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# Sign-off Mentors

# Where does this all originate from?

**The Code**  
Standards of conduct, performance and ethics  
For nurses and midwives

The people in your care must be able to trust you with their health and wellbeing. To qualify what that trust, you must:

- make the care of people your first concern, treating them as individuals and respecting their rights
- work with others to protect and promote the health and wellbeing of those in your care, their families and carers, and the wider community
- provide a high standard of practice and care as at once
- be open and honest, act with integrity and uphold the reputation of your profession

As a professional, you are personally accountable for actions and omissions in your practice and must ensure you are able to justify your decisions. You must always act lawfully, whether those laws relate to your professional practice or otherwise. Failure to comply with the Code may bring your fitness to practise into question and endanger your registration. The Code should be considered together with the Nursing and Midwifery Council's rules, standards, guidance and advice available from [www.nmc-uk.org](http://www.nmc-uk.org).

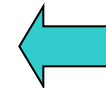
Nursing & Midwifery Council  
**NMC**



Nursing & Midwifery Council  
**NMC**

Standards to support learning and assessment in practice

NMC standards for mentors, practice teachers and teachers



**NURSING & MIDWIFERY COUNCIL**

Standards of proficiency for pre-registration nursing education

Protecting the public through professional standards.

**Fitness for practice**  
The UKCC Commission for Nursing and Midwifery Education  
Chair: Sir Leonard Peach

United Kingdom Central Council for Nursing, Midwifery and Health Visiting  
Protecting the public through professional standards



# Standards to support learning and assessment in practice (NMC, 2008)

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- Mentor register/database
- Annual updating
- Triennial review
- Ongoing achievement record
- Mentorship preparation programmes
- Sign-off mentors



# Why have Sign-Off Mentors?

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“In order to ensure public protection the NMC needs to be assured that students have been assessed and signed off as capable of safe and effective practice at the end of a programme”  
(NMC 2008)

**NMC (2008) Standards to support learning and assessment in practice 2<sup>nd</sup> edition  
London**

# Who are the Sign off Mentors?

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Sign off Mentor criteria:

- Experienced mentors on the same part (or sub part) of the register and field of practice (branch)
- Clinically current and capable.
- Knowledgeable about the student's programme
- Understand their accountability to the NMC
- Annotated on the mentor database as Sign off Mentor



# Who gets signed off?

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- Any learner undertaking an NMC approved programme commencing after Sept 07 will require an Sign off Mentor on their final consolidation placement

(Student midwives require a Sign off Mentor for each placement)

# Mentors and Sign off Mentors

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## Mentor

- Looks at evidence for student achieving their final placement learning outcomes.
- 40% of student's time spent being supervised by mentor (direct / indirect).
- Liaises with the SOM (mentor may also be the SOM).

## Sign off Mentor

- Equivalent of 1 hour per week per student to be spent (in addition to the 40% with the mentor) to allow:-
  - Time to reflect, give feedback and keep records of student achievement.
  - Review evidence from a sustained period of learning to assess proficiency for entry to the register



# How?

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- Review the student's previous WBL books including mentor reports
- Utilise the hour per week pro rata
- Engagement with mentoring team, HEIs, PEFs
- Observation of practice-(care delivery, clinical skills, knowledge, attitude and behaviours)





# Reviewing evidence

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**In order to demonstrate the use of a range of evidence to make safe judgements about a student's capability for safe and effective practice without supervision... the SOM needs to:**

- Provide opportunities for learning and assessment
- Encourage students to self-assess and reflect on their learning
- Ensure that any assessment of a student's skills are valid and reliable



# What evidence to look at?

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As well as reviewing the knowledge and skills of the student, professional behaviour should also be assessed, including attitude, team work, caring skills, appearance and motivation. Evidence that learning has taken place should match the student's learning outcomes as well as any action plan. All assessments must be appropriately recorded in the student's practice documentation. (RCN 2005: P4)

This evidence can include....

# Evidence

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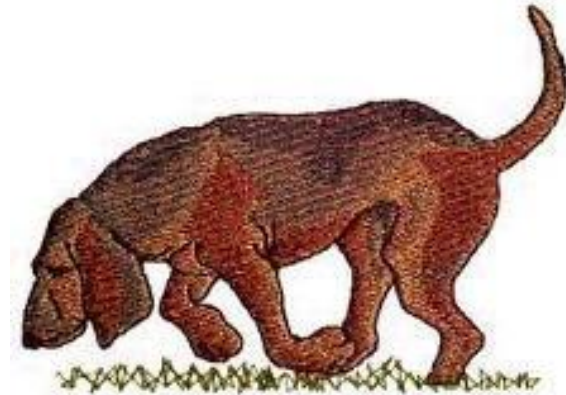
- Observation and demonstration of care delivery, management and practical skills
- Student's record-keeping and documentation
- Testimony of others who work with student eg. mentoring team, MDT etc.
- Student's ability to reflect on their own performance



# Evidence

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- Successful achievement of final placement learning outcomes
- Professional behaviours and attitude
- Review evidence from a sustained period of learning to assess proficiency for entry to the register and confirm that the student has successfully completed all practice requirements



# Accountability



## The Code

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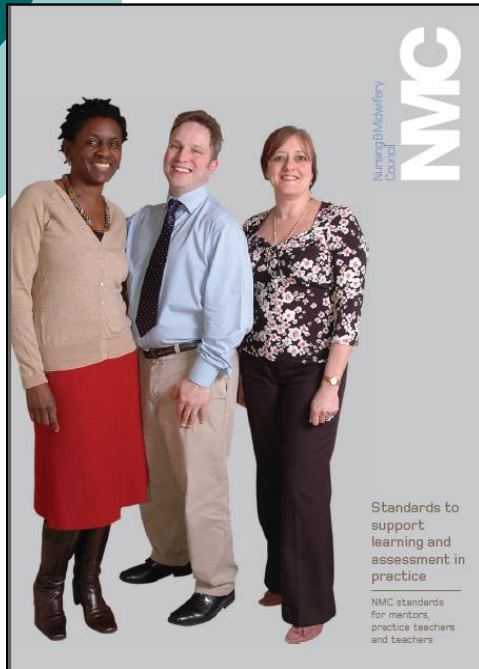
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“As a professional, you are personally accountable for actions and omissions in your practice and must always be able to justify your decisions”

**NMC (2008) The Code**

# Sign off Mentor accountability



“The sign-off mentor, who has met the NMC additional criteria for assessing proficiency, is responsible and accountable for making the final sign-off in practice- confirming that the student has successfully completed all practice requirements”

**NMC (2008) Standards to support learning and assessment in learning in practice**

# Outcomes

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Pass- student meets all requirements from both practice and HEI and is presented to NMC for registration



Concerns identified and in collaboration with education staff decision made to extend placement



Fail- student allowed to repeat final placement for re-assessment

# Supporting the Sign off Mentor

NMC Standards to support learning and assessment in practice (2008)

