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

Overarching framework covering five pillar areas

Applies to education institutions and practice placement partners

Discrete programme requirements for individual parts of the register
Education framework pillars

Five pillars:

1: Learning culture
2: Education governance and quality
3: Student learning and empowerment
4: Educators and Assessors
5: Curricula and assessment

Individual Programme requirements
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

Programme leader/LME
Registered healthcare professional, ultimate accountability of student achievement

Joint assessment

Named practice assessor
NMC registrant responsible for signing off practice* + same part (not sub-part) of the register

Named academic assessor
NMC registrant responsible for signing off academic + same part (not sub-part) of the register

Practice supervisors
Registered HCP (suitably experienced)

Academic educators
(suitably experienced)

Supporting NMC information

NMC expectations on what a 'good' practice placement experience looks like

Practice assessment documentation, Student achievement records

NMC expectations of the assessor roles

*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**
- **IPE**: students learn from, with and about one another in interprofessional groups
- **Specialist**: students learn in specialist groups that can be uni and mixed professions
- **Shared**: 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.........

Old ways won't open new doors
We are all in this together.....