

Types of learning experiences

Reference: LE3 Last Updated: 01/03/2019

The aim of practice learning is to provide students with opportunities to achieve their proficiencies, gain the knowledge, skills and attributes of a safe and effective practitioner, and to work towards becoming independent practitioners.

For pre-registration nursing students this means becoming proficient at the point of registration in their chosen field of practice, as set out in the following standard:

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

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
The new proficiencies for the future registered nurse expect student nurses to be able to provide care to a wide variety of people across the lifespan in a variety of settings. However students must also be able to demonstrate a greater depth of knowledge and the more advanced skills required to meet the specific care needs of people in their chosen field of practice.

For pre-registrations midwifery students this means ensuring students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families as set out in the following standard:

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

2.3 ensure programme learning outcomes reflect the NMC Standards of proficiency for nursing associates
The new proficiencies for the future registered midwife specify the knowledge, understanding and skills that midwives must demonstrate at the point of qualification, when caring for women across the maternity journey, newborn infants, partners and families across all care settings. They reflect what midwives are expected to know and be able to do in order to deliver safe, effective, respectful, kind, compassionate, person-centred midwifery care.

How this is achieved will be for individual AELs, with their practice learning partners, to decide.

For pre-registration nursing associate students this means becoming proficient at the point of registration to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of health and care settings. Experiencing learning in hospital, closer to home and at home.

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

2.3 ensure programme learning outcomes reflect the NMC Standards of proficiency for nursing associates.
Find out more about types of learning experiences in the following pages:

- [Different types of learning environments](#)

- [Different learning opportunities](#)
- [Equality and diversity considerations](#)

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Standards framework for nursing and midwifery education: [R1.2](#) (page 6), [S2.1, S2.2, R2.6, R2.7, R2.10](#), (page 7), [R2.17](#) (page 8), [S3.1, S3.2, R3.1-3.4, R3.11-12](#) (page 9), [R3.15-R3.17](#) (page 10), [R4.3, R4.5, R4.9](#) (page 11), [R5.9](#) (page 12)

Standards for student supervision and assessment: [1.9](#) (page 5)

Standards for pre-registration nursing programmes: [2.4-8, 2.11-2.14](#) (page 9), [3.1-3.6](#) (page 10), [4.5-8, 4.11](#) (page 11)

Standards for prescribing programmes: [3.3](#) (page 11), [4.8](#) (page 12)

Standards for pre-registration nursing associate programmes: [3.1-3.4](#) (page 4)