

Different learning opportunities

Reference: LE3-B Last Updated: 01/03/2019

Students should be provided with a variety of learning experiences across and within learning environments.

There are a number of different learning experiences that can be delivered within learning environments, using different methods such as group learning, one to one learning, peer to peer learning, classroom learning, simulation and direct patient care. More information on some of these can be found within the section on [practice supervision](#). We do not specify how learning must be delivered, only that it should be done in a way that upholds public protection and enables the students to meet their learning outcomes.

Learning experiences do not need to be confined within a particular environment, or to a particular episode of care. A learning experience can follow a person's episode or experience of care, and can involve a student being assigned to a service user throughout their treatment or care, across environments.

Learning experiences should also have an interdisciplinary and interprofessional learning context, including learning with and from other professions where relevant.

Simulation is another way of creating a learning experience and it can and should be used in learning and assessment strategies, as is set out within the following standard:

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

3.4 are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice. Simulation is defined by us as an artificial representation of a real world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills.

Simulation should not be used as an end in itself, but should be appropriately integrated in a blended approach to learning, and implemented to address specific learning or clinical needs.

The AEI, with their practice learning partners are responsible for deciding what learning experiences should form part of student learning. The student should also be empowered to take advantage of a variety of different learning opportunities, and to direct and identify their own learning needs, as appropriate.