

Safe and effective learning

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[Safe](#) and [effective](#) learning experiences uphold public protection and preserve the safety and dignity of people, and provide students with suitable learning opportunities to help them to meet their learning outcomes.

A key part of safe and effective learning is the use of appropriate documentation, and the transferability of this documentation across environments.

Good learning experiences can't be delivered without an understanding of student learning and achievement across their programme which should be recorded appropriately. Decisions on student assessment must also be underpinned by appropriate documentation and evidence.

The AEI, with its practice learning partners, should have processes in place to ensure that the appropriate student records, for example a practice assessment document or ongoing record of achievement, are in place and available for use across relevant environments.

Relevant NMC standards for this section

[Standards framework for nursing and midwifery education](#)

[S1.1](#): The learning culture prioritises the safety of people, including carers, students and educators, and enables the values of the Code to be upheld.

[S1.2](#): Education and training is valued in all learning environments

[R1.1](#): demonstrate that the safety of people is a primary consideration in all learning environments

[R1.2](#): prioritise the wellbeing of people promoting critical self-reflection and safe practice in accordance with the Code

[R1.3](#): ensure people have the opportunity to give and if required, withdraw, their informed consent to students being involved in their care

[R1.4](#): ensure educators and others involved in supervision, learning and assessment understand their role in preserving public safety

[R1.10](#): ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation

[R1.13](#): work with service providers to demonstrate and promote inter-professional learning and working, and

[R1.14](#): support opportunities for research collaboration and evidence-based improvement in education and service provision.

[R2.4](#): comply with NMC [Standards for student supervision and assessment](#)

[R2.9](#): demonstrate a robust process for recognition of prior learning and how it has been mapped to the programme learning outcomes and proficiencies

[R2.11](#): have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns about the conduct of students that might compromise public safety and protection

[R2.13](#): provide all information and evidence required by regulators

[R2.14](#): regularly review all learning environments and provide assurance that they are safe and effective

[R2.18](#): proactively identify and act on any areas for improvement, regularly measuring programme performance and outcomes against the NMC standards and requirements, and other recognised quality frameworks in education

[S3.1](#): Students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in the Code.

[S3.2](#): Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.

[R3.5](#): are supervised and supported in practice learning in accordance with the NMC Standards for student supervision and assessment

[R3.6](#): are supervised according to their individual learning needs, proficiency and confidence

[R4.8](#): are expected to respond effectively to concerns and complaints about public protection and student performance in learning environments and are supported in doing so

[R4.11](#): appropriately share and use evidence to make decisions on student assessment and progression.

[Standards for prescribing programmes](#)

[3.1](#): ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed.

[Standards for post-registration programmes](#)

[4.8](#): ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

[Standards for pre-registration nursing programmes](#)

[4.10](#): ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses.

[Standards for pre-registration nursing associate programmes](#)

[4.9](#): ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in [Standards of proficiency for nursing associates](#).

[Standards for return to practice programmes](#)

[3.1](#): provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

[Standards for pre-registration midwifery programmes](#)

[4.7](#) ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives.