
<table>
<thead>
<tr>
<th>Potential Evidence:</th>
<th>You are excellent at this</th>
<th>You are good at this</th>
<th>You have potential to improve in this area</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>√ use this tick</td>
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There is a **broad statement** from the standard at the start of each domain and then further detail is given as bullet points.

### Domain 1. Establishing effective working relationships:

You build an effective relationship with the student (as part of a wider team) to support learning by:

- Helping them to settle into the placement area effectively.
- Providing on-going and constructive support to help them to adjust to the placement.
- Role modelling effective professional and inter-professional relationships (i.e. use of professional language/non-judgemental language and behaviour and gives constructive (not gossip) feedback to colleagues).

**Potential Evidence:**
- Verbal or written student feedback /evaluations
- Completed Daloz tool for Challenge/support
- Feedback from peers/managers
- Reflective evidence
- The student works with you regularly (**they may avoid you if they do not feel the relationship is good!**)  
- Thank you/leaving cards etc.
- You can state your students prior experience/knowledge/skills

### Domain 2. Facilitation of learning:

You facilitate student learning, encourage them to self-manage learning opportunities and provide support to help them reach their potential by:

- Recognising what stage of the course they are at and helping them to select appropriate learning opportunities.
- Using a variety of ways to help them to integrate learning from practice and academic experiences (asking them about their university course/other placements and discussing what to do if there are differences between perspectives).
- Supporting them to critically reflect on learning experiences (by challenging asking probing questions, using reflective approaches, in

**Potential Evidence:**
- You discuss the different expectations you have of the student at different levels.
- Student feedback that:
  - you help them in setting SMART goals/objectives that stretch them (different words for different levels) see [http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)
  - explicitly consider learning preferences specific needs/disability and educational
depth discussions)

**Domain 3. Assessment and accountability:**
You fully assess their learning and competencies by observing skills/behaviour, discussing and questioning knowledge by:
- Helping them to become increasingly responsible/accountable as the placement develops
- Considering a range of approaches to assessment *(questioning, direct observation and feedback, reflection, discussion etc.)*
- Providing constructive feedback which helps them to identify future learning needs and actions *(particularly and where they may not be performing to a safe or acceptable level - explaining what they need to do to improve and what the consequences are if they do not)*.
- Recognising and acting on your accountably for confirming that they have met, or not met, the NMC competencies

<table>
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<tr>
<th>theory such as hierarchy of needs, adult learning, active learning etc.</th>
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<tbody>
<tr>
<td>You are observed promoting increased independence/ decision making and case management</td>
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<tr>
<td>You can state what your student has studied in university recently that is related to the placement</td>
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<table>
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<tr>
<th>You are familiar with the students Practice Assessment documents (PAD) <a href="https://shsc-int.brookes.ac.uk/documents/browse.php?FolderId=596">https://shsc-int.brookes.ac.uk/documents/browse.php?FolderId=596</a> You need to select the relevant branch of nursing or midwifery to get the documents</th>
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<tbody>
<tr>
<td>You have read the PAD ‘how to use this document sections’ and the examples of completed paperwork (see later in these hand-outs)</td>
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<tr>
<td>Reflection on your experience of assessing</td>
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<tr>
<td>Photocopy or summary of constructive feedback given</td>
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<tr>
<td>You self-assess as confident and competent to fail a student</td>
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**Domain 4. Evaluation of learning:**
You adopt a variety of strategies for evaluating learning in practice and academic settings by:
- Evaluating *(asking them about)* their learning and assessment experiences – and suggesting changes if appropriate
- Self-assessing and asking your peers for feedback regarding your professional and mentoring role development. Contributing to the development of others by constructively offering feedback and support.

<table>
<thead>
<tr>
<th>Complete the practice assessor/mentor feedback form at the end of each placement</th>
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<tr>
<td>Verbal and written feedback from peers/managers/Link lecturer</td>
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<tr>
<td>Student feedback - that you check their understanding by questioning and discussion and their skill by observing them</td>
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### Domain 5. Creating an environment for learning:

You create an environment for learning, where practice is valued and developed, that provides appropriate professional and inter-professional learning opportunities and support for learning by:

- Supporting students to identify learning needs and experiences that are appropriate to their level of learning (*setting challenging and realistic goals etc.*)
- Using a range of learning experiences, involving patients, clients, carers and the professional team
- Identifying aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes
- Acting as a resource to facilitate personal and professional development of others

- Copies of SMART goals for performance management and development
- Student feedback that you can clearly state/present in writing a full range of learning opportunities for the different levels of students
- You can identify if asked what makes a successful learning environment
- Students observe good leadership and teamwork in the placement and evidence of a culture that is open to learning (questioning, challenging)

### Domain 6. Context of practice:

You support learning by drawing on health care and educational policies. You manage change to ensure that particular professional needs are met within a learning environment that also supports practice development by:

- Contributing to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated
- Setting and maintaining professional boundaries which are sufficiently flexible for providing inter-professional care
- Initiating and responding to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained

- You can discuss current ideas/topics in your profession for example 6 C's, Francis report, Willis report, changes to the service, quality initiatives, targets etc.
- You have accessed the latest report from the student feedback of your placement area (your link lecturer or manager should have access to it). Make some notes on how you can improve the student experience
- You discuss raising and escalating concerns with the student

### Domain 7. Evidence based practice:

You apply evidence-based practice to your own work and contribute to the further development of a knowledge and practice evidence base by:

- Identifying and applying relevant research and evidence based practice
- Contributing to strategies to increase or review the evidence-base for practice
- Supporting the student in applying an evidence base to their own

Feedback from the student that:

- You can discuss relevant evidence (see [https://www.evidence.nhs.uk/](https://www.evidence.nhs.uk/)) relating to your speciality such as NICE and NSF's and Cochrane Systematic reviews etc.
- You give clear rationale for your practice
### Domain 8. Leadership:
You demonstrate leadership skills for education within practice and academic settings by:
- Planning a series of learning experiences to meet their learning needs
- Acting as an advocate and supporting the student to access relevant learning opportunities – involving a range of other professionals, patients, clients and carers
- Prioritising work appropriately to accommodate their support.
- Providing feedback to managers and to the link lecturer about the effectiveness of learning and assessment in practice.

- You are familiar with the resources for supporting students available on the PEU website [http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students](http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students)
- You have feedback that you communicate any issues in a timely manner to managers/Link lecturers etc.
- You arrange for suitable support for the student in your absence (student and link lecturer feedback)

### As a sign-off mentor (for final placement or return to practice students only)

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<tr>
<th>Step</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>1.</td>
<td>You have informed the student that you are a ‘sign-off’ mentor and meet the criteria to remain a sign off mentor</td>
<td>Discussion</td>
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<td>2.</td>
<td>You can discuss current programme requirements, practice assessment strategies and relevant changes in education and practice</td>
<td>Discussion</td>
</tr>
<tr>
<td>3.</td>
<td>You can explain the NMC registration requirements for signing off end of programme competencies and your contribution to this</td>
<td>Explanation, correct completion of paperwork Reflection</td>
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<td>4.</td>
<td>You recognise and can discuss your accountability to the NMC for the decision to pass or fail when assessing proficiency requirements at the end of a programme</td>
<td>Discussion Reflection Appropriate liaison with Link lecturer</td>
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