## Supporting implementation - bringing all three sets of NMC education and training standards together.

When developing new programmes, it is essential that all parts of our education standards are considered together. These frameworks support students to meet the relevant standards of proficiency enabling public protection, the safety of people, promoting trust and confidence in nursing and midwifery professionals. The three parts align to our gateway approach to quality assurance of education.

Part 1. Standards framework for nursing and midwifery education. This provides the requirements for all NMC approved programmes.

Part 2. Standards for student supervision and assessment. This provides more detail into ensuring safe and effective student supervision and assessment in practice.

Part 3. Standards for post-registration programmes. This relates to specific programme standards for pre or post registration programmes.
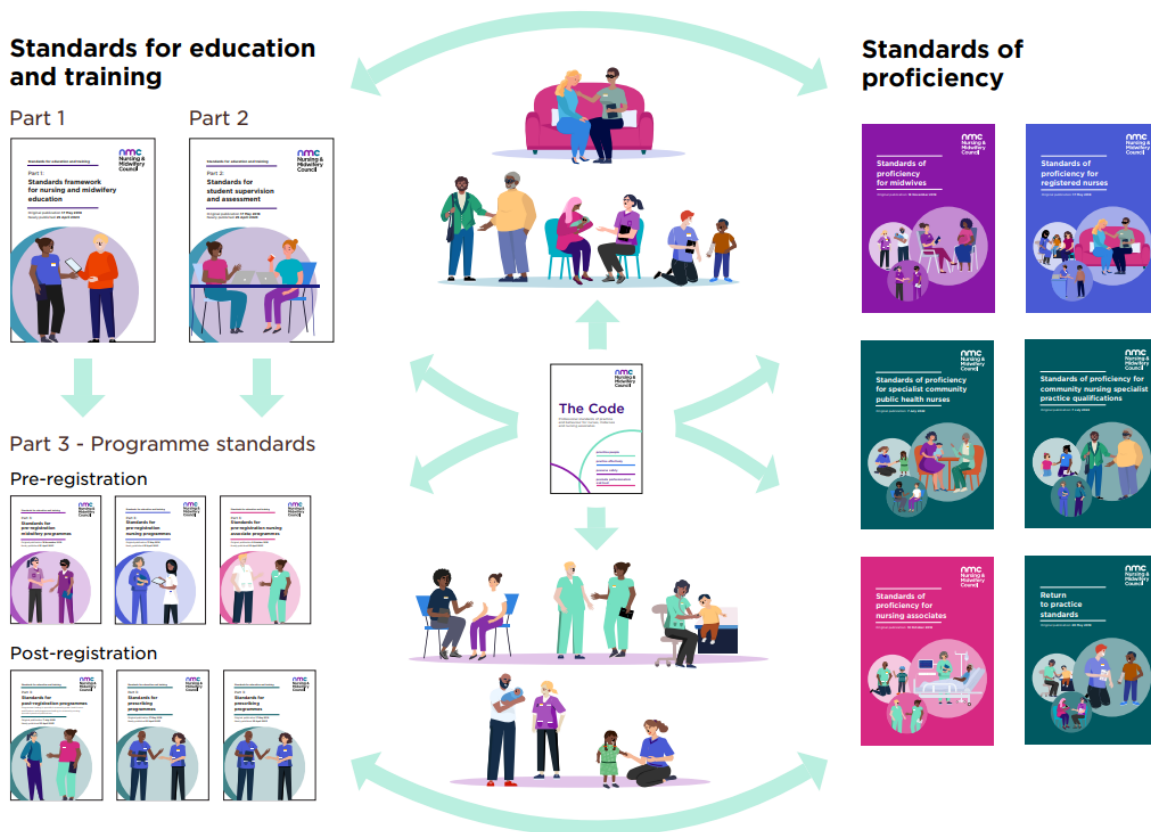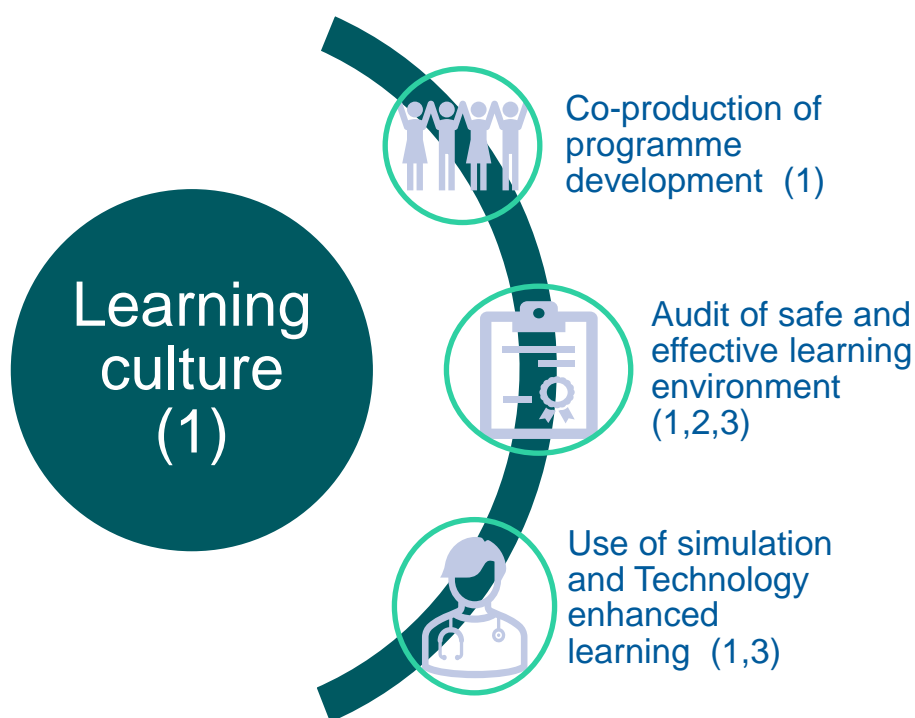
The table below provides an example of some of the areas you need to demonstrate within your programme design and how the parts fit together within our three sets of education and training standards. There are many more aspects, this is an example to help you visualise how some areas are linked across the standards.

A programme must comply with the specific information in part 3, alongside information in parts 1 and 2. For example, student supervision is discussed in part 1 and further developed in part 2, with specific detail in part 3.

Programmes cannot rely solely on one set of standards for successful approval, all three sets of standards should be applied across the curricula integrated in your programme design.

Key: Numbers in brackets refer to the individual set of standards.

Example 1. Learning Culture:

Learning culture (1)

Co-production of programme development (1)

Audit of safe and effective learning environment (1,2,3)

Use of simulation and Technology enhanced learning (1,3)

To ensure an effective learning culture it is important to work in partnership with key stakeholders when designing, developing, and delivering and assessing NMC approved programmes. These partnerships need to include members of the public who access the services you are discussing and students relevant to these programmes, as well as academic staff from the approved education institute (AEI) and practice learning partners. Co-production helps everyone build a programme that best meets the needs of the people who will be accessing the services from nurses who have completed this programme. Collegiate working with people who use services should be clear

throughout the programme. This should be evident from development and through the delivery of teaching, assessment and evaluation.

Input from students promotes fair and balanced assessments. Student contribution helps build a curriculum that is contemporary and supports effective learning environments. The use of simulation and Technology Enhanced Learning (TEL) is relatively new to curriculum design, how this is embedded into programmes can be innovative and creative to allow students to learn through many different approaches, often experiencing situations that can be challenging or they may rarely come across in practice.
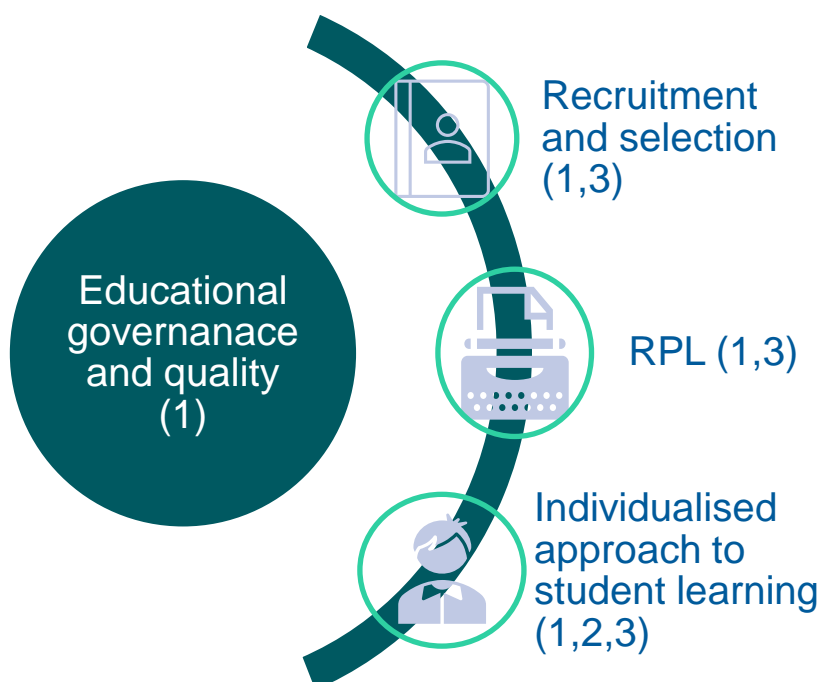
It is crucial that all practice learning settings are audited and best equipped to support robust supervision and assessment for all students on NMC approved programmes. A good practice learning experience contributes to the overall success of students, and allows concerns to be raised as soon as possible, protecting people who use services, nurses, and students at all times.

Some steps for implementation when focusing on a learning culture: using all three sets of standards together:

Example 1

	Part 1	Part 2	Part 3
Consider how you will engage with all partners in your development stage, making sure everyone can contribute, feedback and feed forward into all parts of the curricula.			
When developing your programme consider the preparation and support for practice learning e.g. discuss and agree how SSSA will be met including requirements for educational audits.			
Consider how your programme will incorporate simulation and TEL, how will this look? Think about how simulation and TEL contributes to student learning, progression and assessment?			

Example 2: Education Governance and Quality

Educational governanace and quality (1)

Recruitment and selection (1,3)

RPL (1,3)

Individualised approach to student learning (1,2,3)

When selecting and recruiting students onto NMC approved programmes you must meet the requirements of your AEI alongside the NMC. This helps demonstrate that you are selecting the best possible candidates who will continue to uphold public confidence and trust when they gain qualifications to practise in this specialist area of practice.

Part 1 provides detail on how an AEI should work in partnership with practice learning partners, students, and members of the public when designing recruitment strategies and interviewing students. This supports fair, open and transparent approaches that also seek to address underrepresentation. Part 3 provides standards for post registration programmes, ensuring that professionals are capable of meeting NMC standards and programme learning outcomes study for their intended post registration standards of proficiency. Both part 1 and part 3 will apply to the selection process identified by AEIs and their practice partners.

Recognition of prior learning (RPL) is available and applied where appropriate. How RPL is considered within your programme, is determined by each AEI. RPL enables students to gain recognition from any previous relevant academic and/or experiential learning.

Providing an individual approach to student learning is detailed across all three parts of our education and training standards and applies to both academic and practice learning. Students learn best when their individual needs are met. Each student will learn in a different way, some may have additional support requirements to enable them to achieve to their best. Academic teams and practice learning partners are expected to

work together to develop and agree individual approaches for students where necessary.

Some steps to consider in meeting example 2:

Steps	Part 1	Part 2	Part 3
In partnership with practice learning partners, students and members of the public, agree approach to selection.			
Consider whether the AEI RPL policy is suitable for post-registration applicants seeking to enter post registration programmes			
Agree individual plans to support and assess student learning, and in particular for post-registration students. consider the governance arrangements.			

Example 3: Student empowerment
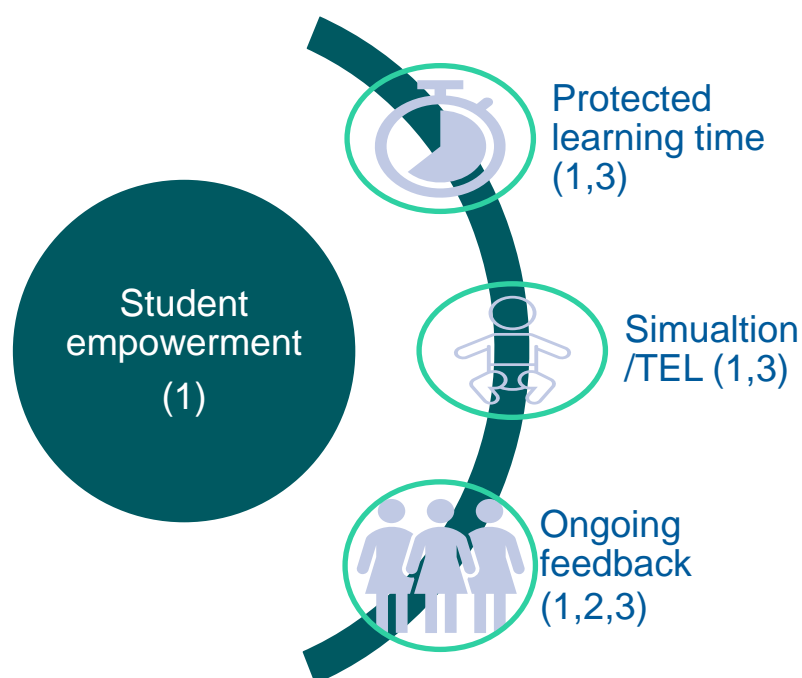
Example 3.

Part 1 details that all students on NMC programmes must have protected learning time while on practice learning experiences, to develop knowledge, skills and proficiency. Part 3 programme standards for post-registration programmes aligns to Part 1 for post registration students. If students are completing a full-time post registration programme over 45 programmed weeks, it is expected that they are provided with protected time to learn and gain experience in the specific post registration proficiencies for the duration of the programme, and pro rata for part time students. AEI and practice learning partners are expected to discuss and agree approached and outcome measures across all intended routes.

Supporting and facilitating learning are key to student success and maintain a highly skilled registrant workforce. Simulation and use of TEL tools are good techniques that can aid effective teaching strategies Simulation and TEL are outlined in part 1 and further advocated in part 3, their use as teaching tools can help students gain experience and confidence across some of the more challenging proficiencies. Part 3 demonstrates that use of simulation and TEL is supported proportionally across post registration programmes.

Across all our standards, supporting students to achieve proficiency is vital. Agreeing ways for students to raise concerns and finalising approaches to manage concerns with AEIs and practice learning partners are important. Providing ongoing support to students is the role of everyone involved in their programme, both in practice and

academic settings theory. Confirming approaches and systems to facilitate student feedback, feed forward, raise concerns and encourage students to also provide feedback are effective in empowering them to feel valued and fully engaged within their programme and the roles they are working towards.

Some steps to consider in meeting example 3:

	Part 1	Part 2	Part 3
AEI and practice learning partners agree approaches to facilitate protected learning time throughout the programme.			
Consider where you can apply simulation and TEL within your programme? For example will this be delivered in academic or/and part of practice learning experiences?			
Agree effective strategies to facilitate effective student feedback throughout the programme at timely intervals. Consider how students are supported to provide their own feedback.			

When seeking approval for new programmes within approved education institutions (AEI) you are not always required to update Gateway 1 or Gateway 2 within the approval process.

These areas can be contextualised within your programme documentation and reflect how you are meeting Part 1, Standards Framework for Nursing and Midwifery Education (SFNME) and Part 2, Standards for Student Supervision and Support (SSSA).

This can be demonstrated within outlining documentation, programme specifications, programme handbooks and mapped to all relevant supporting policies that you provide.

You will be able to provide a narrative of how your programme meets these standards within the approval process at Gateway 3.

Appendix 1. Mapping example

Subject	Part 1 Standards Framework for Nursing and Midwifery Education	Part 2 Standards for Students Supervision and Assessment	Part 3 programme standards
Recruitment and selection	2.6, 2.7		1.1. 1.2 , 1.3, 1.4 1.5, 1.7, 1.8
Safety in all learning environments	1.1, 1.4 2.1, 2.2, 2.13	1.1 , 1.4, 1.7, 1.11, 2.4, 2.5 3.1	1.5 2.1 3.1
Student supervision	1.4 3.5, 3.6 4.5, 4.6, 4.7	2.1, 2.2, 2.3,2.4 2.5,2.6,2.7 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 7.2	3.2, 3.3, 3.4, 4.1,4.2, 4.3,4.4,4.7
Student assessment	2.11,3.8,4.5,4.6,4.11,5. 8,5.10,5.11,5.12,5.13,5 .14,	4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.5, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11	3.3, 3.4, 4.1, 4.2, 4.3,4.5, 4.6, 4.7,4.8, 4.9,
Simulation / TEL	3.4,		2.8,
Balance of learning	5.3,5.7,5.15	7.5,	2.9, 2.11.1, 2.11.2,

Learning outcomes	2.2,2.3,2.4,3.1,5.1,	3.2, 3.3, 3.4, 4.1, 8.4	2.5,2.7, 3.6, 4.7, 5.1,
Co-production	1.12,5.1,5.4,5.5,		
RPL	2.8,		1.6, 1.7, 1.8,
Individual approach to student	3.6,3.11,3.12,5.9,	1.6, 1.9, 1.10, 2.3, 2.6, 4.1,	3.5, 3.6,
Learning from others	3.1,3.3,3.16,4.10,	1.8,	3.2, 3.3,
Timely registration	3.10,		2.4, 5.2, 5.3, 5.4, 5.5
Student feedback	3.17,3.18,4.9,	7.2, 7.6, 7.7, 8.1.3,	4.7,
Student support	1.9,3.9,3.13,3.14,4.3,	1.6,	1.5, 4.1,
Theory learning	1.4,4.1,2.18,2.20,3.1,3.4,4.1,4.11,	7.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4, 10.5	2.1, 2.3, 2.4, 2.6, 2.9, 2.10, 4.2, 4.3, 4.8, 5.1,
Practice learning	1.13,3.1,4.1,4.7,	1.1, 1.4, 1.5, 1.11, 2.4, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, 6.7, 7.1,7.2, 7.3,7.4, 7.5, 7.6, 7.10, 7.11, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2, 8.3, 8.4, 9.6,	2.2, 2.3, 2.4, 2.6, 2.10, 3.2, 3.3, 3.4, 4.2, 4.3,4.4, 4.5, 4.6, 4.7,4.8, 4.9

Research rich learning	1.14,	7.4,8.3, 9.3, 9.4, 10.4, 10.5	2.6,
Raising concerns	1.5,2.10,4.8,	4.4, 6.8,	3.4,
Lifelong learning	3.2,		4.1,
Protected learning	3.7,4.4,		1.5,