Student empowerment

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Standards

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3.1Students 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.

3.2Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.

Requirements

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

3.1have access to the resources they need to achieve the proficiencies and programme outcomes required for their professional role

3.2are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their programme

3.3have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

3.4are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation learning appropriate for their programme as necessary for safe and effective practice

3.5are supervised and supported in practice learning in accordance with the NMC Standards for student supervision and assessment

3.6are supervised according to their individual learning needs, proficiency and confidence

3.7are allocated and can make use of supported learning time when in practice

3.8are assigned and have access to a nominated practice assessor for a practice placement or a series of practice placements in addition to a nominated academic assessor for each part of the education programme, in accordance with the NMC Standards for student supervision and assessment

3.9have the necessary support and information to manage any interruptions to the study of programmes for any reason

3.10are provided with timely and accurate information regarding entry to NMC registration or annotation of their award

3.11have their diverse needs respected and taken into account across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice

3.12are protected from discrimination, harassment and other behaviour that undermines their performance or confidence

3.13are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing

3.14are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice

3.15are well prepared for learning in theory and practice having received relevant inductions

3.16have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

3.17receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning, and

3.18have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.