

What to expect from your learning and assessment

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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)