

# **SHU Mentor Conference 2018**

**PUTTING THE NEW NMC  
STANDARDS INTO ACTION**

# What happens.....



If we tear up the rule book

**well .....we are about to find out**



Education Programme

Future Nurse  
Proficiencies

Future Midwife  
Proficiencies

Education  
Framework

Quality  
assurance of  
education

Other standards

Communications and engagement

# Current education and training standards

12 sets of standards

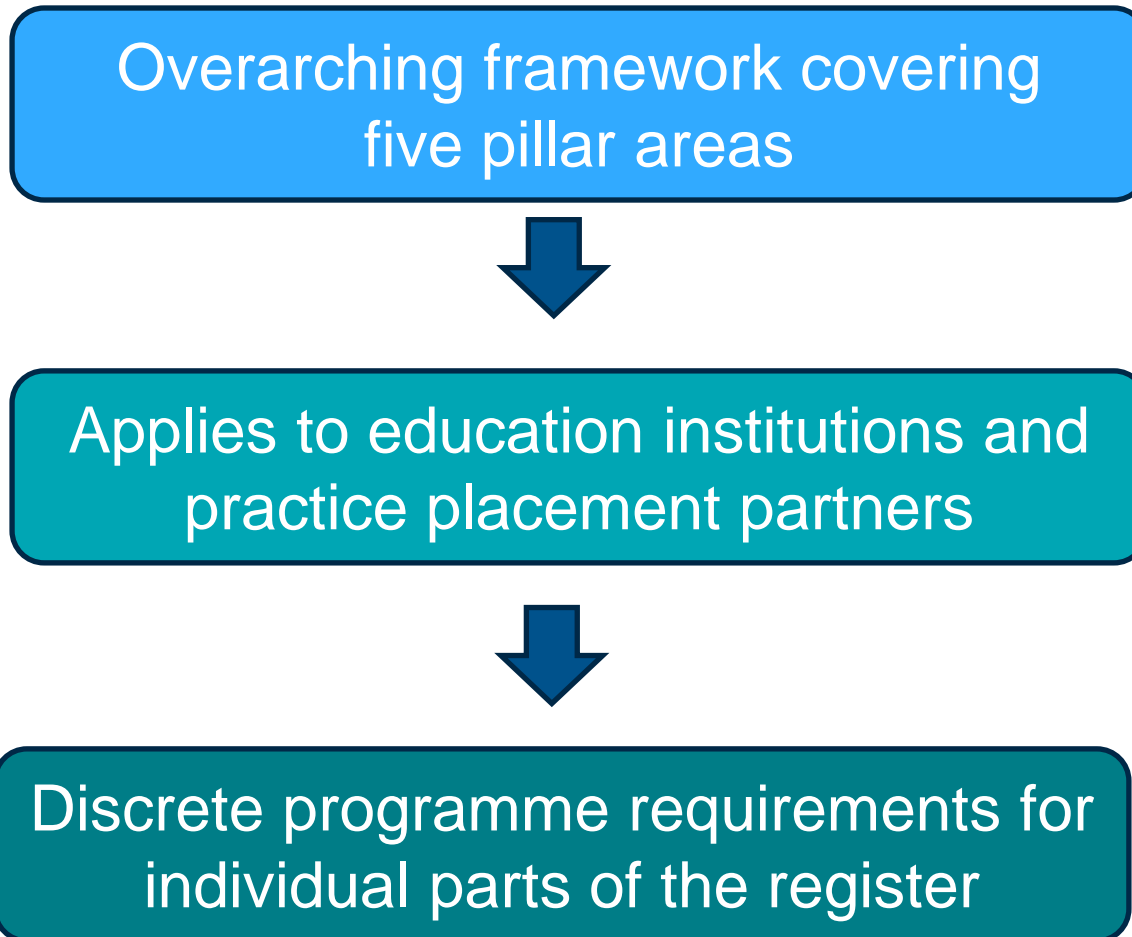


Containing 164 requirements

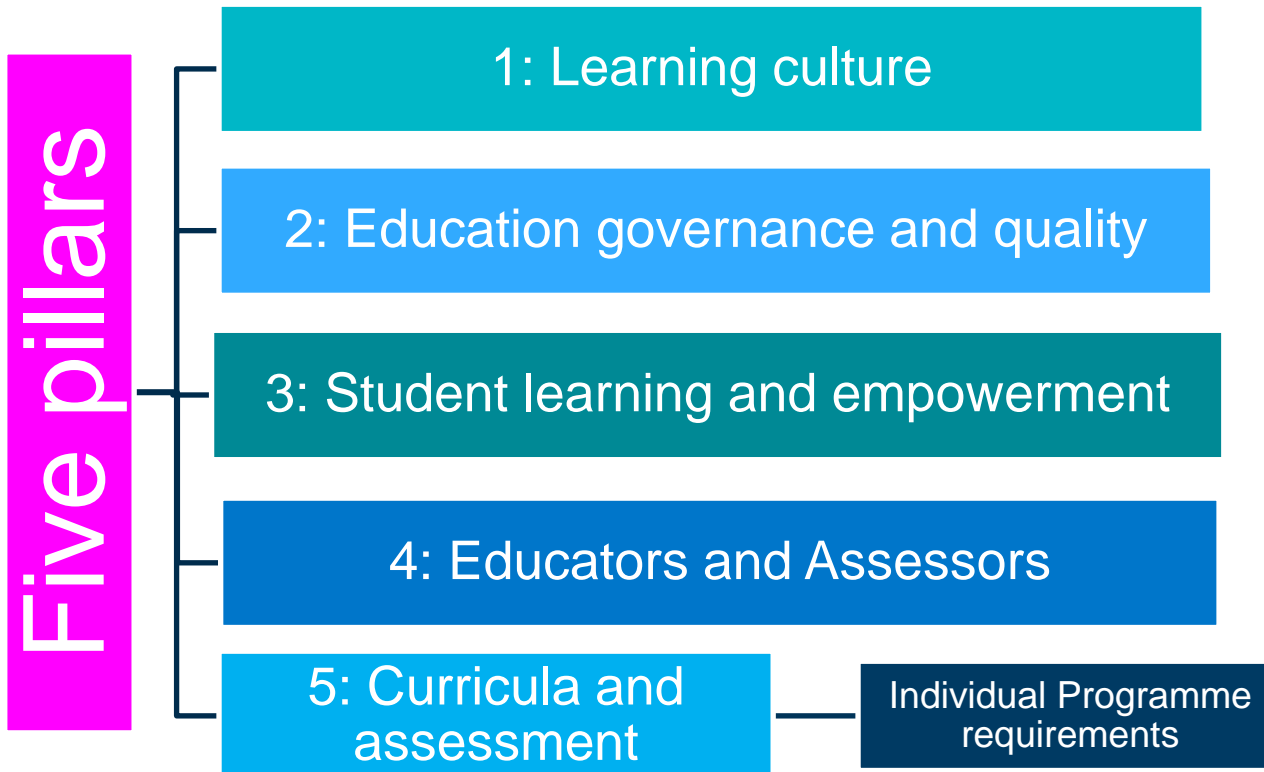


Includes institution, practice, programme,  
support and assessment requirements

# New education framework



# Education framework pillars



# Individual Programme requirements

Apply to the respective parts of the register and sit under pillar five in five main areas:

- Selection, admission and progression
- Curriculum
- Practice placements
- Learning and assessment
- Eligibility to apply to the register



# Benefits of the new framework

- Outcome focused and assessable
- Less focused on process
- Offers education institutions more autonomy and flexibility to deliver nurse and midwifery education
- Supports innovation and creativity
- Promotes inter-professional learning
- Proportionate in recognising academic regulations and governance arrangements

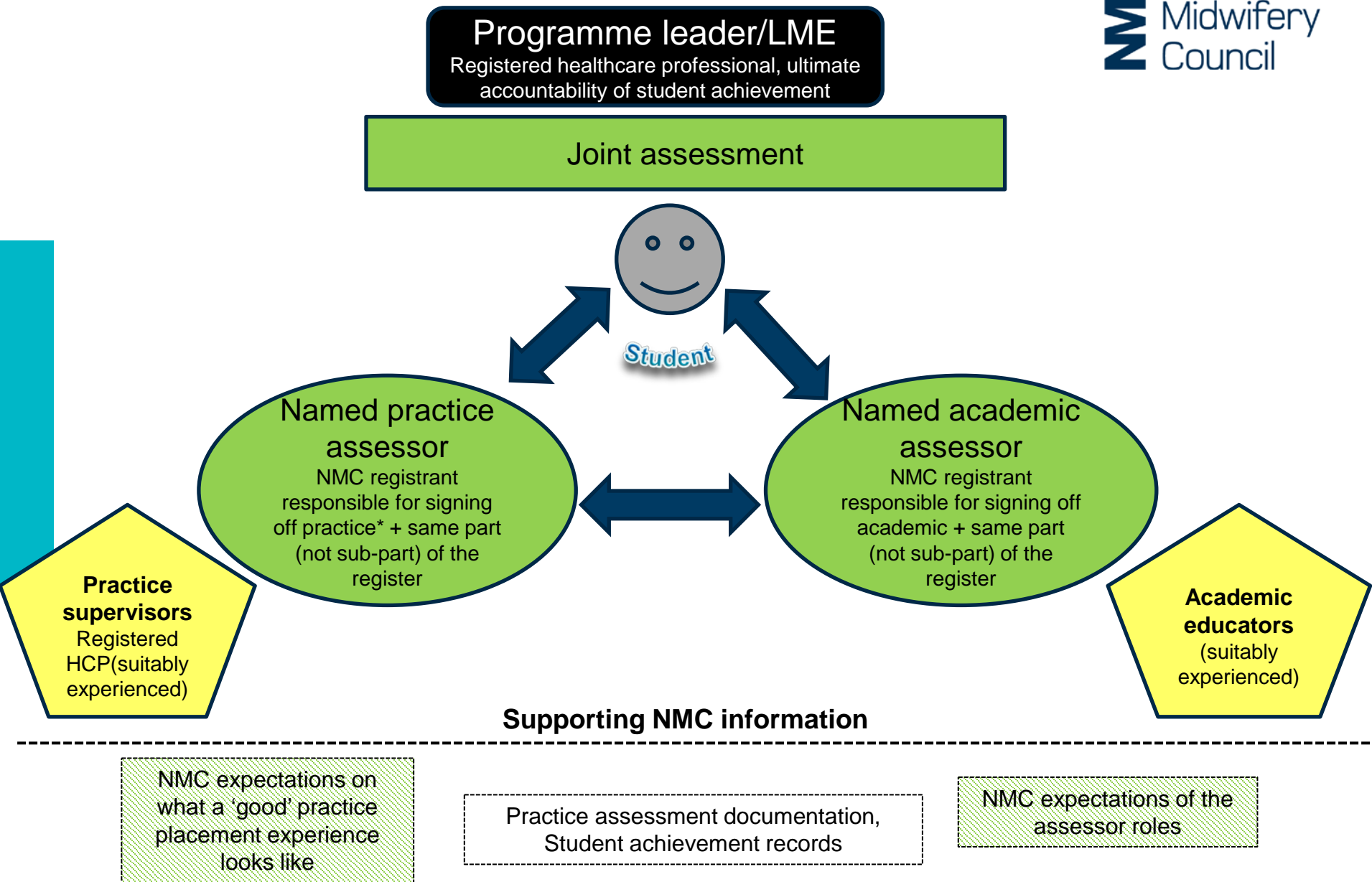
# New model for supporting and assessing students (1)

- Removes current SLAiP requirements
- Supervision proficiency will be in pre- registration standards
- Mandate that all students should be supervised in practice
- All students should have a “go to” professional in case of problems
- Assessment of competence will be carried out by a different professional who has expertise in assessment and who should take into account the views of those who have worked with the student in making their assessment

# New model for supporting and assessing students: (2)

- All registrants should be responsible for supervision of students
- The assessor role is separate and carried out by a person with assessment skills
- **No** NMC process standards on who, what or how supervisors and assessors are trained. (**But** organisations will have to assure systems are effective in meeting outcomes)
- Freedom for organisations to develop their own models to suit local circumstances

# New model for supporting and assessing students



*\*For prescribing progs, this must be a prescriber, need not be NMC registrant*

# Meeting the new standards through a new curriculum

Level 4	Professional Practice for Community Wellbeing - 20 Credit Module IPE
	Personal and Professional Development - 20 Credit Module IPE
	Sciences for professional practice - 40 Credit Module Profession specific
	Assessing and planning person centred care – 40 Credit Module Profession specific
Level 5	Complex Assessment and Intervention – 40 credit module IPE
	Evidence and Enquiry - 20 Credit Module Shared
	Applied sciences for professional practice - 20 Credit Module Profession specific
	Providing and evaluating person centred care – 40 Credit Module Profession specific
Level 6	Professional Leadership - 20 Credit Module IPE
	Working with people with Complex Care Needs - 20 Credit Module IPE
	The Advancing the Profession - 40 Credit Module Shared
	Leading and co-ordinating person centred care – 40 Credit Module Profession specific
Key	<b>IPE:</b> students learn from, with and about one another in interprofessional groups
	<b>Specialist:</b> students learn in specialist groups that can be uni and mixed professions
	<b>Shared:</b> students learn in mixed groups (profession independent)

# Assessment of practice - what does this mean for us?

What is the role of the student?

What role does the new supervisor undertake?

What is the assessors role?

What is the independent academic assessor role?

How does this fit with the role of the LEM?

What is the role of the link lecturer in this relationship?

# Assessing practice process and document - by August 2018

- New assessment of practice documents
  - Working group including practice partners and staff from both universities
  - Service user and carer and student input
  - Current models
  - Timeline for completion August 2018
  - Interested contact: Kath Warren, Nikki Rochnia or Carol Pollard (UoS)

# Contacts

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**Consider.....**



**We are all in this together.....**

