Student feedback for mentor/Sign-off mentor using the NMC (2008) Standard to support learning and assessment in practice (adapted)

<table>
<thead>
<tr>
<th>Domain 1. Establishing effective working relationships:</th>
<th>You are excellent at this</th>
<th>You are good at this</th>
<th>You have potential to improve in this area (make comment in the next column)</th>
<th>Please provide feedback on strengths/areas that could be developed further – with examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>You build an effective relationship with me (as part of a wider team) to support my learning by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Helping me to settle into the placement area effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Providing on-going and constructive support to help me adjust to the placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Role modelling effective professional and inter-professional relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2. Facilitation of learning:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You facilitate my learning, encourage me to self-manage learning opportunities and provide support to help me reach my potential by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognising what stage of the course I am at and helping me to select appropriate learning opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using a variety of ways to help me to integrate learning from practice and academic experiences (asking me about my university course/other placements and discussing what to do if there are differences between perspectives)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supporting me to critically reflect on my learning experiences (by challenging me, asking probing questions, using reflective approaches, in depth discussions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Domain 3. Assessment and accountability:**
You fully assess my learning and competencies by observing my skills/behaviour, discussing and questioning my knowledge by:
- Helping me to become increasingly responsible/accountable as the placement develops
- Considering a range of approaches to my assessment (*questioning, direct observation and feedback, reflection, discussion etc.*)
- Providing me with constructive feedback which helps me to identify my future learning needs and actions (*particularly and where I may not be performing to a safe or acceptable level explaining what I need to do to improve and what the consequences are if I do not).*
- Recognising and acting on your accountable for confirming that I have met, or not met, the NMC competencies

**Domain 4. Evaluation of learning:**
You adopt a variety of strategies for evaluating my learning in practice and academic settings by:
- Evaluating (*asking me about*) my 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.

**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 me to identify learning needs and experiences that are appropriate to my 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
### Domain 6. Context of practice:
You support my 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

### 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 me in applying an evidence base to my own practice

### Domain 8. Leadership:
You demonstrate leadership skills for education within practice and academic settings by:

- Planning a series of learning experiences to meet my learning needs
- Acting as an advocate and supporting me to access relevant learning opportunities – involving a range of other professionals, patients, clients and carers
- Prioritising work appropriately to accommodate my support.
- Providing feedback to managers and to the link lecturer about the effectiveness of learning and assessment in practice.

### As a sign-off mentor (for final placement or return to practice students only)
1. You have informed me that you are a ‘sign-off’ mentor and meet the criteria to remain a sign off mentor
2. You can discuss current programme requirements, practice assessment strategies and relevant changes in education and practice
3. You can explain the NMC registration requirements for signing off end of programme competencies and your contribution to this

4. 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