University and NHS colleagues may need to think about:

• making attendance at mentor preparation and update sessions compulsory
• not allocating students to mentors who have not attended these sessions
• emphasizing that students need frequent constructive feedback – whether positive or negative – on their progress
• not allocating students to mentors who have received negative evaluations and addressing issues of burnout through clinical supervision and staff development
• paying greater attention to mentors’ reservations about unsatisfactory students
• supporting mentors to ‘fail’ students who are not achieving
• emphasizing to students that they need to be aware of the possible effects of body language and other non-verbal behaviour while on placements
• advising students to contact the ward manager/practice educator/link tutor/personal tutor early in the placement if mentoring relationships do not seem to be ‘working out’
• suggesting to students that they give feedback to their mentors about their progress and achievements on placement
• suggesting to students that they actively ask for feedback from their mentors about their progress and achievements on placement

(Shakespeare and Webb, 2007)