

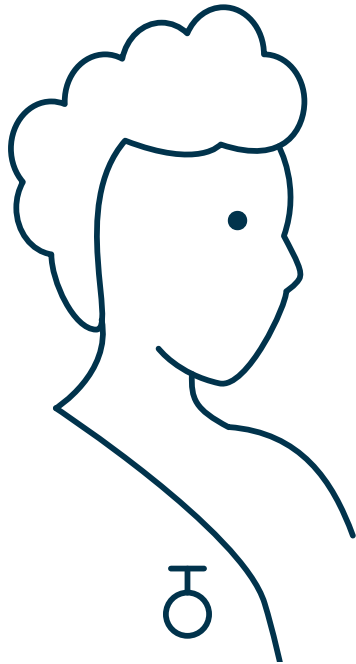
About these standards

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.

.....

.....

.....



Introduction

Our Standards for pre-registration nursing associate programmes set out the legal requirements, entry requirements, availability of [recognition of prior learning](#), length of programme, methods of assessment and information on the award for all pre-registration nursing associate education programmes.

Education providers structure their educational programmes to comply with our programme standards. They also design their curricula around the published proficiencies for a particular programme and students are assessed against these proficiencies to make sure they are capable of providing safe and effective care. Proficiencies are the knowledge, skills and behaviours that nurses, midwives and nursing associates need in order to practise. We publish standards of proficiency for the nursing and midwifery professions as well as proficiencies for NMC approved post-registration programmes.

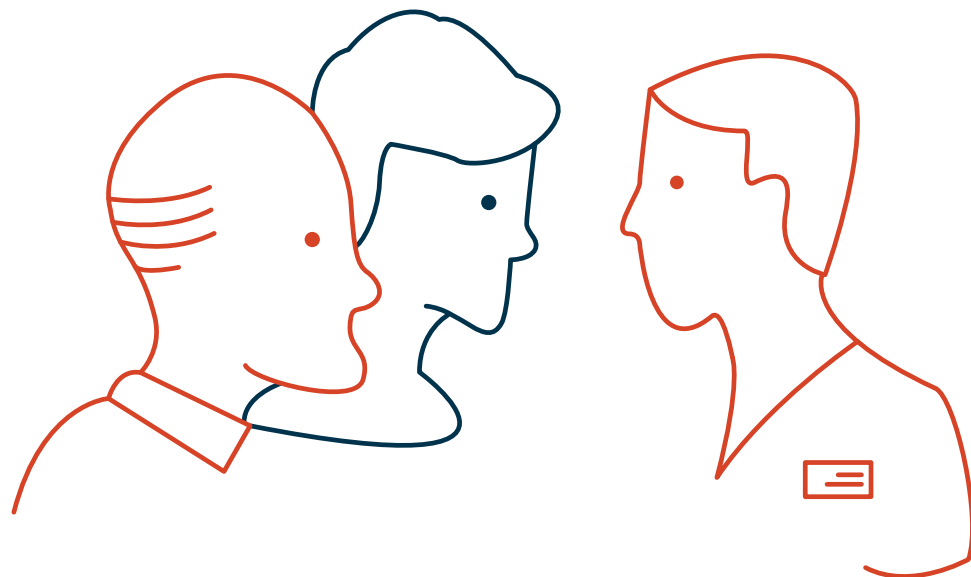
Through our [quality assurance](#) (QA) processes we check that education programmes meet all of our standards regarding the structure and delivery of educational programmes, that the programme outcomes relate to the expected proficiencies for particular qualifications and that the [approved education institutions](#) (AEIs) and [practice learning partners](#) are managing risks effectively. Using internal and external intelligence we monitor risks to quality in education and training; this intelligence gathering includes analysis of system regulator reports.

Before any programme can be run, we make sure it meets our standards. We do this through an approvals process, in accordance with our Quality assurance framework.

Legislative framework

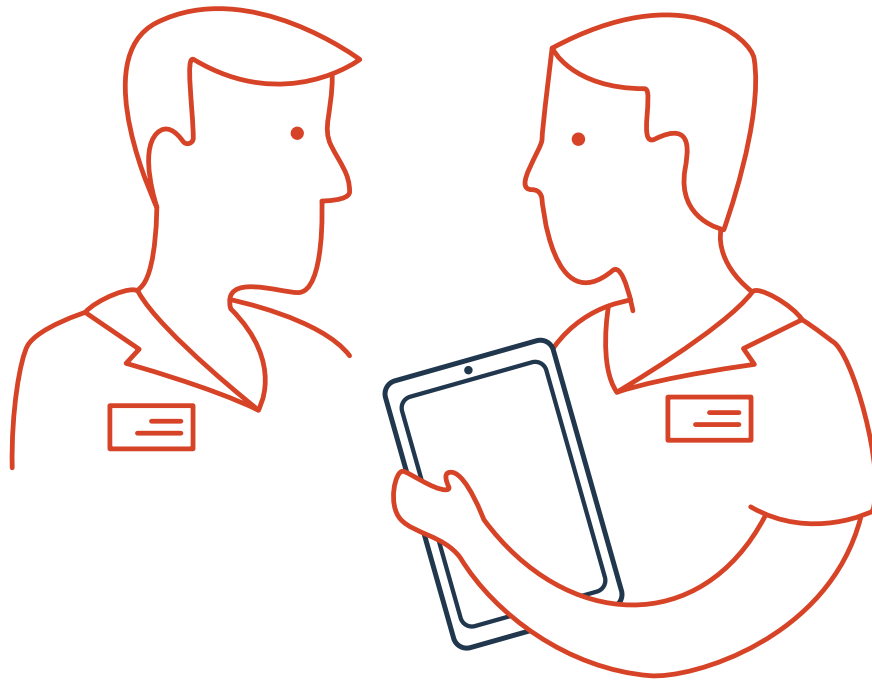
Article 15(1) of the Nursing and Midwifery Order 2001 ([“the Order”](#)) requires the Council to establish standards for education and training which are necessary to achieve the standards of proficiency for admission to the register, as required by Article 5(2) of the Order. The standards for pre-registration nursing associate programmes are established under the provision of Article 15(1) of the Order.

Overall responsibility for the day-to-day management of the quality of any educational programme lies with an AEI in partnership with practice learning partners.



The student journey

Standards for pre-registration nursing associate programmes follow the student journey and are grouped under the following headings:



1. Selection, admission and progression
.....
standards about an applicant's suitability for, and continued participation in, a pre-registration nursing associate programme

2. Curriculum
.....
standards for the content, delivery and evaluation of the pre-registration nursing associate education programme

3. Practice learning
.....
standards specific to pre-registration learning for nursing associates

.....

.....

1 Selection, admission and progression

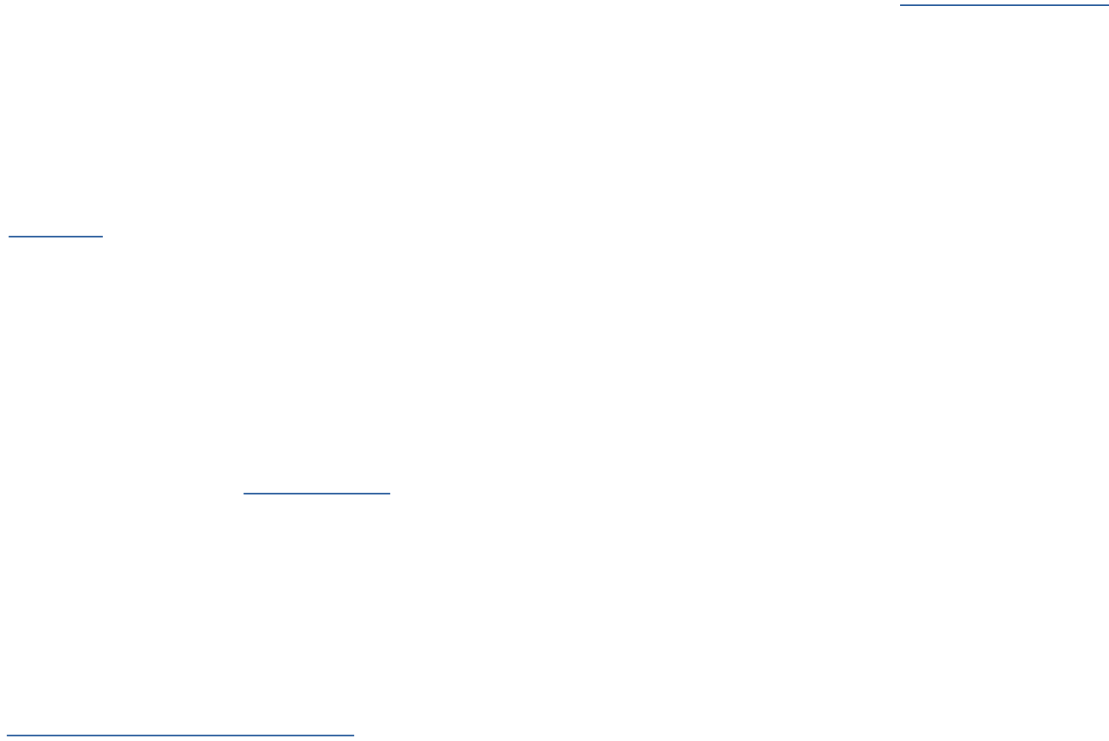
Approved education institutions together with practice learning partners must:

1.1 confirm on entry to the programme that students:

1.1.1 demonstrate values in accordance with _____

2.4 design and deliver a programme that supports students and

3 Practice learning



5 Qualification to be awarded

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

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

Reasonable adjustments: where a student requires reasonable adjustment related to a disability or adjustment relating to any protected characteristics as set out in the equalities and human rights legislation.

Recognition of prior learning (RPL): a process that enables previous certi cated or experiential learning to be recognised and accepted as meeting some programme outcomes, this means it includes both theory and practice achievement.

Simulation: an arti cial representation of a real world practice scenario that supports student development through experiential learning with the opportunity for repetition, feedback, evaluation and re ection. E ective simulation facilitates safety by enhancing knowledge, behaviours and skills.

Student: any individual enrolled onto an NMC approved education programme whether full time or less than full time.

Supernumerary: students are not counted as part of the sta ng required for safe and e ective care in that setting.

The role of the Nursing and Midwifery Council

What we do

We regulate nurses, midwives and nursing associates in the UK. We exist to protect the public. We set standards of education, training, conduct and performance so that nurses, midwives and nursing associates can deliver high quality care throughout their careers. We maintain a register of nurses and midwives allowed to practise in the UK.

We make sure nurses, midwives and nursing associates keep their skills and knowledge up to date and uphold our professional standards.

We have clear and transparent processes to investigate people who fall short of our standards.

These standards were approved by Council at their meeting on 26 September 2018.

