

# National Approach to Mentor Preparation for Nurses and Midwives

Core Curriculum Framework (Second Edition)



**Incorporating Guidance for:**

- identification and selection of mentors
- supervising mentor role
- continuing professional development of mentors

### 2.3 Selection of nurses and midwives to undertake mentor preparation through appraisal and development review processes

Feedback from the review scoping and engagement activities highlighted that mentorship activities were not often considered as part of local appraisals. Educational resources (ePortfolio and KSF mapping to mentor domains) have been developed to align mentors' continuing professional development with KSF for NHS mentors, however this is not as well established for mentors in other sectors such as care homes. To support the integration of mentorship into appraisal for non-NHS mentors, the Scottish Social Services Council Continuous Learning Framework (CLF<sup>45</sup>) has been mapped to the NMC mentor outcomes (Appendix 4). CLF profiles have also been developed for the mentor (Appendix 5), sign-off mentor (Appendix 6) and supervising mentor roles (Appendix 7).

Research undertaken by the National Nursing Research Unit for England (Robinson et al 2012:79-82<sup>46</sup>) identified desirable qualities for mentors. Although this study focused specifically on nursing mentors, the short life working and advisory group felt these qualities were equally applicable for midwifery mentors. These mentor qualities have been adapted to reflect the Scottish context and the midwifery profession and are consistent with the knowledge, skills and attitudes described in the post registration career development framework.

The following **desirable mentor qualities** may be used to inform appraisal discussions and the selection of future mentors:

- Commitment to student nurse and midwifery education – advancement of the profession demonstrated through their willingness to educate the next generation of nurses and midwives
- Skills to facilitate learning – being a good communicator, being able to provide feedback about performance, identifying every possible opportunity for learning, providing rationale for their practice, developing the students confidence, empowering students by allowing them to practice and being able to focus on student learning in busy environments
- Personal characteristics and behaviours – acting as a role model, awareness of own practice, knowledge of programme and styles of learning, clinical competence, positive attitude towards students

The process described in Figure 2 provides guidance for nurses, midwives and their managers for aligning mentor activities with local appraisal processes across the range of health and social care contexts.

<sup>45</sup> Scottish Social Services Council (2008) *The Framework for Continuous Learning in Social Services*. Dundee. Scottish Social Services Council, Institute for Research and Innovation in Social Services.

<sup>46</sup> Robinson S, Cornish J, Driscoll C, Knutton S, Corben V and Stevenson T (2012:) *Sustaining and managing the delivery of student nurse mentorship: roles, resources, standards and debates. Report for NHS London "Readiness for Work" programme*. National Nursing Research Unit, Kings College London.