **29<sup>th</sup> February 2008**

Should you wish to clarify any of the above statements please feel free to contact Nikki Walker on Tel: 028 9023 8152





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**May 2008**