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### The lived experience of completing a mentorship course

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**Background: 100**

The role of educating student nurses and midwives within practice learning environments is an important aspect of nursing and midwifery education. Supervision and assessment responsibilities are placed on practitioners who are prepared for the role. Changes by the Nursing & Midwifery Council (NMC, 2018) to the requirements for preparation have been adopted with the move from 'mentor' (NMC, 2008) to the roles of practice supervisor and assessor. Previous international studies on role preparation suggested a variety of outcomes, however no studies explored the lived experience of attendees. This study explored the experiences of 8 NMC registrants undertaking mentorship preparation. **99**

**Aims/Research Question(s): 100**

The experience of those undergoing preparation for the role of mentor was found to be an important area for investigation. Two research questions emerged:

- 1) What is it like to experience undertaking a mentor/preceptor preparation course?
- 2) What is the lived experience of registrant's transition to becoming a mentor/preceptor?

**49****Research Methodology: 100**

A qualitative design was used for this study using interpretative phenomenological analysis. This involved interviewing NMC registrants (n=8) at the start of their mentorship preparation course and again after its completion. Interviews were conducted within a university setting using semi-structured, in-depth interviews to capture their lived experience of attending the preparation course. Ethical approval was secured prior to data collection, and written informed consent was obtained from all participants. All interviews were audio recorded and transcribed verbatim by the researcher. Data analysis followed the 6-step process detailed by Smith, Flowers and Larkin (2009). **93**

**Key Findings and Recommendations: 200**

Participants reported positively on the university classroom experience where they valued academic facilitation and contact with peers facilitating the sharing and discussion of previous experiences. Previous experiences, typically of being a student themselves, was seen as a key motivating factor for some. The importance of this was supported by wider literature on the use of critical reflection as an enabler to transformative learning (Mezirow & Associates, 1990; Kitchenham, 2008; 2012). Previous studies have suggested the importance of transformative learning optimising their efficacy as educators (Zannini et al, 2011). Participants also reported a range of intentional and unintentional positive outcomes, for example, an increase in confidence, revitalising career aspirations with some re-evaluating their career paths, and encouraged some to engage in further academic study. Key recommendations from these findings provide an insight into the benefits of synchronous group facilitation, as well as optimising learning for registrants who will be charged with supervising and assessing students in practice placement areas. These findings suggest learning is optimised during registrant preparation when conducive conditions are met to allow critical reflection. The move away from mentorship preparation to the supervisor and assessor role may potentially mean these conducive conditions are absent. **196**

**Three Key Points: 100**

The findings from this study are novel and are specific to the field of mentorship and practice education.

The move away from mandated synchronous facilitation for NMC SSSA (NMC, 2018) has meant some of the delivery benefits of the previous mentorship programmes may have been lost.

Participants undertaking mentorship preparation reported several unintended benefits from attending the programme. **58**