<table>
<thead>
<tr>
<th>Level</th>
<th>Mentors</th>
<th>Team</th>
<th>Students</th>
<th>Students’ contribution to practice</th>
</tr>
</thead>
</table>
| Level 1 | • Meet mentor standards  
• Are clinically confident in their role  
• Recognise the need to develop their clinical competence and mentor knowledge | • Informed of mentor role  
• Understand purpose of student placement  
• Welcome and encourage student contribution | • Plan for the placement  
• Identify learning objectives  
• Proactively research to enhance learning  
• Ask to participate | • Disseminate learning to others  
• Adopt a questioning approach  
• Encourage reflection |
| Level 2 | • Confident in mentor and clinical role  
• Aware of quality assurance processes and use these to help the team appreciate students’ learning needs  
• Encourage the team to develop mentor skills | • Growing awareness of their role in the learning process  
• Confident to ask students if they would like to contribute | • Prepared to question  
• Able to identify learning opportunities and be pro-active in their planning  
• Able to contribute new ideas | • Use informed questioning to evaluate their practice  
• Able to identify transferable skills from previous experience to help develop practice |
| Level 3 | • Recognise the team’s strengths in supporting learners  
• Actively liaise with organisation and university practice education teams to help develop the learning environment sharing of practice  
• Support the development of new mentors | • Able to support students in the absence of their mentor  
• Able to provide feedback  
• Knowledgeable about the student programme and how it can be applied to the learning environment | • Aware of their role and responsibilities in the placement area  
• Able to articulate concerns and challenge in a collaborative way  
• Gain confidence from whole team support | • Encourage the team to objectively review aspects of care and explore how current evidence can influence their practice  
• Promote a culture of openness and candour |
| Level 4 | • Confident in the organisation and able to act as a role model to others  
• Able to contribute to practice development by disseminating their practice to other areas | • Confident to encourage students to take a greater lead in care  
• Encourage students to participate fully and ensure new team members are informed of the student role  
• Provide feedback to students and mentors to enhance learning | • Develop skills in delegation and problem solving  
• Take responsibility for their actions while being supervised by a team that understands its place within the programme  
• Learn how to use feedback to develop practice | • Students develop an early appreciation of the registered nurse role  
• Students are encouraged to take responsibility for their own learning in a planned and progressive manner. Challenges can be identified sooner and addressed |
| Level 5 | • Mindful of future planning  
• Support colleagues to develop mentor role. Promote the placement area as a ‘team mentor’ | • Identify how mentorship is integral to the team’s clinical role  
• The team recognise they are able to contribute to the profession of the future in a meaningful way | • Able to leave placement with the ability to question confidently.  
• Aware of their responsibilities in attaining the practice element of their programme | • Learning to identify strengths and weaknesses is an integral part of professional practice. Students learn to identify development needs as a routine element of professional practice |

Source: Collins (2001)