# Multi-Professional Evidence Record

Supporting Learning in Practice

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<thead>
<tr>
<th>Mentor/Educator Name</th>
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<tr>
<td>Work Address/Base</td>
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Additional record sheets are available as required from the Intranet site
http://fcsharepoint/divisions/global/prereglearning/Pages/default.aspx
to add into your evidence record
INTRODUCTION

This Evidence Record is designed to assist you in recording your involvement in the development of others, particularly pre-registration learners. It may also be used to show that you continue to meet standards set by professional and regulatory bodies such as the Nursing and Midwifery Council (NMC) and the Health Professions Council (HPC).

The aim of the Evidence Record is to strengthen your role by recording and providing evidence in the following three domains;

- **PREPARATION** for the role of Educator/Mentor
- Learning through **EXPERIENCE**
- Maintenance of your **KNOWLEDGE** base

**NB. When completing the record please ensure you adhere to confidentiality protocols at all times.**
PREPARATION

Preparation of Educator/Mentor

Establishing effective working relationships:
- Develop effective working relationships based on mutual trust and respect.
- Demonstrate an understanding of factors that influence how learners integrate into practice settings.
- Provide ongoing and constructive support to facilitate transition from one learning environment to another.

Facilitation of learning:
- Use knowledge of the individual’s stage of learning to select appropriate learning opportunities to meet their own needs.
- Facilitate selection of appropriate learning strategies to integrate learning from practice and academic experiences.
- Support learners in critically reflecting upon their learning experiences in order to enhance future learning.

Assessment and accountability:
- Foster professional growth, personal development and accountability through support of learners 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 learners and assist them in identifying future learning needs and actions. Manage failing learners so that they may either enhance their performance and capabilities for safe and affective practice or be able to understand their failure and the implications of this for their future.
- *Be accountable for confirming that learners have met, or not met, the NMC competencies in practice. As a sign-off mentor confirm that learners have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice*

Evaluation of learning:
- Contribute to evaluation of learning and assessment experiences – proposing aspects for change as a result of such evaluation.
- Participate in self and peer evaluation to facilitate personal development, and contribute to the development of others.

Creating an environment for learning:
- Support people 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 outcomes.
- 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 and professional development of others.
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 inter-professional care.
- Initiate and respond to practice developments to ensure safe and effective care is achieved and an effective learning environment is maintained.

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 learners in applying an evidence base to their own practice.

Leadership:
- Plan a series of learning experiences that will meet individuals defined learning needs.
- Be an advocate to support those accessing learning opportunities that meet their individual needs – involving a range of other professional, patients, clients and carers.
- Prioritise work to accommodate support of learners within their practice roles.
- Provide feedback about the effectiveness of learning and assessment in practice.


*NMC Registrants Only
Mentor/Educator Experience

Learning from experience is integral to professional development. **At least once each year** choose an example from one of your experiences of supporting a learner to demonstrate reflective learning. You may choose anything that was significant for you with any type of learner. Examples of this are listed below:

1. How have you developed your knowledge, skills and attributes recently in ways that increase your effectiveness as a mentor or educator?

2. Select learning theories (eg peer learning, learning styles, adult learning) and evaluate the effectiveness of your application of these theories when supporting learners, include examples of how you have applied these learning theories.

3. How have you tackled unexpected problems, barriers, or inhibitors to effective learning? Think about the effectiveness of some of the strategies you have used to facilitate learning, identifying successful and less successful strategies.

4. What systems do you have in place to monitor the quality of the learning experiences with which you are involved? What changes have you made in response to feedback you have received?

5. How can you demonstrate that your role as a mentor or educator contributes to your broader practice and Continuing Professional Development?

6. How do you keep your assessment of an individual’s learning under review to ensure fairness and consistency? How do you give feedback to learners about their performance?

7. What factors have you considered when planning a practice placement experience? How did you ensure its smooth implementation? You may wish to consider individual or small groups of learners and those with identified special educational needs.
RECORD OF REFLECTIVE LEARNING

Description – What happened?

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Feelings - What were you feeling and thinking?

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Evaluation – What was good and what was bad about the experience?

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Analysis – What sense can you make of the situation?

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Conclusion – What else could you have done?

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Action Plan – If it arose again what would you do?

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________________________________________________________________________

Review - How did you put your new learning into practice?

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________________________________________________________________________
KNOWLEDGE

As a health care professional you need to demonstrate working knowledge and an understanding of the following: -

- Local Policies & Procedures
- Multi-professional educational audit
- The educational programme that your learners are undertaking
- Roles and responsibilities of those who provide direct or indirect support to learners for example, Educators/Mentors, Practice Education Facilitators and link lecturers

National policies/ guidelines that relate to

- Health Professions Council
- Nursing and Midwifery Council
- Specific Professional & Regulatory bodies

Details of these publications and other resources are available on the Trusts intranet page ‘Learning in Practice’

http://fcsp.xfyldecoast.nhs.uk/L/prereglearning/Pages/default.aspx

Preparation Educator/Mentor

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<tr>
<th>Educator/Mentor Qualifications/Course</th>
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**Educator/Mentor Annual Update**

Annual updates are provided by the Practice Education Facilitators and HEIs to keep your knowledge and skills updated. These sessions are mandatory for NMC registrants but are good practice for all other professions and will contribute to your evidence collection for Triennial Review, Revalidation or accreditation with your professional body where appropriate.

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<th>Date</th>
<th>Venue</th>
<th>Facilitator Name</th>
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Curriculum updates may be included in your annual update or provided directly by the HEI, please use this space to record any specific updates.

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<th>Facilitator Name</th>
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Practice Education Facilitators, 2017
# RECORD OF LEARNERS ASSESSED

<table>
<thead>
<tr>
<th>Date</th>
<th>Learners Name (Print)</th>
<th>Learners Signature</th>
<th>Placement</th>
<th>University/HEI</th>
<th>Sign Off?</th>
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<tbody>
<tr>
<td>01/03/10</td>
<td>A N Other</td>
<td>ANOther</td>
<td>PP2 (MSc)</td>
<td>Cumbria</td>
<td>N/A</td>
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<tr>
<td>07/06/10</td>
<td>A N Other</td>
<td>ANOther</td>
<td>Internship</td>
<td>UCLan</td>
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*For NMC registrants – please tick the Sign Off box if you have acted as a Sign Off Mentor for that placement*
Preparation Sign Off Mentor (NMC Registrants)

Sign-off Mentor MUST be on the same part of the register and in the same field of practice as the learner they are signing off.

Triennial Review of Mentors, Sign Off Mentors and Practice Teachers

The NMC require qualified nurses to review and maintain their mentor competency by attending annual updates and undertaking relevant and appropriate practice in mentoring. In addition to this, the NMC requires that a Triennial Review takes place. This review should be part of the annual appraisal and personal development review and should show evidence of:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Mentored at least 2 learners in three years (practice teachers 1 learner)</td>
<td>Check mentor evidence record held by practitioner</td>
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<tr>
<td>Attended annual mentor/educator update</td>
<td>Check mentor evidence record or training passport</td>
</tr>
<tr>
<td>Maintain and record ongoing competency and development in line with NMC standards</td>
<td>Check mentor evidence record</td>
</tr>
<tr>
<td>Maintained on the Trust mentor register as mentor, sign off mentor or practice teacher</td>
<td>Check with practitioner/PEF to confirm</td>
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If insufficient evidence to meet NMC criteria-complete action plan on PDR and inform PEF

Name and signature of line manager/reviewer                                      Name and signature of staff member
Date                                                                                   Date

Please send a copy to your PEF
APPRAISAL AND TRIENNIAL REVIEW

Please use this page at your yearly performance review meeting to record that your manager, or whoever does your appraisal, has seen your Evidence Record.

For NMC registered mentors please record if your mandatory triennial review was also completed by ticking the box.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reviewer</th>
<th>Signature</th>
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If you require any support or guidance with this document please contact the Practice Education Facilitator for your area.

Hospital PEFs

PEF Office
Education Centre
01253 303575
Practice.EducationFacilitators@bfwh.nhs.uk

or

Community PEFs

Sharon Higgins – 01253 303242/ 07780956335
sharon.higgins@bfwhospitals.nhs.uk

Stephanie Hodgson – 01253 951305 or 07899067193
Stephanie.hodgson@bfwhospitals.nhs.uk

Further copies of this booklet are available on the intranet site where you can download individual pages to insert into your record.

http://fcsp.xfyldecoast.nhs.uk/L/prereglearning/Pages/default.aspx

References


College of Occupational Therapists Accreditation of Practice Placement Educators (APPLE) Scheme (2005) COT: London

College of Radiographers Practice Educators Accreditation Scheme (2006) Society of Radiographers: London