What students can expect from their learning and assessment

Reference: SE2 Last Updated: 22/03/2019

Student learning and assessment should help pre-registration students to safely meet their programme outcomes and become proficient at the point of registration to deliver safe and effective care; and help post-registration students to safely meet their programme outcomes in order to have their qualifications added to their existing entry on the register..

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 what should be in place for students to help them meet their learning outcomes.

What should be in place for students

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 suitable qualified and prepared people
- Supported learning time
- Opportunities for exposure to practice in their area of study in order to meet required proficiencies
- Opportunities to practice skills in a simulated environment where appropriate
- Evidence based, objective and fair assessments
- Reasonable adjustments (if applicable)

Relevant standards for this section

Standards framework for nursing and midwifery education
S1.1: The learning culture prioritises the safety of people, including carers, students and educators, and enables the values of the Code to be upheld.

S1.2: Education and training is valued in all learning environments.

R1.1: demonstrate that the safety of people is a primary consideration in all learning environments

R1.2: prioritise the wellbeing of people promoting critical self-reflection and safe practice in accordance with the Code

R1.3: ensure people have the opportunity to give and if required, withdraw, their informed consent to students being involved in their care

R1.4: ensure educators and others involved in supervision, learning and assessment understand their role in preserving public safety

R1.5: ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences

R1.10: ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation

R1.13: work with service providers to demonstrate and promote inter-professional learning and working, and

S2.2: All learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.2: ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

R2.3: comply with NMC programme standards specific to the programme being delivered

R2.4: comply with NMC Standards for student supervision and assessment

R2.8: ensure that for students below the age of 18 on admission to their intended programme, appropriate safeguarding measures and any necessary programme adjustments are in place to support them and the people in their care

R2.9: demonstrate a robust process for recognition of prior learning and how it has been mapped to the programme learning outcomes and proficiencies

R2.14: regularly review all learning environments and provide assurance that they are safe and effective

R2.18: proactively identify and act on any areas for improvement, regularly measuring programme performance and outcomes against the NMC standards and requirements, and other recognised quality frameworks in education

R2.19: appoint appropriately qualified and experienced people for programme delivery

R2.20: identify programme leaders to confirm that all proficiencies have been met by each student by the end of their programme, and

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.

R3.1: have access to the resources they need to achieve the proficiencies and programme outcomes required for their professional role

R3.2: are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their programme

R3.3: have 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

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

R3.5: are supervised and supported in practice learning in accordance with the NMC Standards for student supervision and assessment

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

R3.7: are allocated and can make use of supported learning time when in practice

R3.8: are 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 12

R3.9 have the necessary support and information to manage any interruptions to the study of programmes for any reason

R3.10 are provided with timely and accurate information regarding entry to NMC registration or annotation of their award

R3.11: have 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

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

R3.15: are well prepared for learning in theory and practice having received relevant inductions

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

R3.17: receive constructive feedback throughout the programme from stakeholders with experience of the programme o promote and encourage reflective learning, and

R3.18: have opportunities throughout their programme to give feedback on the quality of all aspects of their support nd supervision in both theory and practice

S4.1 Theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified nd experienced professionals with necessary expertise for their educational and assessor roles ,

S5.1 Curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the roficiencies and outcomes for their approved programme.*

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

R5.7 curricula are structured and sequenced to enable students to manage their theory and practice learning xperience effectively

R5.8 assessment is fair, reliable and valid to enable students to demonstrate they have achieved the proficiencies for heir programme

R5.9 adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in heory and practice

R5.10 students are assessed across practice settings and learning environments as required by their programme

R5.11 assessment is mapped to the curriculum and occurs throughout the programme to determine student progression

R5.12 practice assessment is facilitated and evidenced by observations and other appropriate methods

R5.13 students' self-reflections contribute to, and are evidenced in, assessments

R5.14 a range of people including people who use services contribute to student assessment

R5.15 assessment of practice and theory is weighted appropriately to the programme, and

Standards for student supervision and assessment:

1.1: practice learning complies with the NMC Standards framework for nursing and midwifery education

1.2: practice learning complies with specific programme standards

1.3: practice learning is designed to meet proficiencies and outcomes relevant to the programme

1.4: there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination f learning within practice learning environments

1.5: there is a nominated person for each practice setting to actively support students and address student concerns

1.6: students are made aware of the support and opportunities available to them within all learning environments

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

1.8: students have opportunities to learn from a range of relevant people in practice learning environments, including sers of services, registered and non-registered individuals, and other students as appropriate

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, and

1.11: all nurses, midwives and nursing associates contribute to practice learning in accordance with the Code.

2.1: all students on an NMC approved programme are supervised while learning in practice

2.2: there is support and oversight of practice supervision to ensure safe and effective learning

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, and

2.7: all students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.

6.1: all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme

6.2: all students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies

7.1: practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning

7.2: assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors

7.3: practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources

9.1: academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme

9.2: academic assessors make and record objective, evidencebased decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources

Standards for pre-registration nursing programmes

2.3 ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

3.6 ensure students experience the range of hours expected of registered nurses, and

3.7 ensure that students are supernumerary

4.4 provide students with constructive feedback throughout the programme to support their development

4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

4.9 ensure that there is equal weighting in the assessment of theory and practice, and

4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses.

Standards for prescribing programmes

1.3: confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme

1.4: consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers

2.2: ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice

2.3: state the learning and teaching strategies that will be used to support achievement of those competencies

2.4: develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

2.4.1: stating the general and professional content necessary to meet the programme outcomes

2.4.2: stating the prescribing specific content necessary to meet the programme outcomes

2.4.3: confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing;

4.7: provide constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes

4.8: assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice

4.9: ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:

4.9.1: successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80 percent), and

4.9.2: successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100 percent).

Standards for pre-registration nursing associate programmes

2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates

2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of setting

3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diverse range of people across the lifespan and in a variety of settings[4]

3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

3.4 ensure that nursing associate students have protected learning time[5] in line with one of the following two options:

3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.4.2 Option B: nursing associate students, via work-placed learning routes:

3.4.2.1 are released for a minimum of 20 per cent of the programme for academic study[6]

3.4.2.2 are released for a minimum of 20 per cent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

4.4 provide students with constructive feedback throughout the programme to support their development

4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates

4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

4.8 ensure that there is equal weighting in the assessment of theory and practice, and4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

References

4: Nursing associate students are not required to have placements in each field of nursing, but should, through their education programme, benefit from experience of children and adults, and people who use services /patients with mental health conditions and learning disabilities, and understand the most significant factors to be aware of when providing care to different people who use services

5: Protected learning time is designated time in which students are supported to learn. All students are appropriately supervised until they have demonstrated proficiency in aspects of care. Supernumerary status is one approach to protected learning time

6: The 20 percent specified here is not the total sum of theoretical learning students will need to undertake, please see standard 2.7 which requires equal weighting of theory and practice in the curriculum.

Standards for post-registration programmes

1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme

1.6 consider recognition of prior learning that is capable of being mapped to the:

1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice

1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers for applicants

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education including the confirmation of appropriately qualified and experienced people for programme delivery for:

2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for

2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice

2.5 ensure programme learning outcomes reflect the:

2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing

2.5.2 core standards of proficiency for SCPHN that are tailored to SCPHN public health nursing

2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of

community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community
mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice

2.6 set out the general and professional content necessary to meet the:

2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,

2.6.2 core standards of proficiency for SCPHN public health nurse qualification

2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care

2.7 set out the content necessary to meet the programme outcomes for each intended field of:

2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,

2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care

3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

3.6 ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

3.6.1 intended field of SCPHN practice, SCPHN PHN practice or,

3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

4.7.2 SCPHN public health nurse, 4.7.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or

4.7.4 other specified field(s) of community nursing SPQ in health and social care