

Tailored learning

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

Practice supervisors ensure the learning they provide, organise, or delegate is tailored to enable the student to meet their learning outcomes and practice skills and apply their knowledge independently where appropriate.

Practice supervision may be tailored to the student by taking into account their programme outcomes, stage of learning, confidence and independence, and any equality, diversity and inclusion considerations, alongside an understanding of the learning opportunities available and the knowledge and skills of the practice supervisor.

It's possible to tailor both the type of experience provided and the level of practice supervision. Practice supervision can be either direct or indirect [add link to indirect supervision guidance in final version], or the practice supervisor can support independent learning as appropriate. The level of practice supervision for a student might change depending on their increasing proficiency in an area.

Relevant NMC standards for this section:

[Standards for student supervision and assessment](#)

[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

[Standards framework for nursing and midwifery education](#)

[R4.5](#): respond effectively to the learning needs of individuals