Triennial Review for Mentors

**Name:**

**Date:**

**Organisation:**

**Department/Team/Unit:**

**In Partnership with**



|  |  |
| --- | --- |
| **Contents** | Page |
| **Introduction** |  |
| Triennial Review FAQs | 3 |
| **Section One** |  |
| Preparing for a student |  |
| * Preparing your area | 4 |
| * Role as a mentor | 4 |
| * Professional development | 4 |
| Mentoring a student |  |
| * Welcoming your student | 5 |
| * Facilitating learning | 5 |
| * Feedback as a mentoring tool | 6 |
| * Assessment of practice | 6 |
| * Challenging situations in mentorship | 7 |
| * Evaluation of learning | 8 |
| * Leadership and mentoring | 8 |
| Effective working relationships | 9 |
| **Section Two** |  |
| Mentor Details | 10 |
| Verification form (Self and Line manager) | 11 |
| Action Plan | 12 |
| **Appendix** |  |
| Triennial Review Process Algorithm | 13 |
| References, Contacts and Document management | 14 |

Introduction

What is Triennial Review?

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

This is similar to Post Registration Education and Practice (PREP) and can be used as evidence in your PREP portfolio and KSF/Appraisal.

Why do I need to complete a Triennial Review?

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

Who needs to undertake a Triennial Review?

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

When do Mentors need to undertake a Triennial Review?

It is an ongoing process and should be completed every three years.

How do I complete my Triennial Review?

Each mentor undertakes a process of self-evaluation regarding their role as a mentor. This document, ‘Triennial review for mentors’ exists to assist you in this process.

**How do I complete this document, ‘Triennial review for mentors’?**

**Section one:** Requires you to reflect on your experience of mentoring and assessing your students.

**Section two:** Requires you to complete a self verification which is confirmed by your manager.

Should you wish to refer back to the NMC mentoring standards, the relevant standard is documented in brackets after each reflection/question.

**Where can I get support or guidance about my Triennial Review?**

Should you require any help or support, to complete the document please contact your local Practice Education Facilitator, Education Manager or Link Lecturer (see page 14).

**What should I do with my completed Triennial Review document?**

You need to discuss your completed Triennial Review with your line manager every three years (see algorithm on page 13). You might like to do this during your appraisal. Your line manager will verify you meet the mentorship standards and you both need to complete the verification form found on page 11.

Don’t forget, triennial review is a continuous process so start collecting your evidence now!

Preparing your area

Preparing for a student

1. **Reflect on how you and/or as part of the team prepare your area to support learning in practice. (NMC 5.3, 8.1)**
2. **How have you contributed to the development of a team/area which fosters learning for students and each other? (NMC 1.1, 6.1)**

🖉

Role as a mentor

1. **Reflect on how you prepare for your students arrival, including how you facilitate the student in integrating with a new team and area of work. (NMC 1.1, 8.1)**

🖉

Professional development

1. **How do you remain clinically and professionally up to date? (NMC 3.1)**
2. **How do you contribute to the development of clinical practice within your work, ensuring the use of evidence based practice? (NMC 4.2, 6.3, 7.1, 7.2)**
3. **Reflect on how you foster and support the professional development of others. (NMC 4.2, 5.4)**
4. **How do you ensure you demonstrate positive role modelling, as identified in the Francis Report (Francis, 2013)?**
5. **How do you demonstrate the key principles and core values detailed within The NHS Constitution (The NHS Constitution, 2013)?**

**This will link directly with evidence required for KSF and PREP**

🖉

Welcoming your student

Mentoring a Student

1. **Reflect on how your student was welcomed and inducted to your area of practice; include how you prepared them to make the most of their placement with you.**

**(NMC 1.1, 1.2)**

🖉

Facilitating learning

1. **When and how did you identify the learning needs of your student? (NMC 2.1, 2.2, 5.1)**
2. **Identify the strategies you used to assist your students to learn during their placement. How did you know if the strategies were effective? (NMC 2.2, 5.2, 8.1)**
3. **The skill of critical reflection is key in professional practice, how did you support your student to critically reflect upon their learning experiences? (NMC 2.3)**
4. **How did you support your student in applying an evidence base to their clinical practice? (NMC 7.3)**
5. **In what ways have you created an optimum learning environment for students, particularly in supporting achievement of the 6 C’s in Nursing, that is Care, Compassion, Courage, Commitment, Communication and Competence (NMC 5.2 and 6.1)**

🖉

Feedback as a mentoring tool

1. **Reflect on how and when you provided constructive feedback to your student. (NMC 3.3)**
2. **How does constructive feedback benefit your students learning experience? (NMC 3.3)**

🖉

Assessment of practice

1. **What differing approaches did you use to assess your students’ skills, knowledge and behaviour? (NMC 3.2)**
2. **Reflect on why you chose differing approaches to assessment and how you included the wider team in the assessment process. (NMC 3.2)**
3. **Consider how you provide a rational for your judgements on your student’s performance (both verbal and written)? (NMC 3.3, 3.4)**
4. **How have you assessed the learner’s core values, expressed within The NHS Constitution and the 6 C’s?**

🖉

Challenging situations in mentoring

1. **How did/would you support a student who was struggling to achieve their learning outcomes? (NMC 3.3)**
2. **What did/should you do if a student disagreed with your judgment of their performance? (NMC 3.3, 3.4)**
3. **Reflect on how you have/would support a student who raised a ‘cause for concern’ with you (e.g. highlights poor practice or inappropriate behaviour they observe). (NMC 3.1)**

🖉

Evaluation of learning

1. **What mechanisms did you use to seek feedback from your students to assure yourself that you are facilitating effective learning? (NMC 4.1)**
2. **With your team/colleagues how did you evaluate the learning experience of your student? (NMC 4.1, 4.2)**
3. **When should you conduct the final interview (summative) with students? What did the summative meeting include? If your mentoring experience has not required you to complete a summative assessment, consider how your formative assessment contributes to the summative assessment of your student. (NMC 3.4, 3.5)**

🖉

Leadership and mentoring

1. **Identify how you have prioritised your clinical workload whilst also accommodating the learning needs of your student? (NMC 8.2, 8.3)**
2. **Reflect on how you use your leadership skills in relation to mentorship? (NMC 8.1, 8.2, 8.3, 8.4)**
3. **In what ways have you provided leadership and expertise in practice ensuring the core values of The NHS Constitution and the 6 C’s are integral to practice? (8.1)**

🖉

Effective Working Relationships

Effective working relationships

1. **How do you promote effective working with other professionals in your area? (NMC 1.3, 6.2)**
2. **How do you provide a range of learning experiences for your student including time with other professionals, service-users, clients and carers? (NMC 8.2)**
3. **Reflect on how you assist your student in understanding professional boundaries (including the risks and benefits of being flexible with these boundaries for the benefit of patient care). (NMC 6.2)**
4. **How do you provide feedback to your colleagues/ wider team to enable the development of an effective placement for learning? (NMC 8.4)**

🖉

|  |  |  |
| --- | --- | --- |
| Mentor Details | | |
| What period does this Triennial Review cover? | From: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ To: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ | |
| **Where were you working throughout this period?**  *Include name of the organisation(s), department, job title and brief description of role.* |  | |
| **Record of Training and updates** | **Training** | Date |
| What mentorship programme (or mapping) did you complete: |  |
| Annual Mentor Update (Face to Face/Online\*) |  |
| Annual Mentor Update (Face to Face/Online\*) |  |
| Annual Mentor Update (Face to Face/Online\*) |  |
| \*=Delete as appropriate |  |

|  |  |  |  |
| --- | --- | --- | --- |
| RECORD OF MENTOR ACTIVITY | | | |
| Dates | Student Field/Branch | Any comments (Optional) | Tick if you were the students’ sign off mentor |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**TRIENNIAL REVIEW VERIFICATION FORM**

Successfully completing this document will confirm you have demonstrated achievement of the NMC standards to support learning and assessment in practice (SLAIP 2008).

|  |  |  |
| --- | --- | --- |
| **Assessment Criteria** | **Achieved** | **Not achieved** |
| I have regularly attended a twelve monthly update |  |  |
| I have a working knowledge of current University programmes |  |  |
| I have supported a minimum of 2 student learners over a 3 year period |  |  |
| I have worked with student learners for a minimum of 40% of student’s placement time |  |  |
| I have participated in the students assessment process |  |  |
| I have evidence of continuous professional development in accordance with current NMC mentor and professional development standards |  |  |
| The core values expressed within The NHS Constitution are integral to my practice. |  |  |
| If I have been a sign off mentor for a student/s, I have included specific reflections about my sign off mentorship role within this Triennial Review document. |  |  |

I confirm that I have self-assessed and declare that I meet the NMC standards to support learning and assessment in practice (2008): YES / NO (please circle)

Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_ /\_\_\_\_ / \_\_\_\_

*If the mentor has identified competencies which require further development these should be identified in the Action Plan and discussed with the line manager.*

LINE MANAGER (OR APPROPRIATE OTHER) VERIFICATION FOR TRIENNIAL REVIEW

I have read the mentor self-assessment documentation, reviewed the evidence presented and held a follow up discussion.

I verify that this mentor has met / has not met (please delete as relevant) the NMC standards for learning and assessment in practice.

I will ensure the successful/unsuccessful completion of Triennial Review is logged with the organisation Education Lead and the live mentor register is updated in accordance with local policy and procedure, or send a copy of this page and action plan (if needed) to the Link tutor if in the independent sector (see page 14).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_ /\_\_\_\_ / \_\_\_\_

ACTION PLAN

|  |
| --- |
| 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 |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Issue | Action required | By Whom | By When |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Triennial Review Process**

Agree meeting time for verification of Triennial review

**Triennial Review meeting**

Manager and mentor reviews ‘Triennial review for mentors’ document and evidence

Link tutor /PEF /Practice development team can be contacted for advice

NMC Standards achieved

Triennial Review verification form completed

Copy sent to Education lead

Live mentor register updated within 1 month of completion

Action plan developed and mentor notified they must not mentor students until Triennial Review completed

Education lead informed by manager

Education lead to ensure mentor removed from live register

Any students the mentor is supporting allocated to another mentor

Mentor to function as a Stage 1 Associate Mentor (Registrant)

Date set for review meeting

Contact Link tutor /PEF for guidance and support

NMC Standards not achieved, additional information required

Review meeting

NMC Standards not achieved

Consider Performance Management Plan to address individual needs. HR to be involved as necessary

**References and Useful Links:**

NMC Standards to Support Learning and Assessment in practice

<http://www.nmc-uk.org/Educators/Standards-for-education/Standards-to-support-learning-and-assessment-in-practice/>

NMC Post Registration Education and Practice (PREP)

<http://www.nmc-uk.org/Educators/Standards-for-education/The-Prep-handbook/>

NMC Code of Conduct, 2008

<http://www.nmc-uk.org/Nurses-and-midwives/Standards-and-guidance1/The-code/>

Anglia Ruskin University Mentor Portal

[www.anglia.ac.uk/mentors](http://www.anglia.ac.uk/mentors)

University of Essex Mentor WebPages

[www.essex.ac.uk/hhs/placements](http://www.essex.ac.uk/hhs/placements)

The Mid Staffordshire NHS Foundation Trust Public Inquiry, 2013, Chaired by Robert Francis QC

<http://www.midstaffspublicinquiry.com/report>

Department of Health, 2013, The NHS Constitution for England. HMSO, London

<https://www.gov.uk/government/uploads/system/.../NHS_Constitution.pdf>

Department of Health, 2012, Compassion in practice: Nursing, Midwifery and Care Staff, our Vision and Strategy.

HMSO, London.

<http://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf>

**Contacts:**

Organisation Education Lead –

Practice Education Facilitator –

**ARU Contacts**

University Link Tutor –

**Independent Sector:**

University Link Tutor –

Practice Education Facilitator –

**University of Essex:**

Chris Green, who is based at Southend [cmgreeb@essex.ac.uk](mailto:cmgreeb@essex.ac.uk)

Christine Daley-Fennell, who is based at Colchester [cndale@essex.ac.uk](mailto:cndale@essex.ac.uk)

**Independent Sector:**

Educational Champion –

Practice Education Facilitator –

Document management

|  |  |
| --- | --- |
| **Document ratification and history** | |
| Date: | September 2013 |
| Review date: | July 2014, or sooner in response to policy/standards changing. |
| Obsolete date: | October 2014 |
| Authors: | Cambridgeshire and Essex Practice Education Facilitators |
| Owner | Mentorship Steering Group Cambridgeshire and Essex Workforce Partnership Groups |
| Version number: | 7 |