Mapping of SLAiP competence and outcomes for a mentor/sign off mentor to the Standards for student supervision and assessment (NMC 2018)

Standards to support learning and assessment in practice (SLAiP) Standards (NMC 2008) – competence and outcomes for a mentor	Standards for student supervision and assessment (NMC 2018) – Roles & responsibilities, and contribution to assessment for practice supervisor	Standards for student supervision and assessment (NMC 2018) – responsibilities and preparation outcomes for practice assessors
Establishing effective working relationships		
•Demonstrate an understanding of factors that influence how students integrate into practice settings.

• Provide ongoing and constructive support to facilitate transition from one learning environment to another.

• Have effective professional and interprofessional working relationships to support learning for entry to the register. | 4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising | 8.1.1 interpersonal communication skills, relevant to student learning and assessment

8.1.3 providing constructive feedback to facilitate professional development in others |
| **Facilitation of learning** | | |
| • Use knowledge of the student's stage of learning to select appropriate learning opportunities to meet individual needs. | 5.2 have understanding of the proficiencies and programme outcomes they are supporting students to achieve | 8.4 have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve. |

• Facilitate the selection of appropriate learning strategies to integrate learning from practice and academic experiences. • Support students in critically reflecting upon their learning experiences in order to enhance future learning.		7.8 practice assessors have an understanding of the student's learning and achievement in theory
Assessment and accountability		
• Foster professional growth, personal development and accountability through support of students 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.	4.1 contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising	8.1.4 knowledge of the assessment process and their role within it
• Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may enhance their performance and capabilities for safe and effective practice or be able to understand	3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills	8.1.3 providing constructive feedback to facilitate professional development in others

their failure and the implications of this for their future.

• Be accountable for confirming that students have met, or not met, the NMC competencies in practice. As a sign-off mentor confirm that students have met, or not met, the NMC standards of proficiency in practice and are capable of safe and effective practice | 4.4 are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so. | 8.1.2 conducting objective, evidence-based assessments of students
7.1 practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning
7.2 assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors
7.3 practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources |
| **Evaluation of learning** | | |
| • Contribute to evaluation of student learning and assessment experiences – proposing aspects for change resulting from such evaluation.

3.2 support learning in line with their scope of practice to enable the student | 4.2 contribute to student assessments to inform decisions for progression | 7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies |

• Participate in self and peer evaluation to facilitate personal development and contribute to the development of others.	to meet their proficiencies and programme outcomes	8.3 continue to proactively develop their professional practice and knowledge in order to fulfil their role
Creating an environment for learning		
• Support students 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 needs. • 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 development of others.	3.1 serve as role models for safe and effective practice in line with their code of conduct	
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 interprofessional 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 students in applying an evidence base to their own practice.	3.4 have current knowledge and experience of the area in which they are providing support, supervision and feedback	8.3 continue to proactively develop their professional practice and knowledge in order to fulfil their role 7.4 practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing
Leadership		
• Plan a series of learning experiences that will meet students defined learning needs. • Be an advocate for students to support them accessing learning opportunities that meet their individual needs – involving a range of other professionals, patients, clients and carers. • Prioritise work to accommodate support of students within their practice roles. • Provide feedback about the effectiveness of learning and assessment in practice.	5.1 receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment	

Mapping of SLAiP competence and outcomes for a practice teacher to the Standards for student supervision and assessment		
Standards to support learning and assessment in practice (SLAiP) Standards (NMC 2008) - Competence and outcomes for a practice teacher	Standards for student supervision and assessment (NMC 2018) – Roles & responsibilities, and contribution to assessment for practice supervisor	Standards for student supervision and assessment (NMC 2018) – responsibilities and outcomes for preparation of practice assessor
Establishing effective working relationships		
• Have effective professional and interprofessional working relationships to support learning for entry to the register, and education at a level beyond initial registration • Be able to support students moving into specific areas of practice – or a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice. • Support mentors and other professionals in their roles to support learning across practice and academic learning environments.	4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising 3.2 support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes	7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies 8.4 have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve 8.1.3 providing constructive feedback to facilitate professional development in others
Facilitation of learning		

• Enable students to relate theory to practice whilst developing critically reflective skills. • Foster professional growth and personal development by use of effective communication and facilitation skills. • Facilitate and develop the ethos of interprofessional learning and working.	5.2 have understanding of the proficiencies and programme outcomes they are supporting students to achieve	7.8 practice assessors have an understanding of the student's learning and achievement in theory 8.1.1 interpersonal communication skills, relevant to student learning and assessment
Assessment and accountability		
• Set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship. • In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks. • Be able to assess practice for registration, and also at a level beyond that of initial registration. • Provide constructive feedback to students and assist in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice, or are able to understand their failure and the implications of this for their future. • Be accountable for confirming that students have met, or not met, the NMC standards of proficiency in practice for registration, at a level beyond initial	3.1 serve as role models for safe and effective practice in line with their code of conduct 4.1 contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising 4.2 contribute to student assessments to inform decisions for progression 4.4 are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.	7.2 assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors 8.1.2 conducting objective, evidence-based assessments of students 8.1.4 knowledge of the assessment process and their role within it 7.1 practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning

registration, and are capable of safe and effective practice.		7.3 practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources
Evaluation of learning		
• Design evaluation strategies to determine the effectiveness of practice and academic experience, accessed by students, at both registration level and those in education at a level beyond initial registration. • Collaborate with other members of the teaching team to judge and develop learning, assessment and to support appropriate practice and levels of education. • Collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved	3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills	
Creating an environment for learning		
• Enable students to access opportunities to learn and work within interprofessional teams. • Initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration. • Work closely with others involved in education – in practice and academic		

settings – to adapt to change and inform curriculum development.		
Context of practice		
• Recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency. • Set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider interprofessional team and the context of care delivery. • Support students in exploring new ways of working, and the impact this may have on established professional roles.		
Evidence-based practice		
• Identify areas for research and practice development based on interpretation of existing evidence. • Use local and national health frameworks to review and identify developmental needs. • Advance their own knowledge and practice in order to develop new practitioners, at both registration level and education at a level beyond initial registration, to be able to meet changes in practice roles and care delivery. • Disseminate findings from research and practice development to enhance practice and the quality of learning experiences	3.4 have current knowledge and experience of the area in which they are providing support, supervision and feedback	7.4 practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing 8.2 receive ongoing support and training to reflect and develop in their role 8.3 continue to proactively develop their professional practice and knowledge in order to fulfil their role

Leadership		
• Provide practice leadership and expertise in application of knowledge and skills based on evidence. • Demonstrate the ability to lead education in practice, working across practice and academic settings. • Manage competing demands of practice and education related to supporting different practice levels of students. • Lead and contribute to evaluation of the effectiveness of learning and assessment in practice	5.1 receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment	