|  |  |
| --- | --- |
| **Your Name** |  |
| **Programme and intake** |  |
| **Name of Nominated Mentor** |  |
| **Nominated Mentor's Place of work** |  |
| **Nominated Mentor's Telephone number** |  |
| **Nominated Mentor's Email** |  |
| **Nominated Mentor's Line Manager** |  |

**Please note the closing date for nominations is Friday 23rd February 2018**

**Please e-mail completed forms to** [**Eventservices@shu.ac.uk**](mailto:Eventservices@shu.ac.uk)

Thank you for nominating your mentor.

**Using the detailed criteria in the Appendix please identify the attributes which apply to the person you are nominating**

1. Helps to develop excellent and effective working relationships.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

2. Is an excellent facilitator of learning; inspires and enthuses the learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

3. Uses innovative and appropriate assessment methods and or gives valuable feedback.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

4. Uses many opportunities to evaluate the learning opportunities available for the students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

5. Creates and supports a great place to learn through passion and inspiration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

6. Supports and fosters good interprofessional working and is a role model for the same.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

7. Keeps up to date with their knowledge and practice and shares this with passion and enthusiasm.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

8. Is a great role model for nursing or midwifery.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| strongly agree | agree | neutral | disagree | strongly disagree |
|  |  |  |  |  |

General comments



**Appendix**

The following may help you explain what your nominated mentor does that is so inspirational:-

**Competencies and outcomes for a mentor (NMC 2008)**

**1. Establishing effective working relationships**

• Demonstrate an understanding of factors that influence how students integrate into practice settings.

• Provide ongoing and constructive support to facilitate transition from one learning environment to another.

• Have effective professional and interprofessional working relationships to support learning for entry to the register.

**2. Facilitation of learning**

• Use knowledge of the student’s stage of learning to select appropriate learning opportunities to meet individual needs.

• Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences.

• Support students in critically reflecting upon their learning experiences in order to enhance future learning.

**3. Assessment and accountability**

• Foster professional growth, personal development and accountability through support of students in practice.

• Demonstrate a breadth of understanding of assessment strategies and the ability to contribute to the total assessment process as part of the teaching team.

• Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future.

• Be accountable for confirming that students have met, or not met, the NMC competencies in practice. As a sign-off mentor confirm that students have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice.

**4. Evaluation of learning**

• Contribute to evaluation of student learning and assessment experiences – proposing aspects for change resulting from such evaluation.

• Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

**5. Creating an environment for learning**

• Support students to identify both learning needs and experiences that are appropriate to their level of learning.

• Use a range of learning experiences, involving patients, clients, carers and the professional team, to meet defined learning needs.

• Identify aspects of the learning environment which could be enhanced – negotiating with others to make appropriate changes.

• Act as a resource to facilitate personal and professional development of others.

**6. Context of practice**

• Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated.

• Set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care.

• Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.

**7. Evidence-based practice**

• Identify and apply research and evidence-based practice to their area of practice.

• Contribute to strategies to increase or review the evidence-base used to support practice.

• Support students in applying an evidence base to their own practice.

**8. Leadership**

• Plan a series of learning experiences that will meet students defined learning needs.

• Be an advocate for students to support them accessing learning opportunities that meet their individual needs – involving a range of other professionals, patients, clients and carers.

• Prioritise work to accommodate support of students within their practice roles.

• Provide feedback about the effectiveness of learning and assessment in practice.