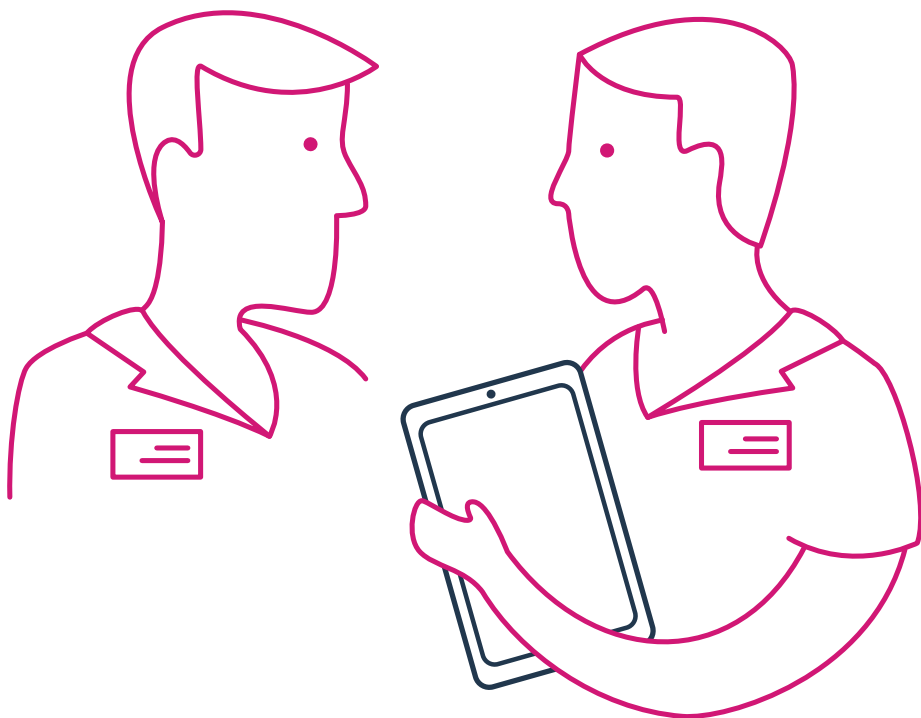


About these standards

Realising professionalism: *Standards for education and training* includes the *Standards framework for nursing¹ and midwifery education, Standards for student supervision and assessment*, and programme standards specific to each approved programme.



Our *Standards for education and training* are set out in three parts:

Part 1: Standards framework for nursing and midwifery education

Part 2: Standards for student supervision and assessment

Part 3: Programme standards

- Standards for pre-registration nursing education
- Standards for pre-registration nursing associate education
- Standards for prescribing programmes

These standards help nursing and midwifery [students](#) achieve proficiencies and programme outcomes. All nursing and midwifery professionals must practise in line with the requirements of [The Code](#), the professional standards of practice and behaviour that nurses, midwives and nursing associates are expected to uphold.

¹ We have used the phrase 'nursing' in this document to apply to the work of nurses and nursing associates. Nursing associates are a distinct profession with their own part of our register, but they are part of the nursing team.

Our Standards framework for nursing and midwifery education is set out under the following five headings:

1. Learning culture

We will only approve programmes where the learning culture is ethical, open and honest, is conducive to safe and effective learning that respects the principles of equality and diversity, and where innovation, inter-professional learning and team working are embedded

2. Educational governance and quality

We expect education providers to comply with all legal and regulatory requirements

3. Student empowerment

We want students to be empowered and provided with the learning opportunities they need to achieve the desired proficiencies and programme outcomes

4. Educators and assessors

We will seek assurance that those who support, supervise and assess students are suitably qualified, prepared and skilled, and receive the necessary support for their role

5. Curricula and assessment

We set standards for curricula and assessment that enable students to achieve the outcomes required to practise safely. 4 8s

1 Learning culture

Standards

- 1.1 The learning culture prioritises the safety of people, including carers, students and [educators](#), and enables the values of *The Code* to be upheld.
- 1.2 Education and training is valued in all learning environments.

Requirements

Approved education institutions, together with 0 0 12qrbe ung

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3 Student empowerment

Standards

- 3.1 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*.
 - 3.2 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.
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Requirements

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

- 3.1 have access to the resources they need to achieve the proficiencies and programme outcomes required for their professional role
 - 3.2 are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their programme
 - 3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice
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3.13 are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing

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

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

3.16

4 Educators and assessors

Standard

- 4.1 Theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.

Requirements

Approved education institutions, together with practice learning partners, must ensure that all educators and assessors:

- 4.1 comply with all standards and requirements in the

5 Curricula and assessment

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

Standard

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

Requirements

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

- 5.1 curricula fulfil NMC Programme standards, providing learning opportunities that equip students to meet the proficiencies and programme outcomes⁴
- 5.2 curricula remain relevant in respect of the contemporary health and social care agenda
- 5.3 curricula weigh theory and practice learning appropriately to the programme
- 5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- 5.5 curricula are [co-produced](#) with stakeholders who have experience relevant to the programme

Practice learning partners: organisations that provide practice learning necessary for supporting pre-registration and post-registration students in meeting proficiencies and programme outcomes.

Quality assurance: NMC processes for making sure all AEs continue to meet our requirements and their approved education programmes comply with our standards.

Recognition of prior learning: a process that enables previous certificated or experiential learning to be recognised and accepted as meeting some programme outcomes and requirements; this means it includes both theory and practice achievement.

Service users: people accessing health or social care services, and anyone supporting the needs and circumstances of these people.

Simulation: an artificial representation of a real world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills.

Stakeholders: any person, group or organisation that has an interest or concern in the situation in question, and may be affected or is affected by its actions, objectives or policies. In the context of the *NMC Standards for education and training* this includes students, educators, partner organisations, service users, carers, employers, other professionals, other regulators and education commissioners.

Student: any individual enrolled onto an NMC-approved programme at pre-registration or post-registration level, whether full time or less than full time.

Supported learning time: time to facilitate learning. This may include supernumerary status⁵ that enables students to be supported in safely and effectively achieving proficiency.

⁵Supernumerary: see *Standards for student supervision and assessment* and specific programme standards.

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