Equality, diversity and inclusion needs

Reference: PS3-B Last Updated: 23/07/2018

The AEI, with its practice learning partners, is responsible for ensuring that the equality and diversity needs of students and practice supervisors are taken into account to enable an inclusive learning environment. If needed, they should make reasonable adjustments. The AEI and its practice learning partners should have policies and procedures in place for this to happen.

Click on a link below for more information about practice supervisors' possible responsibilities. These are only suggestions, as different practice supervisors may have different responsibilities.

- Upholding public protection
- Providing inclusive and tailored learning experiences that enable students to meet their learning outcomes
- Tailored learning
- Continuity of supervision
- Giving feedback
- Contributing to decisions on assessment for progression
- Raising concerns about student performance and behaviour

Relevant NMC standards for this section

Standards for student supervision and assessment

1.7: students are empowered to be proactive and to take responsibility for their learning

1.9: learning experiences are inclusive and support the diverse needs of individual students

1.10: learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes

2.3: the level of supervision provided to students reflects their learning needs and stage of learning

2.4: practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people

2.5: there is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences

2.6: practice supervision facilitates independent learning

3.1: serve as role models for safe and effective practice in line with their code of conduct

3.2: support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes

3.3: support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

3.4: have current knowledge and experience of the area in which they are providing support, supervision and feedback

4.1: contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising

4.2: contribute to student assessments to inform decisions for progression

4.3: have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising, and

4.4: are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.

Standards framework for nursing and midwifery education

FR1.9: ensure students are supported and supervised in being open and honest with people in accordance with the professional duty of candour

S3.1: Students 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

S3.2: Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.

R3.4: are 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

R3.6: are supervised according to their individual learning needs, proficiency and confidence

R3.12: are protected from discrimination, harassment and other behaviour that undermines their performance or confidence

R3.14: are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice

R3.16: have 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

R4.2: act as professional role models at all times

R4.5 respond effectively to the learning needs of individuals

R4.6 are supportive and objective in their approach to student supervision and assessment

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.8 are expected to respond effectively to concerns and complaints about public protection and student performance in learning environments and are supported in doing so

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others, and

R4.11 appropriately share and use evidence to make decisions on student assessment and progression.