Curricula and assessment

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5.1Curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.

Requirements

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

5.1curricula fulfil NMC programme standards, providing learning opportunities that equip students to meet the proficiencies and programme outcomes[4]

5.2curricula remain relevant in respect of the contemporary health and social care agenda

5.3curricula weigh theory and practice learning appropriately to the programme

5.4curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

5.5curricula are co-produced with stakeholders who have experience relevant to the programme

5.6curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity

5.7curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively

5.8assessment is fair, reliable and valid to enable students to demonstrate they have achieved the proficiencies for their programme

5.9adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice

5.10students are assessed across practice settings and learning environments as required by their programme

5.11assessment is mapped to the curriculum and occurs throughout the programme to determine student progression

5.12practice assessment is facilitated and evidenced by observations and other appropriate methods

5.13students' self-reflections contribute to, and are evidenced in, assessments

5.14a range of people including people who use services contribute to student assessment

5.15assessment of practice and theory is weighted appropriately to the programme, and

5.16there is no compensation in assessments across theory and practice.

4 Applies equally to all programmes whether delivered as full time or less than full time.