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The student at the centre of learning

Reference: SE1 Last Updated: 22/03/2019

Students should be empowered to take control of and responsibility for their own learning, and to self-direct their learning if safe and appropriate.

They should be provided with opportunities to develop their own practice and to work towards becoming independent, reflective and professional practitioners.

Public protection must always be upheld. Students should be provided with the right support to empower them to take responsibility for their learning without compromising public protection.

What this means will be dependent on a number of different things, such as the course of study the student is on, their level of achievement, confidence and competence, and any adjustments they may need.

Standards framework for nursing and midwifery education: [S1.1](#), [S1.2](#) (page 6), [R2.2](#) (page 7), [S3.2](#) (page 9), [R3.13](#), [R3.14](#) (page 10)

Standards for student supervision and assessment: [1.7](#) (page 5)

What to expect from your learning and assessment

Reference: SE2 Last Updated: 22/03/2019

Student learning and assessment should help students to safely meet their programme outcomes and becoming proficient at the point of registration to deliver safe and effective care.

Students should be empowered to take responsibility for their own learning, and have a responsibility to ensure that they prepare for and achieve their learning outcomes and meet our standards

Students should be provided with suitable support and resources to help them meet their learning outcomes and achieve autonomous, reflective and professional practice. Below are some examples of the things students should be provided with to help them meet their learning outcomes.

What students should be provided with

Our standards state that students should be provided with a number of resources and types of support to help them complete their programme. This would include, among others:

- [Relevant inductions and information](#)
- [Safe and effective learning experiences](#)
- [Support from the right people](#)
- [Supported learning time](#)
- [Evidenced based, objective and fair assessments](#)
- [Reasonable adjustments \(if applicable\)](#)

Standards framework for nursing and midwifery education: [S1.1, S1.2, R1.1-1.5, R1.10, R1.13](#) (page 6), [S2.2, R2.2-2.4, R2.8, R2.9](#) (page 7), [R2.14, R2.18-2.20](#) (page 8), [S3.1, S3.2](#) (page 9), [R3.1-3.18](#) (page 9-10), [S4.1](#) (page 11), [S5.1, R5.7-5.15](#) (page 12)

Standards for student supervision and assessment: [1.1-1.11](#) (page 5), [2.1-2.7](#) (page 6), [6.1, 6.2](#) (page 8), [7.1-7.3](#) (page 9), [9.1, 9.2](#) (page 10)

Standards for pre-registration nursing programmes: [2.3, 2.4](#) (page 9), [3.1-3.7](#) (page 10), [4.4, 4.5, 4.8-4.10](#) (page 11)

Standards for prescribing programmes: [1.3, 1.4](#) (page 9), [2.2-2.4](#) (page 10), [3.4](#) (page 11), [4.3, 4.7-4.9](#) (page 12)

Standards for pre-registration nursing associate programmes: [2.3, 2.4](#) (page 3), [3.2, 3.3, 3.5](#) (page 4), [4.4, 4.5, 4.7, 4.9](#) (page 5)

Relevant inductions and information

Reference: SE2-A Last Updated: 22/03/2019

In order to take full advantage of learning and assessment opportunities students must be provided with all the relevant information and inductions needed. This can include:

- information on their course outcomes and expectations
- details of the organisation of the course including practice learning opportunities
- inductions to practice learning environments, including relevant safety procedures
- information on the support that will be provided to students
- NMC standards and expectations (e.g. the Code)
- information on how to manage interruptions to study
- information on how to raise concerns
- information on the process of assessment
- information on the process of registering with us

A safe and effective learning experience

Reference: SE2-B Last Updated: 22/03/2019

All learning experiences should preserve the safety of people within them, including anyone receiving care, and students.

Learning experiences should enable students to meet their learning outcomes, achieve competence and work towards becoming independent, reflective and professional practitioners within their chosen field or area of practice.

The AEI, with its practice learning partners, is responsible for ensuring that students are provided with a range of learning opportunities and placements and that the 'right' learning is delivered across environments.

Organising learning opportunities

Students should be given access to the full range of learning opportunities, necessary for them to achieve their learning outcomes. This can include learning opportunities within less traditional settings such as a research environment or the prison service.

Learning can be organised in lots of different ways. For example, group or one to one supervised learning, providing direct care, simulated activity, or independent or self-directed learning.

Learning opportunities should be individualised to the student's learning needs, their position within their programme, their learning outcomes, and any student needs including reasonable adjustments. More information can be found on this in the sections on [practice supervision](#) and [learning environments and experiences](#).

Providing opportunities to empower students

Students should also be given the opportunity to direct their own learning where possible, guiding their learning and identifying what is needed. When students are given these opportunities, the AEI with its practice learning partners, must take into account various risks to ensure the safety of people. This includes the student's level of skill and competence, the activity, and the environment in which it is taking place.

Feedback and handover are also important aspects of a learning experience. Students must be given opportunities to challenge and improve their own practice and behaviour.

Students also have a responsibility to take advantage of multiple learning opportunities within and across environments, in order to work towards becoming a safe and independent practitioner. They should be empowered to do so by the AEI and their practice learning partners.

Providing appropriate support for student at all times

Reference: SE2-C Last Updated: 22/03/2019

Students should be provided with the right support to help them to complete their programme. This includes access to the right people, who are appropriately prepared to help them meet their learning outcomes.

Who supports students will depend on a number of different factors, including what environment it is, the programme outcomes of individual students, individual student needs, and what skills or competencies are being taught.

Our standards state that all students must be supervised in practice learning. However, we don't say that this must mean that there are 'practice supervisors' within each practice environment. Students can be supervised in an indirect way, as long as our standards are met. More information can be found on practice supervision in the sections on [practice supervision](#) and [learning environments and experiences](#).

Students must also have the opportunity to learn from a wide range of people and professionals. This includes all nurses, midwives and nursing associates in a practice environment, regardless of whether they are acting as a practice supervisor, but also members of the public, service users and patients, other staff, including other employee groups such as phlebotomists and maternity support workers. Peer to peer learning is also a form of learning that can be used. The student should feel empowered to seek out learning opportunities and involve as many people as they need in order to learn from the experience. More information can be found on this in the section on [learning environments and experiences](#).

We require that all students have access to a nominated person while in practice, who must be available to support students and their concerns, in line with the following standard:

:

Approved education institutions, together with practice learning partners, must ensure that:

1.5 there is a nominated person for each practice setting to actively support students and address student concerns

The nominated person does not necessarily need to be based within the learning environment, and in many cases it may be inappropriate for them to be so. For example, if there is only one other individual within an environment and they are acting as a practice supervisor.

We do not state who this person might be, or what qualifications or registration they need to have, only that they must be available to students. It will be up the AEI, with their practice learning partners, to decide who can fulfil this role, provided our standards are met and public protection is upheld.

The role that different people have in student learning, will be dependent on a number of different factors. The learning environment, and the roles that people play within that are for the AEI, with its practice learning partners to determine. The student should be provided with the appropriate information, support and opportunities to make the most of all learning experiences.

Supernumerary and protected learning time

Reference: SE2-D Last Updated: 01/03/2019

Students in practice or work-placed learning must be supported to learn and practise skills safely. In order to have the student at the centre of learning, we specify that students must have some form of supported or protected learning time.

For nurses, and midwives this means that students must be considered 'supernumerary', meaning that they are not counted as part of the staffing required for safe and effective care in that setting.

We do not require nursing associate students to be supernumerary while learning in practice, but the student must have 'protected learning time'. The decision about how this is provided is for AELs and their practice learning partners to make in line with the options set out in the programme standards for nursing associates.

More information on this can be found in the [supporting information for nursing associates and protected learning time](#).

Evidence based, objective and fair assessments

Reference: SE2-E Last Updated: 22/03/2019

All students should be provided with evidenced based, objective and fair assessments of their practice and academic learning. A fair and evidenced based assessment ensures that a reasonable decision is made and that public protection is upheld. No student will be suitable for registration with us unless they meet the requirements for safe and effective practice.

In order to ensure that an evidenced based, objective and fair assessment takes place, students must be provided with documentation and information needed to ensure they know what the process will be, and what outcomes they must achieve. This should provide the student with information about different methods of assessment that may be used in different environments.

How assessors are involved

All students should be assigned one academic assessor per part of the programme and one practice assessor for placement or a series of placements. One practice assessor will work with one academic assessor to make recommendations for progression for the student from one part of the course to the next. These individuals should be accessible to students, and have an ongoing relationship with them. Students should be informed about who these individuals are, what their role is, and how they may and should communicate with them.

Other people will be part of assessment, for example practice supervisors, course leaders, and academics in the academic environment. Students should be provided with all relevant information about the process of assessment, and all those who work within it.

More information can be found on assessor roles in the sections on [practice assessment](#) and [academic assessment](#).

How students are involved

In order to have an evidenced based, objective and fair assessment, students must be kept up to date on their performance and given the opportunity to improve. Assessment should be continuous throughout a course of study.

Students must be empowered to play an active part in the assessment process, through self-reflection and other means.

If a student's behaviour or practice poses an immediate risk to public safety they may be removed immediately from the course. If this is done the student should be informed about the process and the reasons behind it.

If a student is being supported due to them having difficulty achieving the course outcomes, the student should be provided with the right information and support throughout the process to enable them to understand what is expected of them and they can improve their practice.

More information can be found on what constitutes an evidenced based, objective and fair assessment in the sections on [practice assessment](#) and [academic assessment](#).

Reasonable adjustments (if applicable)

Reference: SE2-F Last Updated: 22/03/2019

The AEI, with its practice learning partners, is responsible for ensuring that the equality and diversity needs of all those who are part of an educational experience are taken into account.

The Equality Act defines a 'competence standard' as an academic, medical, or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. Reasonable adjustments cannot be made to a competence standard. However, adjustments can be made in order to help the student meet the standard.

Education providers and environments must abide by the duty to make reasonable adjustments to the way a standard is assessed, for those that are disabled as set out in the Equality Act 2010.

In doing this they must consider all aspects of the requirements set out in our standards and consider how they could make reasonable adjustments to the way that a person is assessed against those standards. Find out more about the Equality Act on the [Equality and Human Rights Commission website](#).

If needed, the AEI with its practice learning partners, should also consider make adjustments to a student's learning, for example by removing barriers to learning to enable religious needs to be met, within the requirements of the standards.

AEIs, and their practice learning partners, should communicate with potential students to determine if they can meet the requirements of the course, once reasonable adjustments are put in place.

Students should also communicate with the AEI and practice learning partners, any request they have for adjustments to be made to the learning environment and how they are assessed.

Raising concerns

Reference: SE3 Last Updated: 22/03/2019

All people within a learning environment have a responsibility to raise concerns about any impacts to public safety that may arise. This can include any concerns about learning experiences, the culture of an environment or the care that has been provided.

For example, students may have witnessed poor care, or been asked to complete a task that was beyond their capability without proper support or training.

Students should be supported to raise concerns and provided with appropriate information on how to do so.

Students who do raise concerns should be protected from harassment or ill consequences as a consequence of raising concerns

Find out more about [raising concerns](#) and the [duty of candour](#).

Standards framework for nursing and midwifery education: [R1.4-R1.9](#) (page 6), [R3.12](#) (page 9)

Standards for student supervision and assessment: [1.4](#) (page 5)

Complaints or appeals

Reference: SE4 Last Updated: 22/03/2019

In some circumstances students may feel that they have been treated unfairly as part of the learning and assessment process.

It is important for students to remember that there is no automatic right to complete a course, and if students have not met our outcomes, or the expectations of their institution, they may not progress.

However, all students have the right to appeal, particularly if they feel that the learning and assessment process has not been handled correctly. In these circumstances the university should have relevant procedures for the student to follow. Students should be informed about their options and rights.

We do not intervene or provide comment on individual student complaints about their learning and assessment, unless there is a concern that our standards and expectations have not been followed, or an immediate risk to public safety.

Standards framework for nursing and midwifery education: [R1.5-R1.7](#) (page 6)