Review of pre-registration nursing education glossary

**Accreditation of Prior (Experiential) Learning (AP(E)L)**
Process of awarding credit for formal or experiential learning by mapping it against defined learning outcomes of the programme offered (see NMC QA Factsheet I/2004).

**Annotated**
The process by which mentors who are designated as being able to sign off proficiency at the end of a programme are identified as such.

**Branch programmes**
A two-year specialist programme in one of the four branches of practice - adult nursing, mental health nursing, learning disabilities nursing or children's nursing. Branch programmes normally follow the first year of study. In the future, the term will be replaced with field to reflect the new education framework currently being developed.

**Care pathways**
Pathways are a way of organising care at each stage of the patient’s journey. For example, pathways for long term conditions or emergency care include assessment, intervention and treatment. They often involve input from many different health care professionals and are supported by clinical guidelines and protocols.

**Common Foundation**
Nursing students follow the same curriculum for the first Programme (CFP) year of the nursing programme.

**Common core**
Certain elements of nursing programmes also form part of other programmes such as physiotherapy or medicine. Nursing students may share some classes with other students studying other disciplines at various times throughout the programme. Also see *Shared Learning*.

**Community**
Community settings are those outside of major hospitals. These settings include caring for people in their own homes, general practice, local in-patient units, nursing homes and other residential facilities, walk-in centres, schools and the workplace. Learning in the community includes management of acute care, minor illness, minor ailments, and long-term conditions in NHS, independent and third sector services.

**Competency**
The knowledge, skills and attitudes required by a nurse at the point of registration. A competency describes the skills and abilities to practise safely and effectively without the need for direct supervision. Competencies are achieved incrementally throughout periods of practice experience during a programme. At the end of the final period of practice experience or supervised practice it is the evidence of achievement of all competencies that enables sign-off mentors or practice teachers to decide whether proficiency has been achieved.

**Domain**
These are areas or spheres of practice. Domain sets out an overall standard of competence, for example, communication and interpersonal skills, and professional values.
Due regard
Differentiates between the nurses’, midwives’ and specialist community public health nurses’ parts of the NMC register as well as specific fields of practice within nursing, e.g. adult, children, mental health and learning disability. Mentors and practice teachers normally assess others only with due regard to the parts on which they, themselves, are registered.

Entered
The mechanism by which names are added to a local register

Essential skills
In addition to the competencies, there are specific skills that nursing students must be able to perform at specific points of an education programme. These are known as essential skills and are organised into ‘clusters’. They are therefore referred to as Essential Skills Clusters (ESCs). The ESCs are already in existence and part of current nursing courses.

Field of practice
Currently known as Branch. It relates to the four nursing branches: adult, children’s, mental health and learning disability nursing.

Generic
Relates to the skills required for all nurses regardless of which field they are studying.

General care
See European Directives. General care requirements currently only apply in full to students completing the adult branch programme.

Generalist
Having general knowledge with wide application, as opposed to specialist knowledge applied to specialist fields.

Inter-professional
Across more than one professional group

Local register of mentors/practice teachers
Placement providers hold a register of all current mentors, including sign-off mentors and practice teachers, who have met the NMC outcomes for these roles and have additionally met the NMC requirements for maintenance on the register.

Mentor
A registrant who has met the outcomes of stage 2 and who facilitates learning, and supervises and assesses students in a practice setting

NMC outcomes
Outcomes identify the skills required at each stage of the framework to meet the defined final competencies.

Practice learning opportunities
Any learning within a practice environment
Shared learning
This could include nurses from different branches, and/or other professional groups learning together in the classroom or in practice settings.

Pre-registration
The term used to describe the education programme that students take in order to become a registered nurse. Following successful completion of a pre-registration programme, students can apply for registration with the NMC.

Preceptorship
Newly qualified registered nurses are supported by a more experienced registered nurse colleague over an initial period of employment. This will enable them to consolidate their education, develop confidence in their new role and ensure that they are able to make the transition from student to accountable practitioner.

Proficiencies
These are the current criteria that nursing and midwifery students must meet in order to successfully complete their programme. They are contained within the NMC publications, Standards of proficiency for each of the three parts of the register (nursing, midwifery and specialist community public health nursing). Nursing students must meet all NMC proficiencies and other requirements by the end of the programme in order to apply for registration with the NMC.

Programme providers
Programme providers are partnerships formed between AEIs and service partners providers who provide placement opportunities for students on NMC approved programmes. Normally these programmes are 50% theory and 50% practice. All partners are responsible for ensuring that learning opportunities and support for learning and assessment is available in both theory and practice learning environments.

Progression points
A progression point is a way of dividing an education programme into parts i.e., they form divisions between different parts of a programme. Students can only move on to the next part if they have met all the requirements (NMC outcome measures) for the previous part. In September 2008, the NMC agreed that there should be NMC outcome measures linked to progression points. The number of progression points in an education programme and how they will be sited has yet to be agreed, but on the basis of early discussions we have assumed that there will be two progression points during an education programme.

Register (The NMC Register)
Opened on 1 August 2004. It is a public record of all nurses, midwives and specialist practice public health nurses eligible to practise within the UK. A mark on the register identifies the field of practice, i.e. adult, children, mental health and learning disability.

Registration
In order to practice as a nurse, midwife or specialist community public health nurse in the UK, individuals must register with the NMC. Registration depends on individuals having demonstrated that they have met the minimum educational requirements set out by the NMC.
Requirements
The NMC sets the rules, standards and principles for UK nursing and midwifery programmes. Those providing the programmes are known as Approved education providers. They must ensure their programmes meet the rules, standards and principles in order for their nursing and midwifery programmes to be approved by the NMC. Nursing and midwifery students in the UK who have successfully completed an NMC approved programme are allowed to apply for registration with the NMC.

Sign-off mentor
Mentors are required to meet specified criteria in order to be able to sign-off a student’s practice proficiency at the end of an NMC approved programme. All midwife mentors and practice teachers will have met the requirements through their preparation programme.

Simulation
Learning in an imitation practice setting

European Directives

European (EC) Directives
A directive is a legislative act of the European Union which requires member states to achieve a particular result without dictating the means of achieving that result. Directives normally leave member states with a certain amount of leeway as to the exact rules to be adopted. They can be adopted by means of a variety of legislative procedures depending on their subject matter.

European Directive
From 20 October 2007 Directive 2005/36/EC on 2005/36/EC the recognition of professional qualifications sets out requirements for ‘general care’ for pre-registration nursing education replaced the two previous European Directives 77/453/EEC and 89/595/EEC, although the nature of the requirements has not changed from the previous Directives. See the Standards of proficiency for pre-registration nursing education (NMC 2004).