

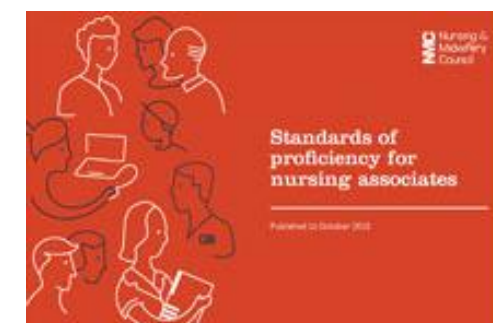
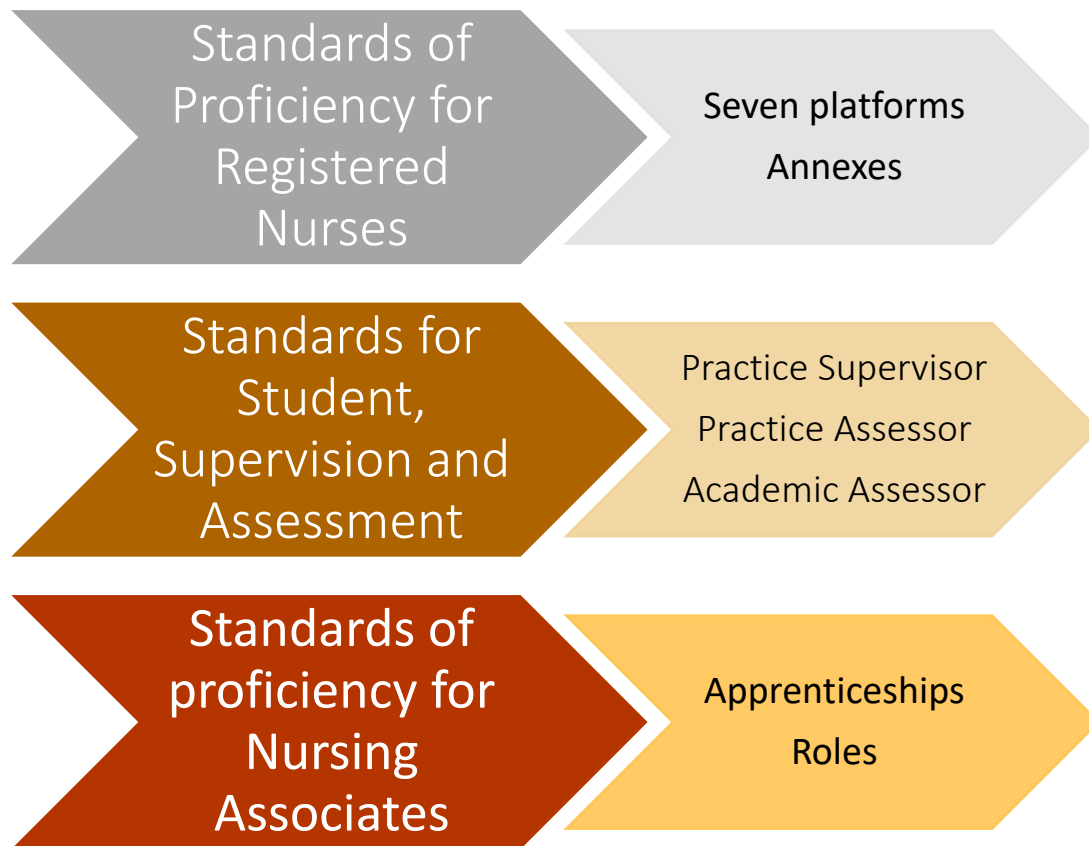
NMC Standard update

Rachel Heathershaw

On 28th March 2018 Council approved the following standards

- The Future Nurse: standards of proficiency for registered nurses.
 - Standards framework for nursing and midwifery education.
 - Standards for student supervision and assessment.
 - Standards for pre-registration nursing programmes
 - Standards for nurse and midwife prescribing programmes
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- These standards will replace the 2010 nursing education standards including standards for pre-registration nursing education, requirements of approved education institutions and standards for learning and assessment in practice (SLAIP).

Focus on...



Standards of proficiency for registered nurses

Seven platforms set out the key proficiency outcome standards and state the responsibilities and accountabilities of the registered nurse:

1. Be an accountable professional (20 statements)
2. Promoting health and preventing ill health (12)
3. Assessing needs and planning care (14)
4. Providing and evaluating care (17)
5. Leading and managing nurse care and work in teams (12)
6. Improving safety and quality of care (12)
7. Coordinating care (13)

Two annexes accompany the standard of proficiency

- Communication and relationship management skills
- Nursing procedures

Both annexes that accompany the standards of proficiency clarify communication and relationship management skills and nursing procedures where the registered nurse will demonstrate greater application of knowledge within their chosen field of nursing practice.

Communication skills

- 1 Underpinning communication skills for assessing, planning, providing and managing best practice, evidence based nursing care (12)
- 2 Evidence based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care (9)
- 3 Evidence based, best practice communication skills and approaches for providing therapeutic interventions (9)
- 4 Evidence based, best practice communication skills and approaches for working with people in professional teams (15)

Nursing procedures

Part I: Procedures for assessing people's needs for person-centred care

Use evidence based, best practice approaches to take a history, observe, recognise and accurately assess people of all ages: for mental (5) and physical health and wellbeing (3)

Part 2

II: Procedures for the planning, provision and management of person-centred nursing care:

1. rest, sleep, comfort and the maintenance of dignity, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions (6)
2. hygiene and the maintenance of skin integrity (8)
3. nutrition and hydration (9)
4. bladder and bowel health (6)
5. mobility and safety (4)
6. respiratory care and support (6)
7. prevention and management of infection (9)
8. care and support at the end of life (6)
9. medicines administration and optimisation (11)

Standard for Student Supervision and Assessment

Rachel Heathershaw

The standards for student supervision and assessment are outcome focused and allow for local innovation in programme delivery; they are designed to work across all programmes and in all settings.

Student supervision and assessment can be flexible, provided the education institutions and practice partners meet the NMC standards.

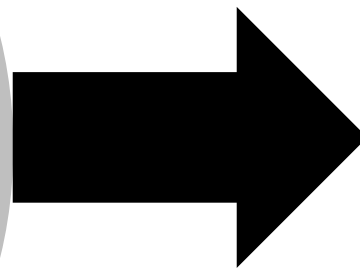
Students in practice or work placed learning must be supported to learn without being counted as part of the staffing requirement and this means they are supernumerary (inc apprentice placements)

The decision on the level of supervision of the student should be based on the needs of the student, it can decrease with increasing proficiency and confidence.

(NMC 2018)

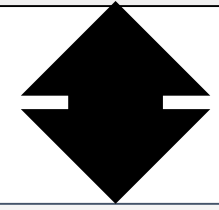
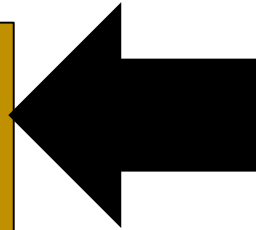
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- 1. Effective practice learning**
 - 2. Supervision of students**
 - 3. Assessment of students and confirmation of proficiency**

Maintaining the quality of the practice learning environment

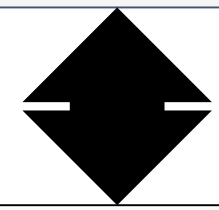
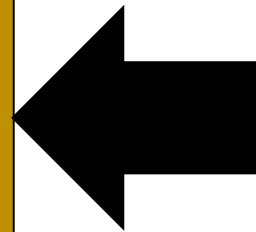


Student

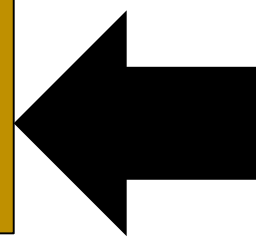
Academic Assessor – e.g. University staff



Practice Assessor – e.g. current Registered Mentors / Sign Off Mentors



Practice Supervisor – e.g. current Registered Mentor



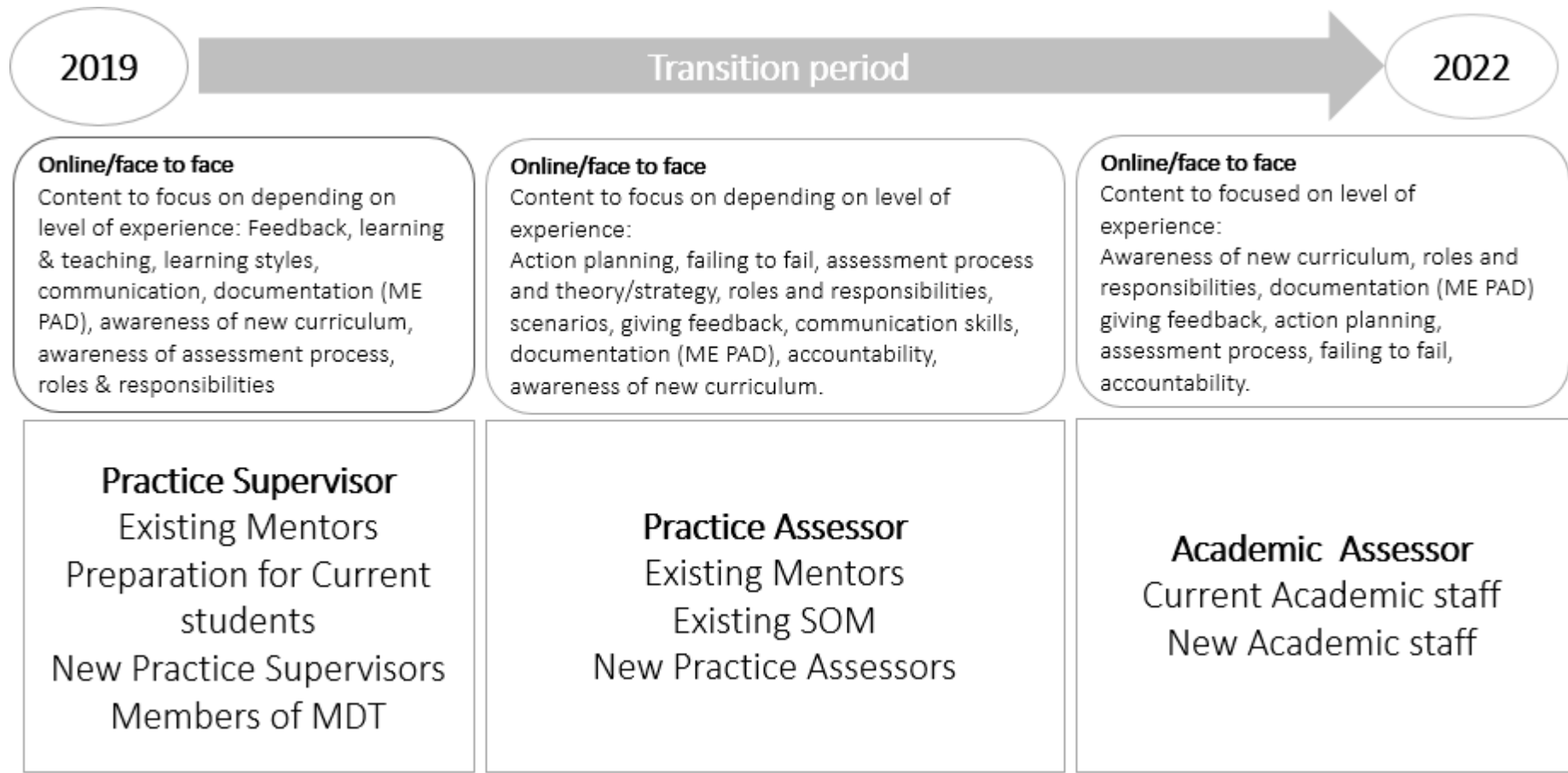
Effective Practice Learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of setting (NMC 2018)

Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in theory professional role. All NMC registered nurses and midwives are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals.

Preparation of new roles



Practice Supervisors (PS)

- Role and responsibilities
- Contribution to assessment and progression
- Preparation

Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment
Have an understanding of the proficiencies and programme outcomes they are supporting students to achieve.

Contribute to the students record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising
Contribute to student assessments to inform decisions for progression
Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observation on the above
Appropriately raise and respond to student conduct and competence concerns and are supported in doing so

Role models for safe and effective practice
Support learning in line with their scope of practice
Support and supervise students, providing feedback on their progress and achievement towards
Have current knowledge and experience of the area in which they are providing support, supervision and feedback
Receive ongoing support to participate in practice learning of students

Assessment of students and confirmation of proficiency

Assessor roles

- Nominated academic assessor
- Nominated practice assessor
- Field of practice
- Midwifery
- Specialist community public health

All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme

All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies

Nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

Midwifery students are assigned to practice and academic assessors who are registered midwives

SCPHN students are assigned to practice and academic assessors who are registered SCPHN's with appropriate equivalent experience for the student's programmes outcomes

Students studying for an NMC approved post-qualification are assigned to practice and academic assessors in accordance with relevant programme standards

Practice and academic assessors receive ongoing support to fulfil their roles

Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement and are supported doing so.

Practice Assessors (PA)

Responsibilities

- **Conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning...these are informed by feedback sought and received from PSs**
- **Make and record objective, evidence based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection and other resources**
- **Maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing**
- **Work in partnership with nominated AA to evaluate and recommend the student for progression for each part of the programme in line with programme standards and local and national policies**
- **There should be sufficient opportunities for the PA to gather and coordinate feedback from PSs, any other assessors and relevant people in order to be assured about their decisions for assessment and progression**
- **PAs have an understanding of the student's learning and achievement in theory**
- **Communication and collaboration between PAs and AAs should be scheduled at relevant points in programme structure and student progression**
- **PAs are not simultaneously the PS and AA for the same student**
- **PAs for students on NMC approved prescribing programmes support learning in line with the NMC standards for prescribing programmes**

Practice Assessors (PA)

Preparation

Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes

- Interpersonal communication skills, relevant to student learning and assessment**
- Conducting objective, evidence based assessments of students**
- Provide constructive feedback to facilitate professional development in others**
- Knowledge of assessment process and their role within it**

Receive ongoing support and training to reflect and develop in their role

Continue to proactively develop their professional practice and knowledge in order to fulfill their role

Have an understanding of the proficiencies and programme outcomes that the student they assess in aiming to achieve

Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes

- Interpersonal communication skills, relevant to student learning and assessment
- Conducting objective, evidence based assessments of students
- Provide constructive feedback to facilitate professional development in others
- Knowledge of assessment process and their role within it

Receive ongoing support and training to reflect and develop in their role

Continue to proactively develop their professional practice and knowledge in order to fulfill their role

Have an understanding of the proficiencies and programme outcomes that the student they assess in aiming to achieve

Academic Assessors

Responsibilities includes
Preparation includes



Are working towards or hold relevant qualifications as required by their academic institution and local and national policies

Demonstrate that they have achieved the following minimum outcomes

- Interpersonal communication skills, relevant to student learning and assessment
- Conducting objective, evidence based assessments of students
- Provide constructive feedback to facilitate professional development in others
- Knowledge of assessment process and their role within it

Collate and confirm the student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme

Work in partnership with PA to evaluate and recommend the students for progression on each part of the programme, in line with programme standards and local and national policies

Communication and collaboration between PAs and AAs should be scheduled at relevant points in programme structure and student progression

Midlands and East Practice Learning Group



- To implement a collaborative practice assessment document for nursing inline with the new NMC Standards of Proficiency for Registered Nurses
- Established PAN Midlands and East Practice Learning Group
- 21 HEIs in the Midlands and East of England
- HEE funding



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- This is a natural step forward....
 - Other regions/countries have already successfully implemented a collaborative PAD
 - Collaborative approach to the implementation of the NMC Standards and Education Framework
 - Opportunities for further collaborative working
 - Shared resources
 - Shared audit processes

There is a lack of collaborative development of the mentorship role (National Nursing Research Unit 2012 and RCN 2015)

Cross-organisation working is required to provide a strategic and collaborative approach from HEI, providers and NMC

Assessment

“mentors may ‘fail to fail’ because of their lack of knowledge of the assessment process and documentation”

“Mentors lack confidence or feel inexperienced in the assessment process”

“We need to improve the quality of the assessment process”

“are not effective at measuring all the attributes of clinical Competency”

Time

“We lack time to complete student documentation”

“Processes breakdown due to staff shortages, time management and workload”

Documentation

“what mentors want, if you ask them, is how to use the practice assessment document”

“Documentation needs to be improved to make it more user friendly.”

There are inconsistencies between HEI which are open to differing interpretation”

Current work streams



Collaboration around setting up and facilitating shared stakeholder events

Providing ongoing feedback into the MEPLG

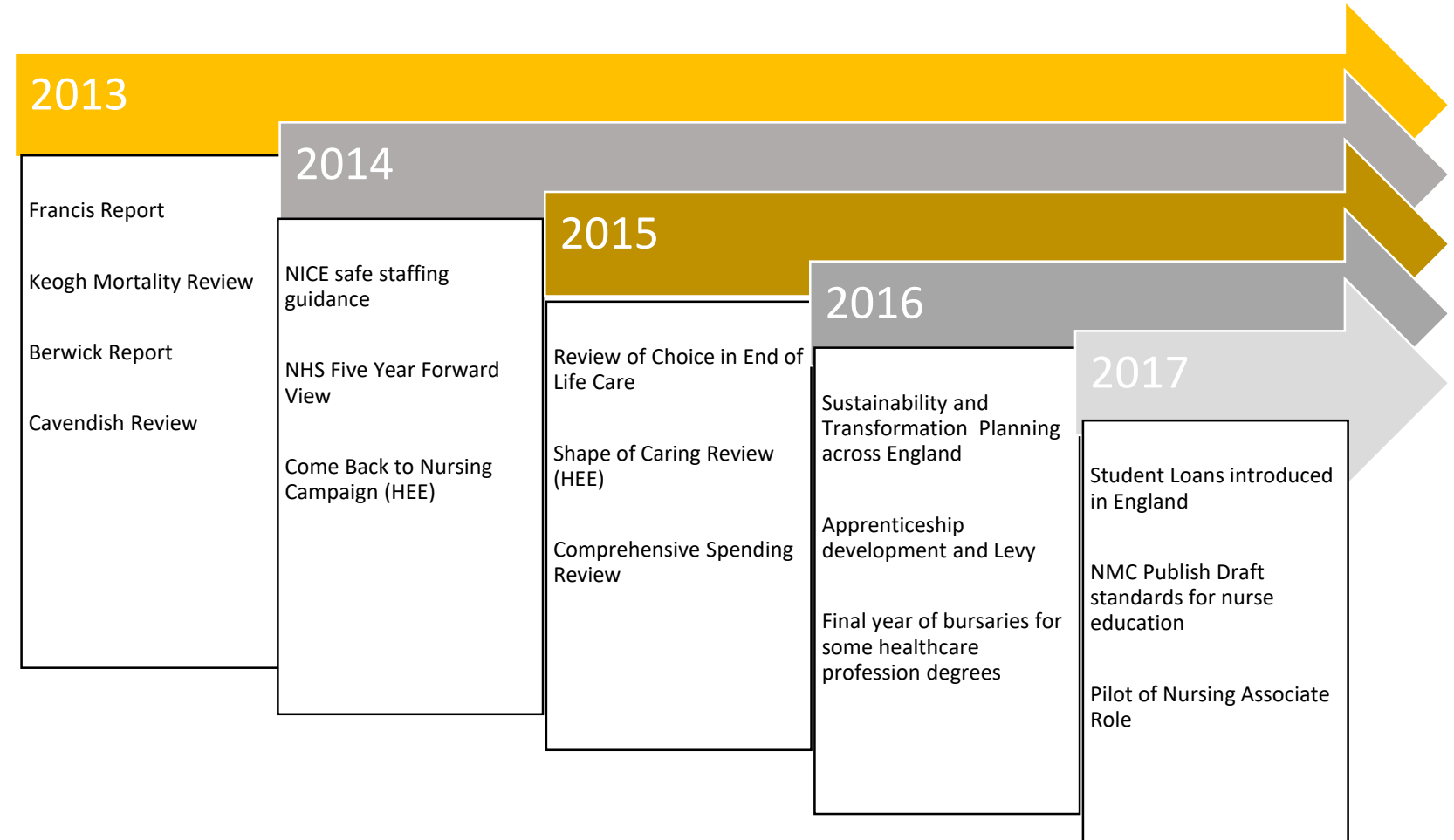
Gathering local feedback in regard to the implementation of new roles – Practice Supervisor, Practice Assessor and Academic Assessor

Generation of a shared regional vision of the new Educational Framework

Nursing Associates

Rachel Heathershaw

Nursing Associate – history and context - Drivers for Change



Role as currently defined by HEE

Trainee nursing associate is employed by the organisation
Work in nursing and care under the leadership and direction of a registered nurse or relevant professional
Take part in all aspects of the nursing process i.e. assessment, planning, implementing and evaluating
Registered nurse / appropriate professional provides a first assessment and retains responsibility as the primary care assessor, planner and evaluator
Reflective practitioners with good communication skills
Be able to deal with non-routine and unpredictable nature of the workload
Have a degree of autonomy and will use professional judgement to ensure that they always work within the parameters of their practice.

NA and AP roles

NA role	AP role
Nursing	Multi-professional
Generic	Can be specific / specialist
24 months training and education programme	18-24 months training & education programme
Educational level 5	Educational level 5
Skills transferable to other nursing settings	Skills may be specific to a role
Registered by NMC from January 2019	Not registered by NMC
AfC Band 4	AfC Band 4
Training will include administration of medicine	Training does not usually include medications.
Can progress onto NMC degree apprenticeship	Will require a bridging programme to enter NMC degree apprenticeship route

NA & RN Roles (NMC, 2018)

Nursing Associate	Registered Nurse
<ol style="list-style-type: none">1. Be an accountable professional2. Promoting health and preventing ill health3. Provide and monitor care4. Working in teams5. Improving safety and quality of care6. Contributing to integrated care	<ol style="list-style-type: none">1. Be an accountable professional2. Promoting health and preventing ill health3. Assessing needs and planning care4. Providing and evaluating care5. Leading and managing nursing care and working in teams6. Improving safety and quality of care7. Coordinating care

Career pathways and Progression



Nursing Associates – funded apprenticeships

- Plan for **3 million** new apprenticeship places **by 2020**
- To fund this, an **Apprenticeship Levy** came into effect on 6th April 2017: it requires all employers in the UK with a pay bill over £3 million/year to give 0.05% of their total pay bill to HM Revenue and Customs
- The NHS levy will amount to around £200m per year
- Levy money is not ring-fenced and must be spent within a set number of months - considerable pressure for employers to recover their contributions
- Independent approval of Apprenticeship Standards and regulation of quality via **Institute for Apprenticeships**/organisations listed on Register of Apprentice Assessment Organisations (RoAAO).



Regulation and the NMC

The NMC became the regulator for nursing associates in July 2018.

The NMC will welcome the new profession into regulation when the nursing associate part of our register opens on 28 January 2019.

Contacts

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“ THINGS DON'T
HAVE TO CHANGE
THE WORLD TO BE
IMPORTANT ”