



## EFN Policy Statement on Nurses' Mentorship

The importance of the role of the clinical mentor, also called clinical preceptor or clinical supervisor, and the quality of the mentorship offered in the clinical environment, wherever that may be, cannot be over-emphasised. High quality, clinical training is central to the preparation of future general care nurses; this is the environment in which all nursing students, not only undergraduates, needs to be mentored to be able to translate theory into clinical practice and as such achieve the required competencies as outlined in Annexe V of the EU Directive 2013/55/EU.

Mentorship during nursing students' clinical training is an important moment in the nursing student education pathway. The EU Directive 2013/55/EU demands that the half of all contact hours of each nursing study programme are done in a mentored clinical environment. High-quality clinical supervision should be constant, being paramount to the development of a competent nursing workforce able to deliver safe evidence based person-centred care.

Good mentoring offer nursing students well-planned learning opportunities that incorporate the provision of preparation, support and coaching for students together with an appropriate level of supervision. This will be dependent upon a student's expectations, experience and what is required of them during their training in order to meet their learning outcomes and achieve the set of competencies of Directive 2013/55/EU. It is key that throughout the minimum 2.300h clinical practice, nursing students are mentored/supervised. Giving some much-needed structure and guidance to nursing students, the clinical mentor ensures greater consistency in approaches and fosters high quality learning environments for the nursing students. The nurses' mentorship is based on and argued in research and evidence.

For all the above, it is fundamental that nursing student's mentorship placements are addressed at the EU level taking on board the modernised Directive 2013/55/EU, with the article 31 and Annexe V directing the curricula learning outcomes. For that, the EFN Members urge the EU and National institutions to:

- Include the topic of nursing student's mentorship in their political agenda to make sure the resilience of the nursing workforce becomes strengthened.

- Promote the full implementation and compliance with EU Directive 2013/55 across all EU Member States.
- Make sure that future educational developments oblige each Member State to have criteria for mentorship of nursing students in the clinical training, including formal education with additional remuneration for the clinical mentor.
- Promote the use of the EFN Competency Framework as a tool to ease the implementation of the Directive's Article 31 into each nursing curricula throughout the EU.
- Develop further standards and mandatory regulation through national laws and curriculum with the clinical mentors having CPD support to achieve the high demand for the quality of the clinical training.

### Related Bibliography

- [EFN Competency Framework](#). Adopted at the EFN General Assembly, April 2015, Brussels, Belgium.
- Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation')
- Arkan, Burcu; Ordin, Yaprak; Yılmaz, Dilek. 2018. "Undergraduate nursing students' experience related to their clinical learning environment and factors affecting to their clinical learning process". Nurse Education in Practice. Vol. 29. Pp.127-132.
- Burden SE. 2014. "Fit for Registration' Mentor judgements and decision making regarding student competence in practice." A mixed method study. Doctoral thesis, University of Huddersfield.
- Clements, Andrew James; Kamau, Caroline. 2017. "Understanding students' motivation towards proactive career behaviours through goal-setting theory and the job demands-resources model". Studies in Higher Education. Vol. 43. Iss. 12. Pp. 2279-2293.
- Dimitriadou, Maria; Papastavrou, Evridiki; Efstathiou, Georgios. 2014. "Baccalaureate nursing students' perceptions of learning and supervision in the clinical environment". Nursing & Health Sciences. Vol. 17. Iss. 2. Pp. 236-242.
- Tuomikoski A-M, Ruotsalainen H, Mikkonen K, Kääriäinen M. 2020. "Nurses' experiences of their competence at mentoring nursing students during clinical practice: A systematic review of qualitative studies". Nurse Education Today. Vol. 85: Pp. 1-15.

*Please contact Dr Paul De Raeve, Secretary General of the European Federation of Nurses Associations, for more information. Email: [efn@efn.be](mailto:efn@efn.be) – Tel: +32 2 512 74 19 – Web: [www.efnweb.eu](http://www.efnweb.eu)*

